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A-CR-CCP-601/PG-001



**ROYAL CANADIAN SEA CADETS**

## **PHASE ONE – QUALIFICATION STANDARD AND PLAN**

(ENGLISH)

Cette publication est disponible en français sous le numéro A-CR-CCP-601/PG-002.

**Issued on Authority of the Chief of the Defence Staff**

**Canada**





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**Issued on Authority of the Chief of the Defence Staff**

**OPI: D Cdts 3 – Senior Staff Officer Youth Programs Development**

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**Contact Officer: D Cdts 3-2-4 – Sea Cadet Program Development Staff Officer**

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## FOREWORD AND PREFACE

1. **Issuing Authority.** This Qualification Standard and Plan (QSP) A-CR-CCP-601/PG-001 was developed under the authority of the Director of Cadets in accordance with CATO 11-03, *Cadet Program Mandate*, CATO 11-04, *Cadet Program Outline*, and CATO 31-03, *Sea Cadet Program Outline*, and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this QSP was in accordance with the performance oriented concept of training outlined in the A-P9-050 Series, Canadian Forces Individual Training and Education System, with modifications to meet the needs of the Cadet Organization.
3. **Purpose of the IG.** The QSP is to be used by Royal Canadian Sea Cadet Corps to conduct the Phase One Training Program, as outlined in CATO 11-04, *Cadet Program Outline*, and CATO 31-03, *Sea Cadet Program Outline*.
4. **Effective Date.** This publication is effective upon receipt. Subsequent changes are effective upon receipt.
5. **Suggested Changes.** Suggested changes to this document shall be forwarded through the normal chain of command to National Defence Headquarters (NDHQ) Attention: Sea Cadet Program Development Staff Officer (D Cdts 3-2-4), or by email to [sea.dev@cadets.net](mailto:sea.dev@cadets.net).

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## **CHAPTER 1**

### **GENERAL**

#### **AIMS**

1. The aim of the Cadet Program is to develop in youth the attributes of good citizenship and leadership, promote physical fitness and stimulate the interest of youth in the sea, land and air activities of the Canadian Forces (CF).
2. The aim of the Phase One Training Program is to provide a Sea Cadet with the basic theoretical knowledge and practical experience required to participate in cadet corps activities as a member of a team.

#### **PROGRAM MISSION AND PARTICIPANT OUTCOMES**

3. The mission of the Cadet Program is to contribute to the development and preparation of youth for the transition from adolescence to adulthood, enabling cadets to meet the challenges of modern society, through a dynamic, community-based program.
4. Cadet Program participant outcomes are the benefits for the cadet during and/or after their involvement with the program that relate to knowledge, skills, attitudes, values, behaviour, condition or status. The five outcomes of the Cadet Program are:
  - a. emotional and physical well-being;
  - b. social competence;
  - c. cognitive competence;
  - d. proactive citizenship; and
  - e. understanding the CF.
5. The program mission and participant outcomes are explained in greater detail in CATO 11-03, *Cadet Program Mandate*.

#### **OUTLINE OF TRAINING**

6. The Phase Training Program is a directed program carried out at the cadet corps which teaches and practices the minimum knowledge and skills necessary to achieve the program outcomes. This program is divided into five levels of training. Normally a cadet will only attempt one phase in a given training year.
7. Each phase is composed of Performance Objectives (POs) subdivided into Enabling Objectives (EOs).

#### **PROGRAM DESIGN**

8. The Phase One Training Program has been designed:
  - a. assuming that the majority of first year cadets are between 12 and 14 years of age;
  - b. using age appropriate training strategies;
  - c. using 30 minutes as a standard period of instruction;
  - d. by providing a programming mix consisting of fixed mandatory and flexible complementary training; and

- e. to include training which is experiential and skills-based, with a lesser focus on theoretical knowledge.

## PERFORMANCE OBJECTIVES

9. PO 101 to PO 119 are common to all three elements of the Cadet Program. PO 120 and beyond are elemental specific to the Phase One Training Program.

10. The following are summaries of the POs included in the Phase One Training Program:

- a. **Citizenship.** PO 101 – Participate in Citizenship Activities:
  - (1) The aim of Phase One Citizenship is to provide a basic understanding of the role of a good citizen within Canadian society.
  - (2) Phase One Citizenship contributes directly to the achievement of the program aim of developing the attributes of good citizenship and the participant outcome of proactive citizenship.
- b. **Community Service.** PO 102 – Perform Community Service:
  - (1) The aim of Phase One Community Service is to encourage cadets to become more active in their communities through participation in a community service activity as a member of a group.
  - (2) Phase One Community Service contributes directly to the achievement of the program aim of developing the attributes of good citizenship, and the participant outcome of proactive citizenship.
- c. **Leadership.** PO 103 – Participate as a Member of a Team:
  - (1) The aim of Phase One Leadership is for the individual cadet to understand the role of a follower while participating in activities as a member of a team.
  - (2) Phase One Leadership contributes directly to the achievement of the program aim of developing the attributes of leadership and the participant outcome of social competence.
- d. **Personal Fitness and Healthy Living.** PO 104 – Develop a Personal Activity Plan:
  - (1) The aim of Phase One Personal Fitness and Healthy Living is to encourage cadets to set and pursue personal goals that contribute to active living.
  - (2) Phase One Personal Fitness and Healthy Living contributes directly to the achievement of the program aim of promoting physical fitness, and the participant outcome of physical well-being.
- e. **Recreational Sports.** PO 105 – Participate in Recreational Sports:
  - (1) The aim of Phase One Recreational Sports is to encourage cadets to actively participate in recreational sports activities.
  - (2) Phase One Recreational Sports contribute directly to the achievement of the program aim of promoting physical fitness and the participant outcome of physical well-being.

- f. **Air Rifle Marksmanship.** PO 106 – Fire the Cadet Air Rifle:
  - (1) The aim of Phase One Air Rifle Marksmanship is to familiarize the cadet with range operations and the firing of the cadet air rifle.
  - (2) Phase One Air Rifle Marksmanship contributes indirectly to the achievement of the program aim of developing the attributes of good citizenship and leadership through the use of competitive shooting as a network for the development of self-discipline and teamwork. It also contributes indirectly to the participant outcome of emotional and physical well-being through building of self-esteem and promotion of an active lifestyle.
- g. **General Cadet Knowledge.** PO 107 – Serve in a Sea Cadet Corps:
  - (1) The aim of Phase One General Cadet Knowledge is to provide cadets with background knowledge regarding opportunities inherent in the Cadet Program and the basic skills to allow the cadet to integrate comfortably as members of the cadet team.
  - (2) Phase One General Cadet Knowledge contributes directly to the achievement of the program aim of stimulating an interest in the air activities of the CF and the participant outcome of understanding the CF.
- h. **Drill.** PO 108 – Participate in an Annual Ceremonial Review (ACR) Parade:
  - (1) The aim of Phase One Drill is to provide new cadets with the skills required to competently participate during an ACR parade.
  - (2) Phase One Drill contributes directly to the achievement of the program aim of stimulating an interest in the air activities of the CF and the participant outcome of social competence through participation in a team activity.
- i. PO 109 to PO 119 – Not Allocated.
- j. **Canadian Navy and Maritime Community.** PO 120 – Become Familiar With the Sea Element of the Canadian Forces and Maritime Community:
  - (1) The aim of Phase One Canadian Navy and Maritime Community is to introduce cadets to the Canadian Navy and its role in the Canadian Forces as well as introducing them to Canada as a maritime nation.
  - (2) Phase One Canadian Navy and Maritime Community contributes directly to the program aim of stimulating an interest in the sea activities of the CF and the participant outcome of understanding the CF.
- k. **Ropework.** PO 121 – Perform Basic Ropework:
  - (1) The aim of Phase One Ropework training is to provide cadets with basic ropework skills to enable them to participate in seamanship activities such as small craft operation and sailing.
  - (2) Phase One Ropework training supports Sea Cadet on-water operations by providing the basic skill set required to carry out seamanship tasks while acting as crew aboard various types of vessels. Sea Cadet on-water operations combine skills developed under Ropework, Small Craft Operation, Ship's Operations, and Sailing, and contribute directly to the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.

- l. Small Craft Operation.** PO 122 – Participate in a Small Craft Operation Weekend:

  - (1) The aim of Phase One Small Craft Operation training is to introduce basic knowledge and skills that will allow a cadet to assist in the operation of a small craft as a crew member.
  - (2) Phase One Small Craft Operation training supports Sea Cadet on-water operations by providing the basic skill set required to carry out seamanship tasks while acting as crew aboard various types of small craft. Sea Cadet on-water operations combine skills developed under Ropework, Small Craft Operation, Ship's Operations and Sailing, which contributes directly to the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.
- m. Ship's Operations.** PO 123 – Respond to Basic Forms of Naval Communications:

  - (1) The aim of Phase One Ship's Operations training is to provide cadets with the basic knowledge required to communicate in a naval or nautical environment.
  - (2) Phase One Ship's Operations training supports Sea Cadet on-water operations by providing the basic skill set required to carry out seamanship tasks while acting as crew aboard various types of vessels. Sea Cadet on-water operations combine skills developed under Ropework, Small Craft Operation, Ship's Operations, and Sailing, and contribute directly to the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.

11. All cadet corps are also required to complete the Cadet Harassment and Abuse Prevention (CHAP) Program.

## **METHOD OF ACHIEVING OBJECTIVES**

12. The majority of Phase One POs are skills-related. Skills are acquired through practical periods of instruction and practice. In order to achieve these POs, a hands-on learning approach is essential. The following guidance may assist in the implementation of the Phase One Training Program:

- a. encourage active participation in classroom lectures;
- b. teach some theory as it is required for safety purposes and for introducing new material. However, most material can be taught using hands-on practical methods;
- c. ensure training sessions are well organized and planned for in advance to allow instructors adequate time to prepare for the delivery/conduct of training, including reviewing lesson specifications and instructional guides and creating instructional materials as required;
- d. integrate training such that the material presented during a session or day combines to create a smoothly executed event; and
- e. take adequate time to reflect upon and debrief experiential training activities, to ensure cadets learn about both the experience and the ways that experience can be integrated into future experiences.



## **TRAINING PREREQUISITES**

13. To participate in the Phase One Training Program, youths must be members of a cadet corps, as specified in A-CR-CCP-950/PT-001, *Queen's Regulations and Orders for the Canadian Cadet Organization*, art 4.01.

14. Cadets participating in the Phase One Training Program shall normally be between 12 and 14 years of age.

## **USE OF THE QSP**

15. This QSP shall be used as the primary authority governing the development, implementation, conduct and evaluation of the Phase One Training Program.

16. The Phase One Training Program shall be conducted using this QSP as the training control document in conjunction with training support documents included in the Instructional Guide (A-CR-CCP-601/PF-001).

17. This QSP shall be used as the primary reference by the Directorate of Cadets for validation of the Phase One Training Program.

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## CHAPTER 2

### TRAINING MANAGERMENTS DETAILS

#### RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

1. The Managing Authority for the Sea Cadet Phase Training Program is the Directorate of Cadets (D Cdts). The conduct of said program is the responsibility of the Regional Cadet Support Units (RCSUs) through authorized Training Establishments (TEs). These TEs include:

- a. Royal Canadian Sea Cadet Corps (RCSCC); and
- b. Technical TEs, such as:
  - (1) Regional Cadet Sailing Schools (RCSS) or Sail Centres; and
  - (2) other zone, detachment or regional TEs as authorized by the RCSU Commanding Officer (CO).

#### TRAINING DETAILS

2. In accordance with CATO 11-04, *Cadet Program Outline*, and CATO 31-03, *Sea Cadet Program Outline*, the Phase Training Program is conducted between 1 September and 30 June of each training year through a combination of training sessions and supported training days/weekends. The Phase Training Program is divided into two compulsory components that must be completed by all cadets. These components are:

- a. **Mandatory Training.** Mandatory training is a scheme of activities that is requisite for corps and, in some instances, specialized TEs to conduct and for cadets to accomplish in order to complete the Phase Training Program.
- b. **Complementary Training.** Complementary training is a scheme of activities that is requisite for corps and, in some instances, specialized TEs to conduct and for cadets to accomplish in order to complete the Phase Training Program. These activities complement mandatory activities and form an integral part of the Phase Training Program. COs have the discretion to choose activities from a range of possibilities, thus allowing them flexibility to tailor the Phase Training Program to match the corps' interests and resources.

3. **Phase One Training Outline.** The distribution of mandatory and complementary training in Phase One is as follows:

- a. Mandatory Training:
  - (1) sixty periods of instruction to be conducted during training sessions (three periods per session);
  - (2) eighteen periods of instruction to be conducted during mandatory training days (nine periods per day) for a total of two days;
  - (3) two days for an inter-divisional seamanship competition; and
  - (4) one weekend of small craft operation.

## b. Complementary Training:

- (1) thirty periods of instruction to be conducted during training sessions (three periods per session);
- (2) eighteen periods of instruction to be conducted during complementary training days (nine periods per day) for a total of two days; and
- (3) one weekend of small craft operation.

4. **Period Allocation.** Periods are 30 minutes in duration. A detailed period allocation can be found at Annex A. Total period allocation by PO is as follows:

Topic	PO	Performance Objective	Mandatory Periods	Specific Mandatory Training Days	Specific Mandatory Training Weekends	Complementary Periods	Specific Complementary Training Weekends
Citizenship	101	Participate in Citizenship Activities	1	–	–	10	–
Community Service	102	Perform Community Service	9	–	–	12	–
Leadership	103	Participate as a Member of a Team	4	–	–	3	–
Personal Fitness and Healthy Living	104	Develop a Personal Activity Plan	3	–	–	1	–
Recreational Sports	105	Participate in Various Sporting Activities in Pursuit of Living a Healthy Lifestyle	9	–	–	27	–
Air Rifle Marksmanship	106	Fire the Cadet Air Rifle	9	–	–	3	–
General Cadet Knowledge	107	Serve in a Sea Cadet Corps	7	–	–	4	–
Drill	108	Participate in a Ceremonial Review Parade	14	–	–	9	–
Canadian Navy and Maritime Community	120	Become Familiar With the Sea Element of the Canadian Forces and Maritime Community	4	–	–	4	–
Ropework	121	Perform Basic Ropework	8	–	–	5	–
Small Craft Operation	122	Participate in a Small Craft Operation Weekend	1	–	1	1	1
Ship's Operations	123	Respond to Basic Forms of Naval Communications	5	–	–	8	–
Sailing	124	Sail a Dinghy in Accordance With the Canadian Yachting Association White Sail Level I	0	–	–	5	–
CHAP	N/A	N/A	3	–	–	0	–
Inter-divisional Seamanship Competition	N/A	N/A	1	2	–	0	–
<b>Total</b>			<b>78</b>	<b>2</b>	<b>1</b>	<b>95</b>	<b>1</b>

5. **Training Capacity.** The training capacity is limited to the capacity of the cadet corps to meet supervision requirements in accordance with CATO 13-12, *Supervision of Cadets*, and in some cases to established quotas.

## 6. Training Staff Requirements

- a. Corps Training Officer (Trg O):

Rank	MOSID	Number	Qualification
SLt/Lt(N)	00232-01	1	Minimum: DP2 CIC Officer Training Course  Preferred: Senior Instructor Course; and CIC Training Officer Course

- b. Phase One Course Officer (Phase One Crse O):

Rank	MOSID	Number	Qualification
A/SLt/SLt	00232-01	1	Minimum: Sea Environmental Training Course  Preferred: Senior Instructor Course

**Note:** This position may also be filled by a NCdt, should circumstances warrant.

- c. Instructors:

Rank	MOSID	Number	Qualification
PO2 and Above	N/A	1 per 10 Cadets	Minimum: Completion of Phase Four Training Program  Preferred: CSTC specialties appropriate for activity requirements (e.g. Air Rifle Marksmanship Instructor for marksmanship instruction)

## 7. Technical Authorities

- Range Safety Officer (RSO) (Air Rifle);
- Guest speakers as required;
- Sail Coach(es) as required; and
- SCOP Instructor(s) as required.

8. **Resource Requirements.** RCSU COs are responsible for ensuring that required equipment and supplies are available. Annex C contains a detailed list of material, audiovisual equipment and training/learning aids required to conduct the training.

## TRAINING ADMINISTRATION

9. **Cadets Joining at 14 Years or Older.** COs may combine Phase One and Two training to accelerate training for a cadet joining at 14 years or older. These cadets represent the exception and a case-by-case decision is to be made by the CO. The training shall be carried out in accordance with training management guidance. With the exception of cadets joining at age 14 or older, no other phases may be combined.

10. **Cadet Evaluation.** Details on cadet evaluation are found in Chapter 3.

11. **Reports.** The Trg O should maintain a training file on each cadet to record their progress during the training year. The training file should consist, as a minimum, of a Phase One Training Program Qualification Record (Chapter 3, Annex B). Training files are temporary documents which may be disposed of upon migration of Phase One Training Program Qualification Record to the Cadet Personnel Record (DND 2399).

## QUALIFICATION

12. Upon completion of the Phase One Training Program, the cadet is qualified for promotion to the rank of Able Seaman (AB). However, completion of training alone does not ensure promotion. Cadets must meet all other promotion criteria as stipulated in CATO 33-01, *Criteria for Sea Cadet Promotion*.

## RELATED DOCUMENTS

13. This QSP is to be used in conjunction with:

- a. Cadet Administration and Training Orders (CATOs); and
- b. A-CR-CCP-601/PF-001, *Royal Canadian Sea Cadets, Phase One – Instructional Guides*.

## SPECIAL INSTRUCTIONS

14. **Scheduling.** When planning training, Trg Os are to be familiar with the lesson specifications found in Chapter 4. While a sample schedule has been provided at Annex B, it does not account for the many variables corps face when developing annual training plans. Some things to consider when developing the annual training plan are:

- a. The training environment required for each activity:
  - (1) some activities will require an outdoor environment, which requires consideration for seasonal climate; and
  - (2) some activities will require the use of a special facility, such as a gymnasium or sports field.
- b. The availability of a technical authority to conduct the activity, if required to conduct the activity.
- c. The logical grouping of and sequencing of EOs to take advantage of interrelationships that exist within the instructional material, e.g. EO M103.02 discusses the importance and process of setting goals in general and is logically delivered prior to EO M104.02, which discusses setting specific goals with regard to personal fitness and healthy living.
- d. The scheduling of training during sessions relative to weekend training, e.g. identifying EOs that must be delivered just prior to a training day or weekend to prepare the cadets for the event.

**15. Training Days/Weekends**

- a. The planning and conducting of training days is the responsibility of the cadet corps. Day training shall be conducted at the cadet corps parade location or, where suitable facilities do not exist at the cadet corps parade location, within the local community.
- b. The conduct of small craft operation and/or sailing weekends is normally the responsibility of Technical TEs. The planning of these activities is to be done in conjunction with the Area Cadet Detachment/RCSU and the applicable Technical TE.
- c. In accordance with CATO 14-06, *Training Trips*, weekend training shall normally be conducted within 300 km of the cadet corps parade location.
- d. Where support of mandatory or complementary days/weekends is required, requests shall be forwarded to the appropriate RCSU. Refer to CATO 31-03, *Sea Cadet Program Outline*, and regional orders for amplified information on support available from RCSUs.
- e. Training days and weekends shall be structured, unless otherwise specified in the individual phase QSP, to include cadets from all levels of the phase program.

**REFERENCES**

- 16. A list of references used in this QSP is found at Annex D.

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## PHASE ONE TRAINING SUMMARY AND TIME ALLOCATION

### PERIOD ALLOCATION

PO	Performance Objective	EO	Enabling Objective	No. of pd
101	Participate in Citizenship Activities	M101.01	Participate in a Discussion on Canadian Symbols	1
		C101.01	Participate in a Tour of a Local Municipal, Provincial, or Federal Political Institution	3
		C101.02	Watch <i>Historica Minutes</i> Videos	1
		C101.03	Participate in a Presentation Given by a Government Representative	2
		C101.04	Participate in a Presentation Given by an Emergency Response Agency	2
		C101.05	Participate in a Presentation Given by a Representative of a Community Charitable Organization	2
		<b>PO 101 – Total Mandatory</b>		<b>1</b>
		<b>PO 101 – Total Complementary</b>		<b>10</b>
102	Perform Community Service	M102.01	Perform Community Service	9
		C102.01	Participate in a Ceremonial Parade	3
		C102.02	Perform Community Service	9
		<b>PO 102 – Total Mandatory</b>		<b>9</b>
		<b>PO 102 – Total Complementary</b>		<b>12</b>
103	Participate as a Member of a Team	M103.01	Identify the Responsibilities of a Follower in a Team	1
		M103.02	Map Personal Goals for the Training Year	1
		M103.03	Participate in Team Building Activities	2
		C103.01	Participate in Icebreaker Activities	1
		C103.02	Participate in Self-introductions	1
		C103.03	Participate in Team Building Activities	1
		<b>PO 103 – Total Mandatory</b>		<b>4</b>
		<b>PO 103 – Total Complementary</b>		<b>3</b>
104	Develop a Personal Activity Plan	M104.01	Identify Activities That Will Help Achieve a Healthy Active Lifestyle	1
		M104.02	Develop a Personal Activity Plan	1
		M104.03	Participate in a Discussion on Hygienic Practices During Physical Activity	1
		C104.01	Create Team Goals	1
		<b>PO 104 – Total Mandatory</b>		<b>3</b>
		<b>PO 104 – Total Complementary</b>		<b>1</b>
105	Participate in Various Sporting Activities in Pursuit of Living a Healthy Lifestyle	M105.01	Participate in Organized Recreational Team Sports	9
		C105.01	Participate in an Organized Sports Tabloid	9
		C105.02	Participate in an Organized Intramural Sports Event	9
		C105.03	Participate in an Orienteering Event	9

PO	Performance Objective	EO	Enabling Objective	No. of pd
		<b>PO 105 – Total Mandatory</b>		<b>9</b>
		<b>PO 105 – Total Complementary</b>		<b>27</b>
106	Fire the Cadet Air Rifle	M106.01	Identify the Parts and Characteristics of the Daisy 853C Air Rifle	1
		M106.02	Carry Out Safety Precautions on the Cadet Air Rifle	1
		M106.03	Apply Basic Marksmanship Techniques	2
		M106.04	Follow Rules and Commands on an Air Rifle Range	1
		M106.05	Clean and Store the Cadet Air Rifle	1
		M106.CA	Participate in a Familiarization Shoot Using the Cadet Air Rifle	3
		C106.01	Participate in a Recreational Shoot Using the Cadet Air Rifle	3
		<b>PO 106 – Total Mandatory</b>		<b>9</b>
		<b>PO 106 – Total Complementary</b>		<b>3</b>
107	Serve in a Sea Cadet Corps	M107.01	Participate in Discussion on Phase One Training	1
		M107.02	Identify Sea Cadet Ranks and Naval Officer Ranks	1
		M107.03	Observe Rules and Procedures for the Paying of Compliments	1
		M107.04	State the Aims and Motto of the Sea Cadet Program	1
		M107.05	Wear the Sea Cadet Uniform	2
		M107.06	Participate in a Discussion on Year-one Summer Training Opportunities	1
		C107.01	Maintain the Sea Cadet Uniform	2
		C107.02	Participate in a Tour of the Corps	1
		C107.03	Participate in an Activity on the History of the Corps	1
		<b>PO 107 – Total Mandatory</b>		<b>7</b>
		<b>PO 107 – Total Complementary</b>		<b>4</b>
108	Participate in an Annual Ceremonial Review Parade	M108.01	Adopt the Positions of Attention, Stand at Ease, and Stand Easy	1
		M108.02	Execute a Salute at the Halt Without Arms	1
		M108.03	Execute Turns at the Halt	1
		M108.04	Close to the Right and Left	1
		M108.05	Execute Paces Forward and to the Rear	1
		M108.06	Execute the Movements Required for a Right Dress	1
		M108.07	Execute an Open Order and Close Order March	1
		M108.08	March and Halt in Quick Time	1
		M108.09	Execute Marking Time, Forward, and Halting in Quick Time	1

PO	Performance Objective	EO	Enabling Objective	No. of pd
		M108.10	Execute a Salute on the March	1
		M108.11	Pay Compliments With a Squad on the March	1
		M108.CA	Participate in an Annual Ceremonial Review Parade	3
		C108.01	Execute Supplementary Drill Movements	6
		C108.CA	Participate in a Drill Competition	3
		<b>PO 108 – Total Mandatory</b>		<b>14</b>
		<b>PO 108 – Total Complementary</b>		<b>9</b>
120	Become Familiar With the Sea Element of the Canadian Forces and Maritime Community	M120.01	Participate in a Discussion on the Canadian Navy and Maritime Community	2
		M120.02	Participate in a Battle of the Atlantic Discussion/Presentation	1
		M120.03	Participate in a Discussion on the Three Elements of the Canadian Forces	1
		C120.01	Explore Canadian Naval Websites	2
		C120.02	Identify Types of Civilian Vessels	1
		C120.03	Explore Canadian Naval History	1
		<b>PO 120 – Total Mandatory</b>		<b>4</b>
		<b>PO 120 – Total Complementary</b>		<b>4</b>
121	Perform Basic Ropework	M121.01	Tie Knots, Bends and Hitches	4
		M121.02	Whip the End of a Line Using a Common Whipping	2
		M121.03	Coil and Heave a Line	2
		C121.01	Whip the End of a Line Using West Country Whipping	1
		C121.02	Whip the End of a Line Using a Sailmaker's Whipping	2
		C121.03	Complete a Rolling Hitch	1
		C121.04	Complete a Marlin Hitch	1
		<b>PO 121 – Total Mandatory</b>		<b>8</b>
		<b>PO 121 – Total Complementary</b>		<b>5</b>
122	Participate in a Small Craft Operation Weekend	M122.01	Participate in a Discussion on a Small Craft Operation Weekend	1
		M122.02	Participate in a Small Craft Operation Weekend	N/A
		C122.01	Participate in a Discussion on a Small Craft Operation Weekend	1
		C122.02	Participate in a Small Craft Operation Weekend	N/A
		<b>PO 122 – Total Mandatory</b>		<b>1</b>
		<b>PO 122 – Total Complementary</b>		<b>1</b>
123	Respond to Basic Forms of Naval Communications	M123.01	Define Basic Naval Terminology	2
		M123.02	Identify Pipes and the Correct Responses	1
		M123.03	Ring the Ship's Bell	1

PO	Performance Objective	EO	Enabling Objective	No. of pd
		M123.04	Participate in a Review of Ship's Operations	1
		C123.01	Read the 24-hour Clock	1
		C123.02	Recite the Phonetic Alphabet	2
		C123.03	Participate in a Semaphore Exercise	5
		<b>PO 123 – Total Mandatory</b>		<b>5</b>
		<b>PO 123 – Total Complementary</b>		<b>8</b>
124	Sail a Dinghy in Accordance With the Canadian Yachting Association White Sail Level I	C124.01	Participate in a Discussion on a Sail Weekend's Structure	1
		C124.02	Identify the Proper Clothing To Be Worn During Sail Activities	1
		C124.03	Identify Different Ways of Determining Wind Direction	1
		C124.04	Identify Basic Sailboat Parts and Functions	1
		C124.05	Right a Capsized Dinghy	1
		C124.06	Sail a Dinghy in Accordance With the Canadian Yachting Association White Sail Level I	N/A
		<b>PO 124 – Total Mandatory</b>		<b>0</b>
		<b>PO 124 – Total Complementary</b>		<b>5</b>
N/A	CHAP			3
N/A	Preparation for Seamanship Inter-divisional Competition			1
		<b>Total Mandatory</b>		<b>78</b>
		<b>Complementary</b>		<b>95</b>

## TRAINING DAY/WEEKEND ALLOCATION

### MANDATORY

Activity	Description	Time
Mandatory Training Periods	Eighteen periods of instruction (nine per day) chosen from the mandatory EOs to be delivered during a full day of training. PO 102, PO 105 and/or PO 106 are best suited for delivery during training days; however, the flexibility does exist for corps to deliver the POs that best suit their circumstances (i.e. infrastructure, resource availability, etc.).	2 Days
Small Craft Operation	One weekend of on-water training to be conducted in accordance with EO M122.02.  <b>Note:</b> Should sailing dinghies be the small craft of choice, the weekend will be conducted IAW EO C124.06, which is mandatory training in Phase Two.	1 Weekend
Seamanship Inter-divisional Competition	A two-day competition in support of PO 103 and PO 120 to PO 124. This activity is to be conducted over two full days in accordance with the associated lesson specification and instructional guide.	2 Days
<b>Total Mandatory</b>		<b>6 Days</b>

### COMPLEMENTARY

Activity	Description	Time
Complementary Training Periods	Eighteen periods of instruction (nine per day) chosen from the complementary EOs to be delivered during a full day of training. PO 102, PO 105 and/or PO 106 are best suited for delivery during training days; however, the flexibility does exist for corps to deliver the POs that best suit their circumstances (i.e. infrastructure, resource availability, etc.).	2 Days
Small Craft Operation	One weekend of on water training to be conducted in accordance with EO M122.02.  <b>Note:</b> Should sailing dinghies be the small craft of choice, the weekend will be conducted IAW EO C124.06, which is mandatory training in Phase Two.	1 Weekend
<b>Total Complementary</b>		<b>4 Days</b>

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### SAMPLE TRAINING SCHEDULE

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 1	EO	C103.01	C103.02	M107.01
	Instructor			
	Location			
Session 2	EO	M103.01	M103.02	M108.01
	Instructor			
	Location			
Session 3	EO	M103.03	M103.03	M122.01
	Instructor			
	Location			
Session 4	EO	M107.02	M107.05	M107.05
	Instructor			
	Location			
Session 5	EO	M107.03	M108.02	M107.04
	Instructor			
	Location			
Session 6	EO	CHAP	CHAP	CHAP
	Instructor			
	Location			
Session 7	EO	M121.01	M121.01	M108.03
	Instructor			
	Location			
Session 8	EO	M123.01	M123.01	M108.04
	Instructor			
	Location			
Session 9	EO	M120.01	M120.01	M120.03
	Instructor			
	Location			
Session 10	EO	M121.01	M121.01	M108.05
	Instructor			
	Location			
Session 11	EO	M104.01	M104.02	C104.01
	Instructor			
	Location			
Session 12	EO	M105.01	M105.01	M105.01
	Instructor			
	Location			
Session 13	EO	M108.06	M108.07	M104.03
	Instructor			
	Location			
Session 14	EO	M107.06	M108.08	M108.09
	Instructor			
	Location			
Session 15	EO	M121.02	M121.02	M123.02
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 16	EO	M101.01	M123.03	M123.04
	Instructor			
	Location			
Session 17	EO	M108.10	C123.02	C123.02
	Instructor			
	Location			
Session 18	EO	M108.11	C121.01	C121.03
	Instructor			
	Location			
Session 19	EO	M105.01	M105.01	M105.01
	Instructor			
	Location			
Session 20	EO	C101.02	C101.05	C101.05
	Instructor			
	Location			
Session 21	EO	C120.01	C121.02	C121.02
	Instructor			
	Location			
Session 22	EO	C106.01	C106.01	C106.01
	Instructor			
	Location			
Session 23	EO	C123.01	C123.03	C123.03
	Instructor			
	Location			
Session 24	EO	C123.03	C123.03	C123.03
	Instructor			
	Location			
Session 25	EO	C121.04	M121.03	M121.03
	Instructor			
	Location			
Session 26	EO	M105.01	M105.01	M105.01
	Instructor			
	Location			
Session 27	EO	C120.03	C103.03	SIDC PREP
	Instructor			
	Location			
Session 28	EO	C108.01	C107.03	M120.02
	Instructor			
	Location			
Session 29	EO	C108.01	C108.01	C122.01
	Instructor			
	Location			
Session 30	EO	M108.CA	M108.CA	M108.CA
	Instructor			
	Location			



TRAINING DAYS Mandatory EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	EO	M106.01	M106.02	M106.03	M106.03	M106.04	M106.05	M106.CA	M106.CA	M106.CA
	Instructor									
	Location									
Day 2	EO	M102.01	M102.01	M102.01	M102.01	M102.01	M102.01	M102.01	M102.01	M102.01
	Instructor									
	Location									

TRAINING DAYS Complementary EOs (Period Allocation)		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Day 1	EO	C102.01	C102.01	C102.01	C102.02	C102.02	C102.02	C102.02	C102.02	C102.02
	Instructor									
	Location									
Day 2	EO	C105.01	C105.01	C105.01	C105.01	C105.01	C105.01	C105.01	C105.01	C105.01
	Instructor									
	Location									

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## RESOURCE REQUIREMENTS

### MANDATORY TRAINING

Item	Quantity
1 metre of 1/4-in. nylon rope	2 per cadet
Air rifle cleaning kit (pellets and oil)	1 per rifle
Boot polish, black	1 per class
Daisy 853C air rifle	1 per 2 cadets
DVD player	1 per class
First aid kit	1 per class
Grouping targets	5 per cadet
Gym mats	1 per 2 cadets
Index cards	1 pack per class
Iron	1 per class
Ironing board	1 per class
Map of Canada	1 per class
Markers (assorted colours)	2 packages per class
Masking tape	6 rolls
OHP transparency	10 sheets
Paper	1 per cadet
Paper	500 sheets
Pellets	50 per cadet
Pens/pencils	1 per cadet
Polishing cloth	1 per class
Pylons	8 per class
Rifle case	1 per rifle
Safety glasses/goggles	1 pair per rifle
Safety rod	1 per rifle
Scissors	1 per 2 cadets
Sports equipment	In accordance with sport

Item	Quantity
Stopwatch	1 per class
TV	1
Twine	1 roll per class
VCR	1 per class
Whistle	1 per class
1 piece of fabric for a blindfold	1 per cadet
Blue paper (8.5 x 11)	40 sheets per class
Boatswain's call	1 per class
Complete Sea Cadet uniform (trg aid)	1 per class
Cutting tool	1 per 5 cadets
Heaving line	1 per 5 cadets
Navy officer rank slip-ons (trg aid)	1 set per class
Sea Cadet badges (trg aid)	1 set per class
Sea Cadet rank slip-ons (trg aid)	1 set per class
Ship's bell	1
Whipping twine	3 spools

## COMPLEMENTARY TRAINING

Item	Quantity	PO/EO
Badminton shuttles	3 per class	C105
Basketball	1 per class	C105
Basketball net	1 per class	C105
Beanbags	3 per class	C105
CD	1	C103.03
CD player	1	C103.03
Control markers with punches	10 per class	C105.03
Floor hockey net	1 per class	C105.01
Floor hockey stick	1 per class	C105.01
<i>Historica Minutes</i> video	1	C101.02
Orienteering compasses	1 per 2 cadets	C105.03
Orienteering score cards	1 per 2 cadets	C105.03
Orienteering score cards	1 per 2 cadets	C105.03
Orienteering/recreation maps	1 per 2 cadets	C105.03
Picture puzzle	1 per class	C103.03
Soccer ball	1 per class	C105.01
Tables	4 per class	C105.01
Toothpicks	5 per cadet	C103.01
Volleyball	1 per class	C105.01
Cadet Personal Flotation Device (PFD)	1 per class	C124.02
Mild detergent or white toothpaste	1 per 2 cadets	C107.01
Navy NCM rank slip-ons (trg aid)	1 set per class	C107.02
Old toothbrush for seaman's cap	1 per 2 cadets	C107.01
Sail clothing (trg aid)	1 set per class	C124.02

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## **CHAPTER 3**

### **CADET EVALUATION**

#### **PURPOSE**

1. The purpose of this chapter is to outline the specific evaluation requirements for the Phase One Program of the Royal Canadian Sea Cadets.

#### **LEARNER EVALUATION**

2. “Learner evaluation is the assessment of progress made by participants during an instructional programme (formative evaluation) and of their achievement at the end of the programme (summative evaluation).” (A-P9-050-000/PT-Z01, *Manual of Individual Training and Education, Volume 1 (1)*, Glossary).

#### **DEVELOPMENTAL PERIODS**

3. A Developmental Period (DP) is a time frame, during a cadet’s progression through the Cadet Program (CP), in which the cadet participates in training and is provided opportunities to develop desired knowledge, skills and attitudes that support the aims of the CP and contribute to the achievement of the CP outcomes. DPs are distinguished by progressive training levels and associated learning objectives ensuring each level of training will be relevant, achievable and age-appropriate for the target audience.

4. The CP is conducted across the three adolescent DPs applicable to the CP population. Each DP outlines specific philosophies and approaches to learning which impact training and evaluation. Phase One training and evaluation are participatory in nature. A basic overview of the DP characteristics is outlined at Annex A.

#### **PHASE ONE CADET EVALUATION**

5. The intent of Phase One cadet evaluation is to measure the extent of cadet participation in the scheduled mandatory and complementary training and make an assessment by comparing the level of participation to the minimum standard for qualification.

#### **PHASE ONE QUALIFICATION STANDARD**

6. The minimum standard for Phase One Program qualification is:
- a. sixty percent overall attendance in all scheduled mandatory and complementary training as calculated by the corps; and
  - b. successful completion of each PO as outlined in the Phase One Program Qualification Record provided at Annex B.

#### **ADDITIONAL CADET EVALUATIONS**

7. All cadets must successfully complete the Cadet Air Rifle Handling Test provided at Annex C prior to participating in familiarization and recreational marksmanship activities.

8. No additional cadet evaluations (i.e. theory tests, performance checks, etc.) are to be used to determine Phase One qualification eligibility. Therefore, these national standards are not to be supplemented with regional and/or local standards.

#### **MONITORING CADET PROGRESS**

9. Cadets must meet the standard of behaviour and conduct expected from all cadets. The Crse O during cadet interviews and personal counselling should adopt a proactive approach toward difficulties.

10. Frequent absences from mandatory and complementary training, that could result in the cadet not meeting the minimum standard for Phase One qualification, must be handled in accordance with CATO 15-22, *Conduct and Discipline – Cadets*.

### **REPORTING CADET PROGRESS**

11. The progress of each cadet shall be reported using the Phase One Program Qualification Record provided at Annex B, which is also used to determine successful completion of the Phase One Program. The results shall be recorded on DND 2399, Cadet Personnel Record.

### **CADETS NOT MEETING THE MINIMUM QUALIFICATION STANDARD**

12. Cadets who do not meet the minimum qualification standard shall be given a reasonable opportunity to complete the training missed. If, by the end of the training year, the cadet still has not successfully attained any PO, the corps CO may waive the minimum qualification standard. When waiving any PO requirement, the cadet corps CO should consider the overall performance of the cadet and the legitimacy of their reason for failing to attain the PO. In granting a waiver, the CO must also consider the cadet's attendance and behaviour.

13. Any cadet for whom a waiver has been issued will not be granted the Phase One Qualification; however, they will progress to Phase Two in the second year of their corps membership. If a CO has decided to not grant a waiver based on attendance and/or behaviour, a cadet may be held back to repeat Phase One.

14. Cadets who have been granted a waiver of the minimum qualification standard of Phase One and have progressed to Phase Two in the second year of their corps membership are expected to achieve the missing Phase One Program PO requirements. To facilitate this, cadets can concurrently receive credit for activities completed in Phase Two as part of also achieving Phase One.

### **PHASE ONE CERTIFICATE OF QUALIFICATION**

15. The Cadet Certificate of Qualification, CF 558 (NSN 7530-21-870-7685), shall be awarded to each cadet upon successful completion of the Phase One Program. Until cadets who have been waived from the minimum qualification standard have attained said standard, they shall not be granted the Cadet Certificate of Qualification.



**SEA CADET PROGRAM (CP) DEVELOPMENT PERIODS (DPs)**

(Under development)

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### PHASE ONE TRAINING PROGRAM QUALIFICATION RECORD

Cadet's Name: \_\_\_\_\_

Topic	PO	Performance Statement	PO Assessment		CO's Waiver
			Participated	Did Not Participate	
Citizenship	101	Participate in Citizenship Activities			
Community Service	102	Perform Community Service			
Leadership	103	Participate in Team Building Activities			
Personal Fitness and Healthy Living	104	Develop a Personal Activity Plan			
Recreational Sports	105	Participate in Recreational Sports			
Air Rifle Marksmanship	106	Fire the Cadet Air Rifle			
General Cadet Knowledge	107	Serve in an Air Cadet Squadron			
Drill	108	Participate in an Annual Ceremonial Review (ACR) Parade			
Canadian Navy and Maritime Community	120	Become Familiar With the Sea Element of the Canadian Forces and Maritime Community			
Ropework	121	Perform Basic Ropework			
Small Craft Operation	122	Participate in a Small Craft Operation Weekend			
Ship's Operations	123	Respond to Basic Forms of Naval Communications			
CHAP		To Be Completed NLT 31 December			

**Note:** The CO's waiver section requires initialling from the Cadet Corps Commanding Officer when applicable.

Phase One Qualification Achieved	Yes	
	No	

Trg O's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# **PERFORMANCE OBJECTIVE (PO) REQUIRED STANDARDS**

<b>PO</b>	<b>Performance Statement</b>	<b>Abbreviated Standard</b>
101	Participate in Citizenship Activities	The cadet participated in a discussion of Canadian symbols.
102	Perform Community Service	The cadet participated in a community service activity.
103	Participate in Team Building Activities	The cadet participated in a team building activity.
104	Develop a Personal Activity Plan	The cadet developed a personal activity plan.
105	Participate in Recreational Sports	The cadet participated in a recreational sports activity.
106	Fire the Cadet Air Rifle	The cadet participated in an air rifle familiarization shoot.
107	Serve in a Sea Cadet Corps	Over the course of the training year, the cadet demonstrated an ability to properly wear the cadet uniform, pay compliments and show respects to superiors, and was able to state the aims and motto of the Sea Cadet Program.
108	Participate in an Annual Ceremonial Review (ACR) Parade	The cadet participated or was excused from an Annual Ceremonial Review Parade.
120	Become Familiar With the Sea Element of the Canadian Forces and Maritime Community	The cadet participated in discussions on the history and roles of the Canadian Forces, the Canadian Navy and the Canadian Maritime Community.
121	Perform Basic Ropework	The cadet performed basic ropework to include the tying of knots; bends and hitches (as listed in EO M121.01); completing a common whipping; and coiling and heaving a line.
122	Participate in a Small Craft Operation Weekend	The cadet participated in a Small Craft Operation Weekend.
123	Respond to Basic Forms of Naval Communications	The cadet responds appropriately to naval terminology, pipes and the ship's bell.
N/A	CHAP	To be completed NLT 31 December.

**Note:** The abbreviated standards are based on the specifications detailed in Chapter 4.

## CADET AIR RIFLE HANDLING TEST

Name: \_\_\_\_\_

Assessed By: \_\_\_\_\_

<b>Individual Safety Precautions</b>	
Did the cadet:	
1. Ensure the bolt was fully open and to the rear	
2. Ensure the safety catch was in the ON position	
3. Ensure the pump lever was partially open (2 to 3 in.)	
4. Ensure the safety rod was inserted in the barrel and visible in the feed track	
<b>Loading Procedure</b>	
Did the cadet:	
5. Ensure the safety catch was in the ON position	
6. Pump the air rifle, observing a 3-second pause	
7. Open the bolt (if necessary)	
8. Load a pellet (flat end forward)	
9. Close the bolt	
<b>Firing Procedure</b>	
Did the cadet:	
10. Place the safety catch in the OFF position	
11. Aim at the target	
12. Squeeze the trigger	
13. Open the bolt	
14. Place the safety in the ON position	
15. Partially open the pumping handle	
16. Lay down the air rifle	

<b>Unloading Procedure</b>	
Did the cadet:	
17. Open the bolt (without loading a pellet)	
18. Pump the air rifle, observing a 3-second pause	
19. Close the bolt (without loading a pellet)	
20. Place the safety in the OFF position	
21. Aim the rifle at the target	
22. Fire the action	
23. Place the safety catch in the ON position	
<b>Prepare for Inspection</b>	
Did the cadet:	
24. Open the bolt	
25. Open the pump lever slightly	
26. Place the rifle on their shoulder, muzzle pointed down range	
27. Wait to be cleared by the RSO	
<b>Cadet Air Rifle Handling Test Result</b>	
Was the cadet:	
Successful (S)/Unsuccessful (U)	

**Notes:**

1. Steps shall be conducted sequentially.
2. Cadets may be retested until they are successful.

RSO's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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## CHAPTER 4 PERFORMANCE OBJECTIVES AND LESSON SPECIFICATIONS

### SECTION 1

#### PO 101 – PARTICIPATE IN CITIZENSHIP ACTIVITIES

1. **Performance.** Participate in Citizenship Activities.
2. **Conditions**
  - a. Given:
    - (1) *Historica Minutes* videos;
    - (2) transportation as required;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental:
    - (1) in-house: suitable classroom facilities to accommodate the entire group; and
    - (2) tour: determination of conditions suitable for this training is at the discretion of the corps Commanding Officer.
3. **Standard.** In accordance with specified references, the cadet will participate in citizenship activities that will enhance their knowledge of various Canadian symbols that are found at the corps and in the community.
4. **Remarks.** The field trip in EO C101.01 can be completed on a supported day or during three of the 30 complementary sessions that are at the Commanding Officer's discretion.
5. **Complementary Material**
  - a. Complementary material under PO 101 is designed to enhance the cadet's knowledge of Canadian symbols:
    - (1) EO C101.01 allows the cadets to tour a local municipal, provincial or federal political institution;
    - (2) EO C101.02 allows the cadets to watch *Historica Minutes* videos and participate in a discussion;
    - (3) EO C101.03 allows the cadets to participate in a presentation given by a government representative;
    - (4) EO C101.04 allows the cadets to participate in a presentation given by a member of an emergency response services agency; and
    - (5) EO C101.05 allows the cadet to participate in a presentation given by a representative of a charitable organization.
  - b. Complementary training under PO 101 is limited to a total of 10 periods conducted during sessions or on a supported day. Corps are not required to use all 10 periods.

**EO M101.01 – PARTICIPATE IN A DISCUSSION ON CANADIAN SYMBOLS**

1. **Performance.** Participate in a Discussion on Canadian Symbols.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadet shall participate in a discussion on Canadian symbols, to include:
  - a. National Flag of Canada;
  - b. Canadian National Anthem;
  - c. Canadian Coat of Arms; and
  - d. the maple leaf.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	<p>Discuss The National Flag of Canada, to include:</p> <ol style="list-style-type: none"> <li>a. the first Canadian flags, to include:               <ol style="list-style-type: none"> <li>(1) the St. George's Cross;</li> <li>(2) the Fleur-de-lis;</li> <li>(3) the Royal Union Flag (1606-1800); and</li> <li>(4) the Canadian Red Ensign; and</li> </ol> </li> <li>b. the current National Flag of Canada, to include:               <ol style="list-style-type: none"> <li>(1) the Canadian Red Ensign was replaced by the red and white maple leaf flag on February 15<sup>th</sup>, 1965;</li> <li>(2) the maple leaf has been a national emblem of Canada since 1860 and was deemed a suitable symbol for the current national flag;</li> <li>(3) in the course of history, red and white alternated as the national colours of France and England; and</li> <li>(4) red and white were approved as the official colours of Canada in 1921.</li> </ol> </li> </ol>	Activity/ Interactive Lecture	3 min/ 4 min	C0-012 C0-013



TP	Description	Method	Time	Ref
TP2	<p>Discuss the Canadian National Anthem, to include:</p> <ul style="list-style-type: none"> <li>a. "O Canada" was proclaimed as Canada's national anthem on July 1<sup>st</sup>, 1980;</li> <li>b. the music was composed by Calixa Lavallée;</li> <li>c. the French lyrics were written by Sir Adolphe-Basile Routhier; and</li> <li>d. the official English lyrics were written by Mr. Justice Robert Stanley Weir in 1908. In 1968, changes to the English lyrics were made.</li> </ul>	Interactive Lecture	5 min	C0-012 C0-013
TP3	<p>Discuss the Canadian Coat of Arms, to include:</p> <ul style="list-style-type: none"> <li>a. the Canadian Coat of Arms was appointed to Canada in the court of Buckingham Palace by His Majesty King George V on 21 November 1921; and</li> <li>b. description of the arms, to include: <ul style="list-style-type: none"> <li>(1) the shield;</li> <li>(2) the ribbon;</li> <li>(3) the helm and mantling;</li> <li>(4) the supporters;</li> <li>(5) the motto;</li> <li>(6) the four floral emblems; and</li> <li>(7) the imperial crown.</li> </ul> </li> </ul>	Interactive Lecture/ Activity	4 min/ 3 min	C0-012 C0-013
TP4	<p>Discuss the maple leaf, to include:</p> <ul style="list-style-type: none"> <li>a. the maple leaf began to serve as a Canadian symbol as early as 1700;</li> <li>b. in August 1860, the leaf was adopted as the national emblem of Canada for use as decorations during a visit by the Prince of Wales;</li> <li>c. in 1867 Alexander Muir composed <i>The Maple Leaf Forever</i> as Canada's confederation song;</li> <li>d. many regiments during both World War One and Two wore the maple leaf on their uniforms while over seas; and</li> <li>e. the maple leaf was incorporated into The National Flag of Canada in 1965.</li> </ul>	Interactive Lecture	2 min	C0-012 C0-013

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 9 min  |
| b. | Interactive Lecture:     | 24 min |
| c. | Activity:                | 17 min |
| d. | Total:                   | 30 min |

6. **Substantiation**

- a. The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

7. **References**

- a. C0-012 Government of Canada. (1995). *Symbols of Canada*. Ottawa, ON.
- b. C0-013 *Canadian Heritage Website*. (2006). Retrieved 16 March 2006, from <http://www.canadianheritage.gc.ca>.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area; and
- b. Picture of Canadian Coat of Arms found in A-CR-CCP-601/PF-001, Chapter 1, Annex A.

9. **Learning Aids**

- a. Flipchart paper and marker;
- b. Cut-outs of Canadian Coat of Arms found in A-CR-CCP-601/PF-001, Chapter 1, Annex A; and
- c. Yellow bristol board.

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm cadets' comprehension of the material during the end of lesson check.

11. **Remarks.** N/A.

**EO C101.01 – TOUR A LOCAL MUNICIPAL, PROVINCIAL OR FEDERAL POLITICAL INSTITUTION**

1. **Performance.** Tour a Local Municipal, Provincial or Federal Political Institution.
2. **Conditions**
  - a. Given:
    - (1) transportation as required;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Determination of conditions suitable for this training is at the discretion of the Corps Commanding Officer.
3. **Standard.** The cadets shall tour a local municipal, provincial, or federal political institution in order to:
  - a. identify different Canadian symbols that have been described in the classroom; and
  - b. appreciate the different political processes, figures and history.
4. **Teaching Points.** Cadet corps personnel are to determine whether a guide will escort the group or if an instructor from the corps will be responsible for conducting the tour. If the tour is guided, the tour guide should be asked to address the points outlined below. If an instructor from the corps will conduct the tour, the following are to be researched in advance:
  - a. location of the National Flag, Canadian Coat of Arms, the maple leaf and provincial flags;
  - b. when the facilities were established and the historical significance of the building;
  - c. the role of the political institution being visited, to include:
    - (1) law-making;
    - (2) policy development;
    - (3) budgeting; and
    - (4) public services; and
  - d. the political figures involved, to include:
    - (1) selection (elected or appointed);
    - (2) political parties; and
    - (3) special positions.
5. **Time**
  - a. Field Trip: 90 min
  - b. Total: 90 min
6. **Substantiation.** A field trip was chosen to reinforce learning through observing practical application of instructional material previously taught and to introduce material which will be instructed in the future. This method appeals to visual and tactile learners.

7. **References.** N/A.
8. **Training Aids.** N/A.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO.
11. **Remarks**
  - a. There is no instructional guide for this EO.
  - b. This field trip can be completed on a supported day or during one of the 30 complementary sessions during a parade night.
  - c. The CO shall determine the dress for this activity.

**EO C101.02 – WATCH *HISTORICA MINUTES* VIDEOS**

1. **Performance.** Watch *Historica Minutes* Videos.
2. **Conditions**
  - a. Given:
    - (1) Canadian Heritage videos (*Historica Minutes*);
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadet shall watch Canadian Heritage videos in order to gain an appreciation of significant Canadian historical symbols/figures/events.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	<p>Explain the purpose of Canadian Heritage videos, which is to assist Canadians in developing an appreciation for Canadian historical figures and significant events.</p> <p>Show a series of video clips and lead a discussion on the subject presented in each.</p>	Activity/Group Discussion	27 min	C0-030 C0-046 C0-047 C0-048 C0-049 C0-050

5. **Time**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction/Conclusion:   | 3 min  |
| b. | Activity/Group Discussion: | 27 min |
| c. | Total:                     | 30 min |

6. **Substantiation**

- a. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- b. The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References**

- a. C0-030 Historica Foundation of Canada. (ND) *Historica Minutes*. Toronto, ON.

- b. C0-046 *Winnie the Pooh*. (2006). Retrieved 5 May 2006, from [http://en.wikipedia.org/wiki/Winnie\\_the\\_pooh](http://en.wikipedia.org/wiki/Winnie_the_pooh).
- c. C0-047 *Inukshuk*. (2006). Retrieved 5 May 2006, from <http://en.wikipedia.org/wiki/inukshuk>.
- d. C0-048 *Maple Syrup*. (2006). Retrieved 5 May 2006, from [http://en.wikipedia.org/wiki/Maple\\_syrup](http://en.wikipedia.org/wiki/Maple_syrup).
- e. C0-049 *Bluenose*. (2006). Retrieved 5 May 2006, from [http://en.wikipedia.org/wiki/Blue\\_nose](http://en.wikipedia.org/wiki/Blue_nose).
- f. C0-050 *Avro Arrow*. (2006). Retrieved 5 May 2006, from [http://en.wikipedia.org/wiki/Avro\\_arrow](http://en.wikipedia.org/wiki/Avro_arrow).

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. *Historica Minutes* videos; and
- c. TV/VCR or DVD player.

9. **Learning Aids.** *Historica Minutes* videos.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

**EO C101.03 – PARTICIPATE IN PRESENTATION GIVEN BY A GOVERNMENT REPRESENTATIVE**

1. **Performance.** Participate in Presentation Given by a Government Representative.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given by a government representative so the cadets may gain an appreciation for government representatives' roles in community development and decision-making.
4. **Teaching Points.** Guest speakers are asked to:
  - a. give a description of the political body they are a member of;
  - b. give a description of their duties;
  - c. give a description of a day in the life of a government representative;
  - d. explain their role in the community;
  - e. relate some anecdotes; and
  - f. facilitate a question and answer period.
5. **Time**
  - a. Interactive Lecture: 60 min
  - b. Total: 60 min
6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature. Use of a guest speaker would provide an opportunity for the cadets to meet and hear from a government representative. Using a guest speaker will provide an experienced view and promote interest in the topic.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/ presentation area.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO.
11. **Remarks**
  - a. Training aids should be determined by contacting the speaker prior to the presentation. The instructor should also have any required presentation aids readily available.

- b. There is no instructional guide for this EO.
- c. Potential guest speakers should be chosen from government representatives in the community, including municipal councillors, mayor, members of the provincial legislature, and members of Parliament or senators. Other government representatives may be present in the community and may be contacted to ask to come as a guest speaker.



## **EO C101.04 – PARTICIPATE IN A PRESENTATION GIVEN BY A MEMBER OF AN EMERGENCY RESPONSE SERVICES AGENCY**

1. **Performance.** Participate in a Presentation Given by a Member of an Emergency Response Services Agency.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** The cadets shall participate in a presentation given by a member of an emergency response services agency so the cadets may gain an appreciation for the role of emergency response services within their communities.
4. **Teaching Points.** Guest speakers are asked to:
  - a. give a description of the service agency they are a member of;
  - b. give a description of their duties;
  - c. give a description of a day in the life of an emergency response services member;
  - d. explain their role in the community;
  - e. relate some anecdotes; and
  - f. facilitate a question and answer period.
5. **Time**
  - a. Interactive Lecture: 60 min
  - b. Total: 60 min
6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature. Use of a guest speaker would provide an opportunity for the cadets to meet and hear from a member of an emergency response services agency. Using a guest speaker will provide an experienced view and promote interest in the topic.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/ presentation area.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks**

- a. Training aids should be determined by contacting the speaker prior to the presentation. The instructor should also have any required presentation aids readily available.
- b. There is no instructional guide for this EO.
- c. Possible guest speakers can include a firefighter, a police officer or a paramedic. Other emergency service agencies may be present in the community and may be contacted to ask to come as a guest speaker.

## **EO C101.05 – PARTICIPATE IN A PRESENTATION GIVEN BY A REPRESENTATIVE OF A CHARITABLE ORGANIZATION**

1. **Performance.** Participate in a Presentation Given by a Representative of a Charitable Organization.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given by a representative of charitable organization so that they may gain an appreciation for the role of charitable organizations within their community.
4. **Teaching Points.** Guest speakers are asked to:
  - a. give a description of the charitable organization they represent;
  - b. give a description of their duties;
  - c. give a description of a day in the life of a charitable organization representative;
  - d. explain their role in the community;
  - e. relate some anecdotes; and
  - f. facilitate a question and answer period.
5. **Time**
  - a. Interactive Lecture: 60 min
  - b. Total: 60 min
6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature. Use of a guest speaker would provide an opportunity for the cadets to meet and hear from a representative of a charitable organization. Using a guest speaker will provide an experienced view and promote interest in the topic.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/ presentation area.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO.

**11. Remarks**

- a. Training aids should be determined by contacting the speaker prior to the presentation. The instructor should also have any required presentation aids readily available.
- b. There is no instructional guide for this EO.
- c. Possible guest speakers can include the Heart and Stoke Foundation, the Red Cross, the Canadian Cancer Society, the United Way, UNICEF or local food banks. Other charitable organizations may be present in the community and may be contacted to ask to come as a guest speaker.

## SECTION 2

### PO 102 – PERFORM COMMUNITY SERVICE

1. **Performance.** Perform Community Service.
2. **Conditions**
  - a. Given:
    - (1) assistance as required; and
    - (2) supervision.
  - b. Denied: N/A.
  - c. Environment: Community service activity.
3. **Standard.** As a member of a team, the cadet will participate in a community service activity that:
  - a. provides a direct benefit to the community (e.g. support of a non-profit group's fundraising event, community clean up, trail maintenance project); and
  - b. promotes the attributes of good citizenship.
4. **Remarks**
  - a. During year one, cadets will be required to take part in a community service activity as a member of a group. Based on this activity, the cadet shall experience the benefits of being an active citizen within the community.
  - b. Community service can be conducted as nine periods during a supported day or over three sessions of three periods each.
  - c. The community service activity selected shall not have any partisan political association, or be seen to promote or support any single religious denomination or belief system.
  - d. Cadet corps should consult with their sponsor in the selection of community service activities.
  - e. The community service selected shall not directly benefit the cadet corps or the cadet corps' sponsor.
5. **Complementary Material**
  - a. Complementary material under PO 102 is designed to provide opportunities for cadets to perform community service through a number of activities, to include:
    - (1) EO C102.01, Participate in a Ceremonial Parade of Remembrance; and/or
    - (2) EO C102.02, Additional Opportunities to Perform Community Service, beyond that provided by EO M102.01.
  - b. Complementary training under PO 102 is limited to a total of nine periods which may be conducted during sessions or on a supported day, of which EO C102.01 may be allocated a maximum of three periods. Cadet corps are not required to use all nine periods.

- c. The only authorized ceremonial parades cadets may participate in under EO C102.01 are:
  - (1) Remembrance Day observances;
  - (2) Battle of the Atlantic parade;
  - (3) Battle of Britain parade; or
  - (4) a suitable parade of remembrance as approved by the applicable RCSU Detachment.
- d. The community service activity selected shall not have any partisan political association, or be seen to promote or support any single religious denomination or belief system.
- e. The community service selected shall not directly benefit the cadet corps or the cadet corps' sponsor.
- f. EO C102.02 may only be conducted following completion of EO M102.01.

**EO M102.01 – PERFORM COMMUNITY SERVICE**

1. **Performance.** Perform Community Service.
2. **Conditions**
  - a. Given:
    - (1) assistance as required; and
    - (2) supervision.
  - b. Denied: N/A.
  - c. Environment: Community service activity.
3. **Standard.** As a member of a team, the cadet shall participate in a community service activity that:
  - a. provides a direct benefit to the community (e.g. support of a non-profit group's fundraising event, community clean up, trail maintenance project); and
  - b. promotes the attributes of good citizenship.
4. **Teaching Points.** The community service activity should be structured as follows:
  - a. The cadets are to receive a briefing prior to the start of the activity, which may be given by a guest speaker from the community group being assisted, to include an explanation of:
    - (1) the objectives of the activity and why the activity is important;
    - (2) resources that may be required to perform the activity;
    - (3) the set-up of the activity; and
    - (4) the safety guidelines required while performing the activity.
  - b. Cadets will participate in the activity, under supervision (activity to be determined by the corps CO).
  - c. The cadets are to be debriefed on their participation in the activity. They should be asked:
    - (1) how they felt about the activity;
    - (2) what they feel they accomplished;
    - (3) what benefit the community received from their participation; and
    - (4) ways individual cadets can be more active citizens based on this experience.
5. **Time**

	Session	or	Day
a. Briefing:	3 x 10 min		15 min
b. Activity:	3 x 60 min		225 min
c. Guided Discussion:	3 x 20 min		30 min
d. Total:	3 x 90 min		270 min

6. **Substantiation.** The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own

experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

## 7. References

- a. C0-014 The Royal Canadian Legion. (2002). *The Royal Canadian Legion: Responding to the Needs of Canadian Communities*. Retrieved 25 May 2006, from [http://www.legion.ca/asp/docs/about/community\\_e.asp](http://www.legion.ca/asp/docs/about/community_e.asp).
- b. C0-015 Kiwanis International. (2006). *About Kiwanis*. Retrieved 25 May 2006, from <http://www.kiwanis.org/about>.
- c. C0-016 Lions Club International. (2006). *Lions Clubs International History*. Retrieved 25 May 2006, from [http://www.lionsclubs.org/en/content/lions\\_history.shtml](http://www.lionsclubs.org/en/content/lions_history.shtml).
- d. C0-017 Rotary International. (2005). *About Rotary*. Retrieved 25 May 2006, from <http://www.rotary.org/aboutrotary/index.html>.
- e. C0-044 UNESCO. (2006). *Canadian Commission for UNESCO*. Retrieved 16 August 2006, from <http://www.unesco.ca>.

## 8. Training Aids. N/A.

## 9. Learning Aids. Appropriate equipment/material for the activity.

## 10. Test Details. There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material immediately following the activity by means of a debriefing.

## 11. Remarks

- a. A sample listing of community-based/oriented groups could include:

- (1) the Trans-Canada Trail;
- (2) local environmental groups;
- (3) the Children's Wish Foundation;
- (4) hospital committees;
- (5) the Alzheimer Society;
- (6) the Cancer Society;
- (7) the Arthritis Society;
- (8) Big Brothers/Sisters;
- (9) the Royal Canadian Legion;
- (10) the Rotary Club;
- (11) the Kinsmen Club;
- (12) the Kiwanis Club;
- (13) the Lions Club;
- (14) a local food bank;



- (15) the Red Cross;
  - (16) the United Way; and
  - (17) UNESCO.
- b. Amplifying information should be obtained from the group being supported to assist the instructor in the development of the initial briefing, and to provide additional information, as required, for specific activities.
  - c. This activity may be conducted over a day (nine periods), or in three sessions (three periods on three occasions) based on local needs.
  - d. The community service activity selected shall not have any partisan political association, or be seen to promote or support any single religious denomination or belief system.
  - e. The community service selected shall not directly benefit the cadet corps or the cadet corps' sponsor.

## EO C102.01 – PARTICIPATE IN A CEREMONIAL PARADE

1. **Performance.** Participate in a Ceremonial Parade.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Community ceremonial parade.
3. **Standard.** In accordance with specified references the cadets shall participate in a ceremonial parade as part of a community service activity so that they:
  - a. provide a service to the community; and
  - b. promote attributes of good citizenship.
4. **Teaching Points.** The ceremonial parade activity should be structured as follows:
  - a. The cadets are to receive a briefing prior to the start of the parade, to include:
    - (1) an explanation of the objectives of the parade and why it is important;
    - (2) an explanation of the sequence of events, and their roles during the event; and
    - (3) an explanation of who is organizing the parade and to whom the cadet corps will respond.
  - b. Cadets will fill roles as tasked during the parade.
  - c. The cadets are to be debriefed on their participation in the parade. They should be asked:
    - (1) how they felt about the activity;
    - (2) what they feel they accomplished;
    - (3) what their participation in the parade represents; and
    - (4) ways individual cadets can be more active citizens based on this experience.
5. **Time**

a. Briefing:	10 min
b. Activity:	60 min
c. Group Discussion:	20 min
d. Total:	90 min
6. **Substantiation.** The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

7. **References**

- a. C0-051 Veteran's Affairs Canada. (1999). *VAC Canada Remembers: Facts on Remembrance Day*. Retrieved 25 May 2006, from [http://www.vac\\_acc.gc.ca/remembers/sub.cfm?source=teach\\_resources/remdayfact](http://www.vac_acc.gc.ca/remembers/sub.cfm?source=teach_resources/remdayfact).
- b. C0-052 Veteran's Affairs Canada. (28 April 2003). *The Battle of the Atlantic*. Retrieved 25 May 2006, from <http://www.vac-acc.gc.ca/general/sub.cfm?source=history/secondwar/atlantic/atlfact>.

8. **Training Aids.** N/A.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks**

- a. This activity shall begin with a briefing and end with a debriefing, at which time cadets shall reflect on their participation and provide feedback to the instructor.
- b. Parades supported under this complementary EO are limited to:
  - (1) Remembrance Day observances;
  - (2) Battle of the Atlantic parade; or
  - (3) Battle of Britain parade; or
  - (4) a suitable parade of remembrance as approved by the applicable RCSU Detachment.

## EO C102.02 – PERFORM COMMUNITY SERVICE

1. **Performance.** Perform Community Service.
2. **Conditions**
  - a. Given:
    - (1) assistance as required; and
    - (2) supervision.
  - b. Denied: N/A
  - c. Environmental: Community service activity.
3. **Standard.** As a member of a team, the cadet shall participate in an additional community service activity that:
  - a. promotes the attributes of good citizenship; and
  - b. provides a direct benefit to the community.
4. **Teaching Points.** The community service activity should be structured as follows:
  - a. The cadets are to receive a briefing prior to the start of the activity, which may be given by a guest speaker from the community group being assisted, to include an explanation of:
    - (1) the objectives of the activity and why the activity is important;
    - (2) resources that may be required to perform the activity;
    - (3) the set-up of the activity; and
    - (4) the safety guidelines required while performing the activity.
  - b. Cadets will participate in the activity, under supervision (activity to be determined by the corps CO).
  - c. The cadets are to be debriefed on their participation in the activity. They should be asked:
    - (1) how they felt about the activity;
    - (2) what they feel they accomplished;
    - (3) what benefit the community received from their participation; and
    - (4) ways individual cadets can be more active citizens based on this experience.
5. **Time**

	Session	or	Day
a. Briefing:	3 x 10 min		15 min
b. Activity:	3 x 60 min		225 min
c. Guided Discussion:	3 x 20 min		30 min
d. Total:	3 x 90 min		270 min

6. **Substantiation.** The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own

experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.

7. **References.** N/A.
8. **Training Aids.** N/A.
9. **Learning Aids.** Appropriate equipment/material for the activity.
10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm the cadets' comprehension of the material immediately following the activity by means of a debrief.
11. **Remarks**
  - a. This complementary activity provides further opportunity to participate in community service beyond that provided in EO M102.01, Perform Community Service.
  - b. This activity may be conducted over a day (up to nine periods), or in three sessions (three periods on three occasions) based on local needs.
  - c. The community service activity selected shall not have any partisan political association, or be seen to promote or support any single religious denomination or belief system.
  - d. The community service selected shall not directly benefit the cadet corps or the cadet corps' sponsor.

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**SECTION 3****PO 103 – PARTICIPATE AS A MEMBER OF A TEAM**

1. **Performance.** Participate as a Member of a Team.
2. **Conditions**
  - a. Given:
    - (1) supervision as required; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet will:
  - a. explain the responsibilities of a follower in a team;
  - b. map personal goals for the training year; and
  - c. participate in team building activities with other members of the corps in order to improve communication skills, enhance teamwork, and build trust and mutual support.
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material under PO 103 is designed to enhance the cadets' knowledge of being a member of a team through a number of activities:
    - (1) EO C103.01 allows the cadets to participate in icebreaker activities;
    - (2) EO C103.02 allows the cadets to participate in self-introductions; and
    - (3) EO C103.03 allows the cadets to participate in additional team building activities.
  - b. Complementary training under PO 103 is limited to a total of three periods conducted during sessions or on a supported day. Corps are not required to use all three periods.

**EO M103.01 – IDENTIFY THE RESPONSIBILITIES OF A FOLLOWER IN A TEAM**

1. **Performance.** Identify the Responsibilities of a Follower in a Team.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadet shall explain the responsibilities of a follower in a team environment.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the following four responsibilities of a follower: <ol style="list-style-type: none"> <li>a. respect the leader and other team members;</li> <li>b. cooperate with others;</li> <li>c. admit mistakes and learning from experience; and</li> <li>d. accept constructive feedback.</li> </ol>	Interactive Lecture	8 min	C0-045
TP2	Explain the following five responsibilities of a follower in a team: <ol style="list-style-type: none"> <li>a. assume responsibility;</li> <li>b. be honest;</li> <li>c. accept other team members for who they are;</li> <li>d. know the job and be prepared; and</li> <li>e. communicate clearly with others.</li> </ol>	Interactive Lecture	8 min	C0-045

5. **Time**
  - a. Introduction/Conclusion: 14 min
  - b. Interactive Lecture: 16 min
  - c. Total: 30 min
6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.



7. **References.** C0-045 Campbell, R. (2006). *Leadership: Getting It Done*. Retrieved 16 March 2006, from <http://www.ssu.missouri.edu/faculty/rcampbell/leadership/chapter5.htm>.
8. **Training Aids.** Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area.
9. **Learning Aids**
  - a. Scrambled words found in A-CR-CCP-601/PF-001, Chapter 3, Annex A; and
  - b. A container.
10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm cadets' comprehension of the material during the end of lesson check.
11. **Remarks.** N/A.

**EO M103.02 – MAP PERSONAL GOALS FOR THE TRAINING YEAR**

1. **Performance.** Map Personal Goals for the Training Year.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references, cadets shall:
  - a. complete a self-esteem scale;
  - b. map out short-term goals to achieve in the program in the next three months; and
  - c. map out long-term goals to achieve by the end of their first year in the Cadet Program.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct an activity using a self-esteem scale, where the cadets are to place a check mark on the scale that they feel best describes them.	Activity	5 min	C0-022 (p. 15)
TP2	Conduct a goal mapping activity by having the cadets write out: <ol style="list-style-type: none"> <li>a. their goals for the next three months in terms of what they want to achieve at the corps;</li> <li>b. their goals for the end of the training year in terms of what they want to achieve at the corps; and</li> <li>c. the steps they think they will need to take in achieving these goals.</li> </ol>	Activity	10 min	C0-022 (pp. 39 to 42)
TP3	Lead a discussion on the importance of self-esteem and goal mapping in term of the success of the team.	Group Discussion	10 min	C0-021 (pp. 19 to 21 and 45) C0-022 (pp. 14, 15, 17 and 18)

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Activity: 15 min
  - c. Group Discussion: 10 min
  - d. Total: 30 min

6. **Substantiation**

- a. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- b. The group discussion method was chosen to allow the cadets to share their knowledge, opinions and feelings about the subject matter, while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References**

- a. C0-021 (ISBN 1-58062-513-4) Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.
- b. C0-022 (ISBN 0-02864-207-4) Cole, K. (2002). *The Complete Idiot's Guide to Clear Communication*. Indianapolis, IN: Alpha Books.

8. **Training Aids.** Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area.

9. **Learning Aids**

- a. Self-esteem scale found in A-CR-CCP-601/PF-001, Chapter 3, Annex B; and
- b. Goal-mapping exercise found in A-CR-CCP-601/PF-001, Chapter 3, Annex C.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** These personal goals will be revisited in Phase Two.

**EO M103.03 – PARTICIPATE IN TEAM BUILDING ACTIVITIES**

1. **Performance.** Participate in Team Building Activities.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadets shall:
  - a. participate in team building activities; and
  - b. discuss the characteristics and advantages of a successful team.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct the team building activity “The Human Knot” to include: <ol style="list-style-type: none"> <li>a. dividing the cadets into groups of approximately 10;</li> <li>b. having the cadets stand in a circle;</li> <li>c. having the cadets place their right hand in the centre of the circle and grab the hand of someone across from them. Have the cadets repeat this process with their left hands; and</li> <li>d. having the cadets attempt to untangle the “human knot” without letting go of their hands.</li> </ol>	Activity	10 min	C0-003 (p. 88)
TP2	Conduct the team building activity “Memory” to include: <ol style="list-style-type: none"> <li>a. having cadets observe an overhead for 15 seconds;</li> <li>b. having cadets individually write down as many items as they remember from the overhead;</li> <li>c. recording the number of items that individual cadets recalled on the board/flipchart;</li> <li>d. separating the cadets into two groups;</li> <li>e. having the cadets compile a group list of how many items they recalled; and</li> </ol>	Activity	10 min	C0-005 (p. 27)

TP	Description	Method	Time	Ref
	f. comparing the individual results to the group results.			
TP3	<p>Conduct the team building activity “Silent Birthdays”, to include:</p> <ul style="list-style-type: none"> <li>a. having the cadets line up in birth order from oldest to youngest without speaking;</li> <li>b. assisting the cadets with other non-verbal methods, like pen and paper, if the task becomes difficult; and</li> <li>c. having the cadets state their birthdays and see if the group was successful.</li> </ul>	Activity	10 min	C0-003 (p. 95)
TP4	<p>Lead a discussion on the characteristics of a successful team, to include:</p> <ul style="list-style-type: none"> <li>a. strong communication;</li> <li>b. mutual cooperation and support;</li> <li>c. sharing a common goal; and</li> <li>d. high esprit de corps.</li> </ul> <p>Have the cadets discuss the advantages of a successful team, to include:</p> <ul style="list-style-type: none"> <li>a. including everyone;</li> <li>b. producing a better outcome;</li> <li>c. making the task easier to complete because more people are involved; and</li> <li>d. developing communication skills.</li> </ul>	Group Discussion	20 min	C0-004 (pp. 114 to 118)

## 5. Time

a.	Introduction/Conclusion:	10 min
b.	Activity:	30 min
c.	Group Discussion:	20 min
d.	Total:	60 min

## 6. Substantiation

- a. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- b. The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References**

- a. C0-003 (ISBN 0-943210-44-5) Pike, B., and Busse, C. (1995). *101 More Games for Trainers*. Minneapolis, MN: Lakewood Publishing.
- b. C0-004 (ISBN 1-58062-577-0) McClain, G., and Romaine, D.S. (2002). *The Everything Managing People Book*. Avon, MA: Adams Media.
- c. C0-005 (ISBN 0-07-046414-6) Scannell, E.E., and Newstrom, J.W. (1994). *Even More Games Trainers Play*. New York: McGraw-Hill.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area; and
- b. Collage provided in A-CR-CCP-601/PF-001, Chapter 3, Annex D.

9. **Learning Aids**

- a. Collage found in A-CR-CCP-601/PF-001, Chapter 3, Annex D;
- b. Paper and pens; and
- c. Flipchart markers.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

**EO C103.01 – PARTICIPATE IN ICEBREAKER ACTIVITIES**

1. **Performance.** Participate in Icebreaker Activities.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadet shall participate in icebreaker activities in order to become familiar with other cadets in the group.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct the icebreaker activity “True Confession Toothpicks” by: <ol style="list-style-type: none"> <li>a. giving each cadet five toothpicks;</li> <li>b. asking the first cadet to talk about something they have never done;</li> <li>c. having other cadets in the group who have done the same thing forfeit a toothpick; and</li> <li>d. continuing the activity until someone has forfeited all their toothpicks.</li> </ol>	Activity	7 min	C0-003 (p. 18)
TP2	Conduct the icebreaker activity “Two Truths and a Lie” by: <ol style="list-style-type: none"> <li>a. having the cadets introduce themselves using three statements. Two statements will be the truth and one statement is to be a lie;</li> <li>b. having the group determine which statement is a lie; and</li> <li>c. continuing the activity until each cadet has given three statements.</li> </ol>	Activity	7 min	C0-029 (p. 331)
TP3	Conduct the icebreaker activity “Self-disclosure Introductions” by having the cadets state their first or last name and attach an adjective. The adjective shall describe a dominant characteristic and start with the first letter of the cadet’s name. An example would be “serious Stan”.	Activity	7 min	C0-028 (p. 15)
TP4	Lead a group discussion on the effectiveness of the icebreakers in introducing themselves to each other.	Group Discussion	5 min	

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 4 min  |
| b. | Activity:                | 21 min |
| c. | Group Discussion:        | 5 min  |
| d. | Total:                   | 30 min |

6. **Substantiation**

- a. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- b. The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References**

- a. C0-003 (ISBN 0-943210-44-5) Pike, B., and Busse, C. (1995) *101 More Games for Trainers*. Minneapolis, MN: Lakewood Books.
- b. C0-028 (ISBN 0-07-046513-4) Newstrom, J., and Scannell, E. (1998). *The Big Book of Team Building Games*. New York, NY: McGraw-Hill.
- c. C0-029 (ISBN 0-7872-4532-1) Cain, J., and Jolliff, B. (1998). *Teamwork and Teamplay*. Brockport, NY: Kendall/Hunt.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area; and
- b. Toothpicks.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.



**EO C103.02 – PARTICIPATE IN SELF-INTRODUCTIONS**

1. **Performance.** Participate in Self-introductions.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadet shall introduce themselves to the group.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct a self-introduction activity by having the cadets: <ol style="list-style-type: none"> <li>a. prepare notes before the introductions begin; and</li> <li>b. introduce themselves, to include:               <ol style="list-style-type: none"> <li>(1) name;</li> <li>(2) what school they attend;</li> <li>(3) what grade they are in;</li> <li>(4) why they joined cadets;</li> <li>(5) hobbies;</li> <li>(6) interests;</li> <li>(7) in general, career ambitions; and</li> <li>(8) any other information they wish to share with the group.</li> </ol> </li> </ol>	Activity	20 min	C0-021 (pp. 2 and 3)
TP2	Lead a discussion on the importance of the self-introduction activity in regards to developing communication skills.	Group Discussion	5 min	

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Introduction/Conclusion: 20 min
  - c. Group Discussion: 5 min
  - d. Total: 30 min

6. **Substantiation**

- a. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- b. The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References.** C0-021 (ISBN 1-58062-513-4) Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.

8. **Training Aids.** Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area.

9. **Learning Aids**

- a. Whiteboard and markers; and
- b. Paper and pens.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

**EO C103.03 – PARTICIPATE IN TEAM BUILDING ACTIVITIES**

1. **Performance.** Participate in Team Building Activities.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references the cadet shall:
  - a. participate in team building activities; and
  - b. discuss the characteristics and advantages of a successful team.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct the team building activity “Jigsaw” by: <ol style="list-style-type: none"> <li>a. selecting a puzzle that can be broken into ten subsets;</li> <li>b. distributing the subsets to individuals or small groups to assemble; and</li> <li>c. having the group come together to connect the ten subsets.</li> </ol>	Activity	6 min	C0-028 (pp. 67 and 68)
TP2	Lead a discussion on how the cadets viewed the Jigsaw game in terms of how it fostered teamwork.	Group Discussion	4 min	
TP3	Conduct the team building activity “Alphabetically” by: <ol style="list-style-type: none"> <li>a. having cadets sit and stand in random locations around the room with their eyes closed;</li> <li>b. having one cadet say the first letter of the alphabet; and</li> <li>c. having the remaining cadets state the subsequent letters without having two cadets saying a letter at the same time.</li> </ol>	Activity	11 min	C0-029 (p. 74)
TP4	Lead a discussion on how the cadets viewed the “Alphabetically” game in terms of how it demonstrated the need for teamwork.	Group Discussion	4 min	

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min  |
| b. | Activity:                | 17 min |
| c. | Group Discussion:        | 8 min  |
| d. | Total:                   | 30 min |

6. **Substantiation**

- a. The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- b. The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References**

- a. C0-028 (ISBN 0-07-046513-4) Newstrom, J., and Scannell, E. (1998). *The Big Book of Team Building Games*. New York, NY: McGraw-Hill.
- b. C0-029 (ISBN 0-7872-4532-1) Cain, J., and Jolliff, B. (1998). *Teamwork and Teamplay*. Brockport, NY: Kendall/Hunt.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area;
- b. Picture puzzle; and
- c. CD player and CDs (optional).

9. **Learning Aids.** Picture puzzle.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

**SECTION 4****PO 104 – DEVELOP A PERSONAL ACTIVITY PLAN**

1. **Performance.** Develop a Personal Activity Plan.
2. **Conditions**
  - a. Given:
    - (1) access to *Canada's Physical Activity Guide to Healthy Active Living*;
    - (2) supervision as required; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard.** In accordance with *Canada's Physical Activity Guide to Healthy Active Living*, the cadet will develop a personal activity plan, to include:
  - a. developing short and long term individual goals that are SMART (specific, measurable, achievable, realistic and timely); and
  - b. creating an activity plan that includes:
    - (1) activities that will help to achieve goals;
    - (2) a balance between light effort to maximum effort activities;
    - (3) participation in activities at least once a week that fit the cadet's lifestyle; and
    - (4) simple activities that can be done with little planning;
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material under PO 104 is designed to enhance a cadet's personal activity plan through the creation of team goals as a member of a group (EO C104.01).
  - b. Complementary training under PO 104 is limited to a total of three periods conducted during a session or on a supported day. If Personal Fitness and Healthy Living is completed in a training session or as an aspect of a full-day activity, it will be comprised of three periods. Units are not required to use all three periods.

**EO M104.01 – IDENTIFY ACTIVITIES THAT WILL HELP ACHIEVE A HEALTHY ACTIVE LIFESTYLE**

1. **Performance.** Identify Activities that will Help Achieve a Healthy Active Lifestyle.
2. **Conditions**
  - a. Given:
    - (1) a copy of *Canada's Physical Activity Guide to Healthy Active Living*;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with *Canada's Physical Activity Guide to Healthy Active Living*, the cadet shall identify activities that will help achieve a healthy and active lifestyle.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Introduce cadets to <i>Canada's Physical Activity Guide to Healthy Active Living</i> , to include: <ol style="list-style-type: none"> <li>a. page 4 – Check Out What You Are Doing Now;</li> <li>b. page 5 – Benefits of Physical Activity;</li> <li>c. page 6 – What Are You Into;</li> <li>d. page 8 – Let's Get Active; and</li> <li>e. page 10 – Crank Up Your Activity.</li> </ol>	Interactive Lecture	7 min	C0-020 (pp. 4 to 10)
TP2	Discuss the types of activities that will help achieve a healthy lifestyle, to include: <ol style="list-style-type: none"> <li>a. activities that raise the heart rate;</li> <li>b. simple, everyday activities such as walking, skipping, running, raking leaves, skateboarding, etc.;</li> <li>c. playing physical games with friends/family; and</li> <li>d. options that do not cost money or require a gym membership.</li> </ol>	Group Discussion	18 min	C0-020 (p. 10)

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min  |
| b. | Interactive Lecture:     | 7 min  |
| c. | Group Discussion:        | 18 min |
| d. | Total:                   | 30 min |

6. **Substantiation**

- a. For TP1, the interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. For TP2, the group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References.** C0-020 (ISBN 0-662-32899) Minister of Health. (2002). *Canada's Physical Activity Guide to Healthy Active Living* [Brochure].

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area; and
- b. *Canada's Physical Activity Guide to Healthy Active Living*.

9. **Learning Aids.** *Canada's Physical Activity Guide to Healthy Active Living*.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' comprehension of the material during the conduct of the activity associated with TP2.

11. **Remarks.** N/A.

**EO M104.02 – DEVELOP A PERSONAL ACTIVITY PLAN**

1. **Performance.** Develop a Personal Activity Plan.
2. **Conditions**
  - a. Given:
    - (1) access to *Canada's Physical Activity Guide to Healthy Active Living*;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with *Canada's Physical Activity Guide to Healthy Active Living*, the cadet shall develop a personal activity plan that includes:
  - a. short- and long-term goals; and
  - b. physical activities.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the concept of goals, to include: <ol style="list-style-type: none"> <li>a. definition of a goal;</li> <li>b. difference between short-term and long-term goals;</li> <li>c. individual and team goals;</li> <li>d. how to develop goals; and</li> <li>e. goals should be SMART (specific, measurable, achievable, realistic and timely).</li> </ol>	Interactive Lecture	5 min	C0-019 (p. 31)
TP2	Explain how to create a personal activity plan, to include: <ol style="list-style-type: none"> <li>a. activities that will help to achieve goals;</li> <li>b. balance between moderate activities and vigorous activities;</li> <li>c. participation in activities at least once a week that fit the cadet's lifestyle; and</li> <li>d. simple activities that can be done with little planning.</li> </ol>	Interactive Lecture	5 min	C0-020 (pp. 4, 8 and 9)
TP3	Have the cadets create an activity plan, assisting them as required.	Individual Activity	15 min	



5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min  |
| b. | Interactive Lecture:     | 10 min |
| c. | Individual Activity:     | 15 min |
| d. | Total:                   | 30 min |

6. **Substantiation**

- a. For TP1 and TP2, the interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The practical activity in TP3 will verify the cadets' understanding of the material and will allow them to apply the knowledge acquired during the lesson. The cadets will complete the exercise under direction and supervision.

7. **References**

- a. C0-019 (ISBN 0-7894-7147-7) Eaton, J., and Johnson, R. (2001). *Coaching Successfully*. New York: Dorling, Kindersley.
- b. C0-020 (ISBN 0-662-32899) Minister of Health. (2002). *Canada's Physical Activity Guide to Healthy Active Living* [Brochure].
- c. C0-024 Barber, Katherine (Ed.) (2001). *The Canadian Oxford Dictionary*. Don Mills: Oxford University Press.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Paper;
- c. Pens/pencils; and
- d. *Canada's Physical Activity Guide to Healthy Active Living*.

9. **Learning Aids**

- a. *Canada's Physical Activity Guide to Healthy Active Living*; and
- b. Outline of an activity plan.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' comprehension of the material during the conduct of the individual activity associated with TP3.

11. **Remarks.** N/A.

**EO M104.03 – PARTICIPATION IN A DISCUSSION ON HYGIENIC PRACTICES DURING PHYSICAL ACTIVITY**

1. **Performance.** Participation in a Discussion on Hygienic Practices during Physical Activity.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** The cadet shall participate in a discussion on hygiene practices and clothing choices for physical activity.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Lead a discussion on wearing the proper clothing for participating in physical activity, to include: <ol style="list-style-type: none"> <li>a. layering of clothing appropriate to environment and activity;</li> <li>b. clothing materials that do not interfere with perspiration; and</li> <li>c. appropriate footwear.</li> </ol>	Group Discussion/ Brainstorming	10 min	C0-026
TP2	Lead a discussion on hygiene during physical activity, to include: <ol style="list-style-type: none"> <li>a. wearing deodorant; and</li> <li>b. wearing clean clothes.</li> </ol>	Group Discussion/ Brainstorming	5 min	
TP3	Lead a discussion on hygiene after physical activity, to include: <ol style="list-style-type: none"> <li>a. changing damp or wet clothing; and</li> <li>b. showering/sponge-bathing after physical activity.</li> </ol>	Group Discussion/ Brainstorming	10 min	

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Group Discussion/Brainstorming: 25 min
  - c. Total: 30 min
6. **Substantiation.** The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If

the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References.** C0-026 *At Health Mental Health*. (2006). Retrieved 19 May 2006, from [www.athealth.com](http://www.athealth.com).
8. **Training Aids.** Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' comprehension of the material during the end of lesson check.
11. **Remarks.** The following Website was consulted when developing this lesson: <http://www.athealth.com/Consumer/disorders/FitnessFundamentals.html>.

**EO C104.01 – CREATE TEAM GOALS**

1. **Performance.** Create Team Goals.

2. **Conditions**

a. Given:

- (1) access to *Canada's Physical Activity Guide to Healthy Active Living*;
- (2) supervision; and
- (3) assistance as required.

b. Denied: N/A.

c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.

3. **Standard.** In accordance with *Canada's Physical Activity Guide to Healthy Active Living*, the cadet shall, as a member of a group, create team goals for the year, to include:

- a. short-term goals; and
- b. long-term goals.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Lead a group discussion where the cadets are to create team goals for the year.  <b>Note:</b> The cadets can brainstorm together to come up with ideas for their goals. The cadets shall record their team goals and create a chart to track their progress.	Group Discussion/ Brainstorming	25 min	C0-020

5. **Time**

- a. Introduction/Conclusion: 5 min
- b. Group Discussion/Brainstorming: 25 min
- c. Total: 30 min

6. **Substantiation.** The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References.** C0-020 (ISBN 0-662-32899) Minister of Health. (2002). *Canada's Physical Activity Guide to Healthy Active Living* [Brochure].

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;

- b. *Canada's Physical Activity Guide to Healthy Active Living*;
  - c. Paper; and
  - d. Pens/pencils.
9. **Learning Aids.** Access to *Canada's Physical Activity Guide to Healthy Active Living*.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' comprehension of the material during the creation of team goals.
11. **Remarks.** N/A.

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## SECTION 5

### PO 105 – PARTICIPATE IN RECREATIONAL SPORTS

1. **Performance.** Participate in Recreational Sports.
2. **Conditions**
  - a. Given:
    - (1) sports equipment;
    - (2) opportunity to participate in organized recreational team sports;
    - (3) supervision as required;
    - (4) assistance as required;
    - (5) Canadian Cadet Organizations' (CCO) list of acceptable sports;
    - (6) safety equipment.
  - b. Denied: N/A.
  - c. Environmental: Appropriate sporting venue.
3. **Standard.** In accordance with specified references the cadets will participate in organized recreational team sports, to include:
  - a. receiving a briefing on the specific sport's rules and regulations;
  - b. taking part in a warm-up;
  - c. actively participating in a given sporting event; and
  - d. taking part in a cool-down.
4. **Remarks**
  - a. First year cadets' focus will be on sport participation.
  - b. Recreational sports can be carried out as nine periods during a supported day or over three sessions of three periods each.
5. **Complementary Material**
  - a. Complementary material under PO 105 is designed to enhance a cadet's pursuit of living a healthy lifestyle through a number of activities:
    - (1) EO C105.01 allows the cadets to participate in an organized sports tabloid;
    - (2) EO C105.02 allows the cadets to participate in an organized intramural sports event; and
    - (3) EO C105.03 allows the cadets to participate in an orienteering event.
  - b. Complementary training under PO 105 is limited to a total of nine periods conducted during sessions or on a supported day. If recreational sports is carried out over the three training sessions, it will be comprised of three periods of training per night. If recreational sports is carried out as a full-day activity, it will be comprised of nine periods. Units are not required to use all nine periods.

**EO M105.01 – PARTICIPATE IN ORGANIZED RECREATIONAL TEAM SPORTS**

1. **Performance.** Participate in Organized Recreational Team Sports.
2. **Conditions**
  - a. Given:
    - (1) sports equipment;
    - (2) opportunity to participate in organized recreational team sports;
    - (3) supervision as required;
    - (4) assistance as required; and
    - (5) safety equipment.
  - b. Denied: N/A.
  - c. Environmental: Appropriate sporting venue.
3. **Standard.** In accordance with specified references the cadet shall:
  - a. demonstrate a basic understanding of the specific sport's rules and regulations;
  - b. participate in a warm-up;
  - c. actively participate in a given sporting event; and
  - d. participate in a cool-down.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Introduce cadets to a specific sport's rules and regulations, to include: <ol style="list-style-type: none"> <li>a. an overview of how to play the sport; and</li> <li>b. rules and regulations of the sport.</li> </ol>	Interactive Lecture	10 min	C0-001
TP2	Conduct a warm-up session, composed of light cardiovascular activities, meant to: <ol style="list-style-type: none"> <li>a. stretch the muscles and ligaments;</li> <li>b. gradually increase respiratory action and heart rate;</li> <li>c. expand the muscles' capillaries to accommodate the increase in blood circulation; and</li> <li>d. raise muscle temperature to facilitate reactions in muscle tissue.</li> </ol>	Participation	10 min	C0-002 (pp. 109 to 113)
TP3	Supervise the cadets' participation in a given sports activity.	Participation	60 min/ 240 min	



TP	Description	Method	Time	Ref
TP4	Conduct a cool-down session, composed of light cardiovascular activities, meant to: <ul style="list-style-type: none"> <li>a. prepare the respiratory and cardiovascular systems to return to their normal state; and</li> <li>b. stretch the muscles and ligaments.</li> </ul>	Participation	10 min	C0-002 (pp. 109 to 113)

5. **Time**

	Session	or	Day
a. Introduction/Conclusion:	10 min		10 min
b. Participation in Warm-up:	10 min		10 min
c. Participation in Activity:	60 min		240 min
d. Participation in Cool-down:	10 min		10 min
e. Total:	90 min		270 min

6. **Substantiation.** The participation method was chosen for this lesson as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

7. **References**

- a. C0-001 (ISBN 0-88011-807-5) Human Kinetics with Thomas Hanlon. (1998). *The Sports Rules Book: Essential Rules for 54 Sports*. USA: Human Kinetics Publishers, Inc.
- b. C0-002 (ISBN 0-88962-630-8) LeBlanc, J., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.

8. **Training Aids**

- a. Sports equipment;
- b. First aid kit;
- c. Pylons;
- d. Whistles;
- e. Stopwatch; and
- f. Gym mats.

9. **Learning Aids.** Sports equipment.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks**

- a. Organized recreational team sports can be carried out as nine periods during a supported day or over three sessions of three periods each.
- b. First-year cadets' focus shall be on sport participation.

- c. The CCO list of approved sports can be found in A-CR-CCP-601/PF-001, Chapter 5, Annex A.
- d. The following Websites were consulted when developing this lesson:
  - (1) C0-001 (ISBN 0-88011-807-5), Human Kinetics with Thomas Hanlon. (1998). *The Sports Rules Book: Essential Rules for 54 Sports*. USA: Human Kinetics Publishers, Inc.
  - (2) C0-030 Ringette Canada. Retrieved 27 April 2006, from [www.ringette.ca](http://www.ringette.ca).
  - (3) C0-031 Ultimate. Retrieved 27 April 2006, from [www.whatisultimate.com](http://www.whatisultimate.com).
  - (4) C0-032 Stanford Intramurals, Department of Athletics, Physical Education and Recreation. Retrieved 30 April 2006, from [www.stanford.edu/group/Intramurals/kickballrules.html](http://www.stanford.edu/group/Intramurals/kickballrules.html).
  - (5) C0-033 NFLCANADA.COM. Retrieved 30 April 2006, from [www.slam.canoe.ca/FlagFootball/Rules/home.html](http://www.slam.canoe.ca/FlagFootball/Rules/home.html).
  - (6) C0-034 Ultimate Players Association. Retrieved 27 April 2006, from [www.upa.org/ultimate](http://www.upa.org/ultimate).
  - (7) C0-035 World Adult Kickball Association (WAKA). Retrieved 1 May 2006, from [www.kickball.com](http://www.kickball.com).
  - (8) C0-036 Women's Heart Foundation. Retrieved 25 April 2006, from [www.womensheart.org/content/Exercise/stretching\\_exercise.asp](http://www.womensheart.org/content/Exercise/stretching_exercise.asp).
  - (9) C0-037 Retrieved 25 April 2006, from [www.walkablock.com/stretch2.gif](http://www.walkablock.com/stretch2.gif).
  - (10) C0-038 Retrieved 25 April 2006, from [www.shelterpub.com/\\_fitness/online\\_stretches.gif](http://www.shelterpub.com/_fitness/online_stretches.gif).
  - (11) C0-039 Retrieved 25 April 2006, from [www.eeshop.unl.edu](http://www.eeshop.unl.edu).
  - (12) C0-040 Retrieved 25 April 2006, from [www.losethebackpain.com](http://www.losethebackpain.com).
  - (13) C0-041 Retrieved 25 April 2006, from [www.roadcycling.com/artman/upload/stretches.jpg](http://www.roadcycling.com/artman/upload/stretches.jpg).
  - (14) C0-042 Spine Universe. Retrieved 25 April 2006, from [www.spineuniverse.com](http://www.spineuniverse.com).

**EO C105.01 – PARTICIPATE IN AN ORGANIZED SPORTS TABLOID**

1. **Performance.** Participate in an Organized Sports Tabloid.
2. **Conditions**
  - a. Given:
    - (1) appropriate activity equipment;
    - (2) safety equipment;
    - (3) opportunity to participate in an organized sports tabloid;
    - (4) supervision as required; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Appropriate sporting venue.
3. **Standard.** In accordance with specified references the cadet shall:
  - a. participate in a warm-up;
  - b. actively participate in organized intramural sports; and
  - c. participate in a cool-down.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Introduce cadets to the sport tabloid's rules and regulations.	Interactive Lecture	10 min	
TP2	Conduct a warm-up session, composed of light cardiovascular activities, meant to: <ol style="list-style-type: none"> <li>a. stretch the muscles and ligaments;</li> <li>b. gradually increase respiratory action and heart rate;</li> <li>c. expand the muscles' capillaries to accommodate the increase in blood circulation; and</li> <li>d. raise muscle temperature to facilitate reactions in muscle tissue.</li> </ol>	Participation	10 min	C0-002 (pp. 109 to 113)
TP3	Supervise the cadets' participation in an organized sports tabloid.	Participation	60 min/ 240 min	

TP	Description	Method	Time	Ref
TP4	Conduct a cool-down, composed of light cardiovascular activities, meant to: a. prepare the respiratory and cardiovascular systems to return to their normal state; and b. stretch the muscles and ligaments.	Participation	10 min	C0-002 (pp. 109 to 113)

5. **Time**

	Session	or	Day
a. Introduction/Conclusion:	10 min		10 min
b. Participation in Warm-up:	10 min		10 min
c. Participation in Activity:	60 min		240 min
d. Participation in Cool-down:	10 min		10 min
e. Total:	90 min		270 min

6. **Substantiation.** The participation method was chosen for this lesson as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

7. **References.** C0-002 (ISBN 0-88962-630-8) LeBlanc, J., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.

8. **Training Aids**

- a. Equipment for sports tabloid IAW A-CR-CCP-601/PF-001, Chapter 5, Annex E;
- b. Tables;
- c. Chairs;
- d. Paper;
- e. Tape;
- f. First aid kit;
- g. Whistles;
- h. Stopwatch;
- i. Master score sheet;
- j. Station score sheet; and
- k. Gym mats.

9. **Learning Aids.** Equipment for sports tabloid.

10. **Test Details.** There is no formal assessment of this EO.

## 11. Remarks

- a. Organized sports tabloid can be carried out as nine complementary periods during a supported day or over three sessions of three periods each.
- b. First-year cadets' focus shall be on sport participation.
- c. The CCO list of approved tabloid sports can be found in A-CR-CCP-601/PF-001, Chapter 5, Annex A.
- d. The following Websites were consulted when developing this lesson:
  - (1) C0-001 (ISBN 0-88011-807-5), Human Kinetics with Thomas Hanlon. (1998). *The Sports Rules Book: Essential Rules for 54 Sports*. USA: Human Kinetics Publishers, Inc.
  - (2) C0-030 Ringette Canada. Retrieved 27 April 2006, from [www.ringette.ca](http://www.ringette.ca).
  - (3) C0-031 Ultimate. Retrieved 27 April 2006, from [www.whatisultimate.com](http://www.whatisultimate.com).
  - (4) C0-032 Stanford Intramurals, Department of Athletics, Physical Education and Recreation. Retrieved 30 April 2006, from [www.stanford.edu/group/Intramurals/kickballrules.html](http://www.stanford.edu/group/Intramurals/kickballrules.html).
  - (5) C0-033 NFLCANADA.COM. Retrieved 30 April 2006, from [www.slam.canoe.ca/FlagFootball/Rules/home.html](http://www.slam.canoe.ca/FlagFootball/Rules/home.html).
  - (6) C0-034 Ultimate Players Association. Retrieved 27 April 2006, from [www.upa.org/ultimate](http://www.upa.org/ultimate).
  - (7) C0-035 World Adult Kickball Association (WAKA). Retrieved 1 May 2006, from [www.kickball.com](http://www.kickball.com).
  - (8) C0-036 Women's Heart Foundation. Retrieved 25 April 2006, from [www.womensheart.org/content/Exercise/stretching\\_exercise.asp](http://www.womensheart.org/content/Exercise/stretching_exercise.asp).
  - (9) C0-037 Retrieved 25 April 2006, from [www.walkablock.com/stretch2.gif](http://www.walkablock.com/stretch2.gif).
  - (10) C0-038 Retrieved 25 April 2006, from [www.shelterpub.com/\\_fitness/online\\_stretches.gif](http://www.shelterpub.com/_fitness/online_stretches.gif).
  - (11) C0-039 Retrieved 25 April 2006, from [www.eeshop.unl.edu](http://www.eeshop.unl.edu).
  - (12) C0-040 Retrieved 25 April 2006, from [www.losethebackpain.com](http://www.losethebackpain.com).
  - (13) C0-041 Retrieved 25 April 2006, from [www.roadcycling.com/artman/upload/stretches.jpg](http://www.roadcycling.com/artman/upload/stretches.jpg).
  - (14) C0-042 Spine Universe. Retrieved 25 April 2006, from [www.spineuniverse.com](http://www.spineuniverse.com).

**EO C105.02 – PARTICIPATE IN AN ORGANIZED INTRAMURAL SPORTS EVENT**

1. **Performance.** Participate in an Organized Intramural Sports Event.
2. **Conditions**
  - a. Given:
    - (1) sports equipment;
    - (2) opportunity to participate in an intramural sports event;
    - (3) supervision as required;
    - (4) assistance as required; and
    - (5) safety equipment.
  - b. Denied: N/A.
  - c. Environmental: Appropriate sporting venue.
3. **Standard.** In accordance with specified references the cadet shall:
  - a. demonstrate a basic understanding of intramural sports and their rules and regulations;
  - b. participate in a warm-up;
  - c. actively participate in organized intramural sports; and
  - d. participate in a cool-down.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Introduce cadets to a specific sport chosen from A-CR-CCP-601/PF-001, Chapter 5, Annex A and its rules and regulations, which can be found in A-CR-CCP-601/PF-001, Chapter 5, Annex B.  <b>Note:</b> Sports will be dependent on resources available and must be a recognized CCO sport.	Lecture	5 min	C0-001
TP2	Introduce cadets to the procedures to be used for the intramural sports event.	Lecture	5 min	
TP3	Conduct a warm-up session, composed of light cardiovascular activities, meant to: <ol style="list-style-type: none"> <li>a. stretch the muscles and ligaments;</li> <li>b. gradually increase respiratory action and heart rate;</li> <li>c. expand the muscles' capillaries to accommodate the increase in blood circulation; and</li> </ol>	Participation	10 min	C0-002 (pp. 109 to 113)

TP	Description	Method	Time	Ref
	d. raise muscle temperature to facilitate reactions in muscle tissue.			
TP4	Supervise the cadets' participation in organized intramural sports.	Participation	60 min/ 240 min	
TP5	Conduct a cool-down, composed of light cardiovascular activities, meant to: a. prepare the respiratory and cardiovascular systems to return to their normal state; and b. stretch the muscles and ligaments.	Participation	10 min	C0-002 (pp. 109 to 113)

## 5. Time

	Session	or	Day
a. Introduction/Conclusion:	10 min		10 min
b. Participation in Warm-up:	10 min		10 min
c. Participation in Activity:	60 min		240 min
d. Participation in Cool-down:	10 min		10 min
e. Total:	90 min		270 min

6. **Substantiation.** The participation method was chosen for this lesson as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

## 7. References

- C0-001 (ISBN 0-88011-807-5) Hanlon, T. (1998). *The Sports Rules Book: Essential Rules for 54 Sports*. USA: Human Kinetics Publishers.
- C0-002 (ISBN 0-88962-630-8) LeBlanc, J., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.

## 8. Training Aids

- Sports equipment;
- First aid kit;
- Pylons;
- Whistles;
- Stopwatch; and
- Gym mats.

9. **Learning Aids.** Sports equipment.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks**

- a. Organized intramural sports can be carried out as nine complementary periods during a supported day or over three sessions of three periods each.
- b. The CCO list of approved intramural sports can be found in A-CR-CCP-601/PF-001, Chapter 5, Annex A.
- c. First-year cadets' focus shall be on sport participation.
- d. The following Websites were consulted when developing this lesson:
  - (1) C0-001 (ISBN 0-88011-807-5), Human Kinetics with Thomas Hanlon. (1998). *The Sports Rules Book: Essential Rules for 54 Sports*. USA: Human Kinetics Publishers, Inc.
  - (2) C0-030 Ringette Canada. Retrieved 27 April 2006, from [www.ringette.ca](http://www.ringette.ca).
  - (3) C0-031 Ultimate. Retrieved 27 April 2006, from [www.whatisultimate.com](http://www.whatisultimate.com).
  - (4) C0-032 Stanford Intramurals, Department of Athletics, Physical Education and Recreation. Retrieved 30 April 2006, from [www.stanford.edu/group/Intramurals/kickballrules.html](http://www.stanford.edu/group/Intramurals/kickballrules.html).
  - (5) C0-033 NFLCANADA.COM. Retrieved 30 April 2006, from [www.slam.canoe.ca/FlagFootball/Rules/home.html](http://www.slam.canoe.ca/FlagFootball/Rules/home.html).
  - (6) C0-034 Ultimate Players Association. Retrieved 27 April 2006, from [www.upa.org/ultimate](http://www.upa.org/ultimate).
  - (7) C0-035 World Adult Kickball Association (WAKA). Retrieved 1 May 2006, from [www.kickball.com](http://www.kickball.com).
  - (8) C0-036 Women's Heart Foundation. Retrieved 25 April 2006, from [www.womensheart.org/content/Exercise/stretching\\_exercise.asp](http://www.womensheart.org/content/Exercise/stretching_exercise.asp).
  - (9) C0-037 Retrieved 25 April 2006, from [www.walkablock.com/stretch2.gif](http://www.walkablock.com/stretch2.gif).
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  - (12) C0-040 Retrieved 25 April 2006, from [www.losethebackpain.com](http://www.losethebackpain.com).
  - (13) C0-041 Retrieved 25 April 2006, from [www.roadcycling.com/artman/upload/stretches.jpg](http://www.roadcycling.com/artman/upload/stretches.jpg).
  - (14) C0-042 Spine Universe. Retrieved 25 April 2006, from [www.spineuniverse.com](http://www.spineuniverse.com).



**EO C105.03 – PARTICIPATE IN AN ORIENTEERING EVENT**

1. **Performance.** Participate in an Orienteering Event.
2. **Conditions**
  - a. Given:
    - (1) orienteering/recreation maps;
    - (2) orienteering compasses;
    - (3) control markers with punches;
    - (4) score cards;
    - (5) description sheets;
    - (6) a prepared orienteering course;
    - (7) a stopwatch;
    - (8) whistles;
    - (9) supervision; and
    - (10) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Field setting during the day (training area large enough to set a basic orienteering course), under favourable weather conditions.
3. **Standard.** In accordance with specified references, the cadet shall:
  - a. be introduced to the use of orienteering equipment;
  - b. be introduced to orienteering techniques;
  - c. be introduced to techniques of route evaluation;
  - d. be introduced to map-reading techniques;
  - e. participate in a warm-up;
  - f. participate in an orienteering event; and
  - g. participate in a cool-down.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain orienteering equipment, to include:	Interactive Lecture	15 min	C0-007 (pp. 11, 12, 76, 162, 196, 197, and 204)

TP	Description	Method	Time	Ref
	<p>a. orienteering maps and the marginal information found on them, to include:</p> <ol style="list-style-type: none"> <li>(1) scale;</li> <li>(2) International Orienteering Federation (IOF) colours;</li> <li>(3) IOF symbols;</li> <li>(4) contour lines; and</li> <li>(5) contour intervals;</li> </ol> <p>b. orienteering compasses, to include:</p> <ol style="list-style-type: none"> <li>(1) magnetic needle;</li> <li>(2) compass housing; and</li> <li>(3) base plate; and</li> </ol> <p>c. scoring equipment, to include:</p> <ol style="list-style-type: none"> <li>(1) control markers;</li> <li>(2) punches;</li> <li>(3) description sheets; and</li> <li>(4) score cards.</li> </ol>			C0-008 (pp. 20, 23 to 38, and 40)
TP2	<p>Explain and demonstrate the following orienteering techniques:</p> <ol style="list-style-type: none"> <li>a. folding and holding the map;</li> <li>b. orienting a map by inspection;</li> <li>c. thumbing position;</li> <li>d. determining distance; and</li> <li>e. checking off features.</li> </ol> <p><b>Note:</b> Allow cadets to practice the various techniques.</p>	Demonstration and Performance	15 min	C0-008 (pp. 44 and 45) C0-023 (p. 17)
TP3	<p>Explain the following techniques for route evaluation:</p> <ol style="list-style-type: none"> <li>a. handrails;</li> <li>b. catching or collecting features;</li> <li>c. attack points;</li> <li>d. attacking from above;</li> <li>e. height assessment versus detouring around; and</li> <li>f. long easy route versus short tough route.</li> </ol>	Interactive Lecture	10 min	C0-023 (pp. 14 to 16) C0-011 (pp. 36 and 37)
TP4	<p>Explain (and demonstrate where applicable) the following map reading techniques:</p>	Interactive Lecture	10 min	C0-010 (pp. 1 to 9) C0-011 (pp. 7 and 8)

TP	Description	Method	Time	Ref
	a. "CART" technique, in that CART is an acronym for: (1) Control; (2) Attack point; (3) Route choice; and (4) Technique; b. simplifying the map; c. rough map reading; d. precision map reading; e. pace counting; and f. distance estimation.			
TP5	Conduct a warm-up session, composed of light cardiovascular activities, meant to: a. stretch the muscles and ligaments; b. gradually increase respiratory action and heart rate; c. expand the muscles' capillaries to accommodate the increase in blood circulation; and d. raise muscle temperature to facilitate reactions in muscle tissue.	Participation	10 min	C0-002 (pp. 109 to 113)
TP6	Supervise the cadet's participation in an orienteering event, where they will: a. progress through three starting grid blocks where they will: (1) receive the map and start time; (2) copy the course points from the master map onto their own; and (3) orient the map to begin the course; b. run a course with a minimum of five points to be retrieved in the specified order; c. apply orienteering techniques and read the orienteering map; d. evaluate their route as they progress through the course; and e. finish the race by: (1) running through the finish area; (2) crossing the finish line; and (3) submitting the score cards for verification.	Participation	200 min	

TP	Description	Method	Time	Ref
TP7	Conduct a cool-down, composed of light cardiovascular activities, meant to: <ol style="list-style-type: none"> <li>prepare the respiratory and cardiovascular systems to return to their normal state; and</li> <li>stretch the muscles and ligaments.</li> </ol>		10 min	C0-002 (pp. 109 to 113)

## 5. Time

- |    |                                |         |
|----|--------------------------------|---------|
| a. | Introduction/Conclusion:       | 10 min  |
| b. | Interactive Lecture:           | 35 min  |
| c. | Demonstration and Performance: | 15 min  |
| d. | Participation:                 | 210 min |
| e. | Total:                         | 270 min |

## 6. Substantiation

- The interactive lecture method was chosen for TP1 and TP4 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- The demonstration and performance methods were chosen for TP2 due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.
- The participation method was chosen for TP5 to TP7 as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

## 7. References

- C0-002 (ISBN 0-88962-630-8) LeBlanc, J., and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-007 (ISBN 0-02-029265-1) Kjellstrom, B. (1994). *Be Expert With Map & Compass: The Complete Orienteering Handbook*. New York: Hungry Minds, Inc.
- C0-008 A-CR-CCP-151/PT-001 Canadian Orienteering Federation. (1983). *Orienteering Level 1 Coaching Certification*. National Coaching Certification Program, Canadian Orienteering Federation.
- C0-009 International Orienteering Federation. (2006). <http://www.orienteering.org/footo/pictsymb.htm>.

- e. C0-010 Stott, W. (1987). *Armchair Orienteering II: A Practical Guide to Route Planning*. Winnipeg: Manitoba Orienteering Association.
- f. C0-011 Canadian Orienteering Federation. (1985). *Orienteering Level Two Coaching Certification*.
- g. C0-023 A-CR-CCP-150/PT-001 Chapman, J.R. Major, M.B.E. (1968). *Orienteering: An Aid to Training*. London, England: Hillside Printing & Publishing Co.

#### 8. **Training Aids**

- a. Orienteering/recreation maps;
- b. Orienteering compasses;
- c. Control markers with punches;
- d. Stopwatch;
- e. Score cards;
- f. Description sheets;
- g. Paper;
- h. Pencils;
- i. Radios;
- j. Gym mats;
- k. First aid kit;
- l. Rope; and
- m. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.

#### 9. **Learning Aids**

- a. Orienteering/recreation maps;
- b. Orienteering compasses;
- c. Control markers with punches;
- d. Score cards; and
- e. Description sheets.

10. **Test Details.** There is no formal assessment of this EO. The instructor will confirm the cadets' knowledge of the material during the conduct of the orienteering event.

#### 11. **Remarks**

- a. First-year cadets' focus shall be on participation and skill acquisition.
- b. If orienteering is carried out in the three training sessions, it will be comprised of two periods of training on the first night, followed by two training sessions for the conduct of orienteering events.
- c. If orienteering is carried out as a full-day activity, it will be comprised of nine periods.

- d. The following Websites were consulted when developing this lesson:
- (1) C0-036 Women's Heart Foundation. Retrieved 25 April 2006, from [www.womensheart.org/content/Exercise/stretching\\_exercise.asp](http://www.womensheart.org/content/Exercise/stretching_exercise.asp).
  - (2) C0-037 Retrieved 25 April 2006, from [www.walkablock.com/stretch2.gif](http://www.walkablock.com/stretch2.gif).
  - (3) C0-038 Retrieved 25 April 2006, from [www.shelterpub.com/\\_fitness/online\\_stretches.gif](http://www.shelterpub.com/_fitness/online_stretches.gif).
  - (4) C0-039 Retrieved 25 April 2006, from [www.eeshop.unl.edu](http://www.eeshop.unl.edu).
  - (5) C0-040 Retrieved 25 April 2006, from [www.losethebackpain.com](http://www.losethebackpain.com).
  - (6) C0-041 Retrieved 25 April 2006, from [www.roadcycling.com/artman/upload/stretch.jpg](http://www.roadcycling.com/artman/upload/stretch.jpg).
  - (7) C0-042 Spine Universe. Retrieved 25 April 2006, from [www.spineuniverse.com](http://www.spineuniverse.com).

**SECTION 6**  
**PO 106 – FIRE THE CADET AIR RIFLE**

1. **Performance.** Fire the Cadet Air Rifle.
2. **Conditions**
  - a. Given:
    - (1) cadet air rifle;
    - (2) safety rod;
    - (3) approved air rifle pellets;
    - (4) target frame;
    - (5) target;
    - (6) supervision; and
    - (7) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, *Cadet Marksmanship Program Reference Manual*, Chapter 1, sect 8.
3. **Standard.** In accordance with specified references the cadet will fire 25 pellets using the cadet air rifle by:
  - a. carrying out safety precautions;
  - b. performing a handling test;
  - c. applying basic marksmanship techniques; and
  - d. following the rules of and commands given on a range.
4. **Remarks.** Cadets will perform a handling test and demonstrate an understanding of the rules of, and commands given on, an air rifle range prior to firing pellets or cleaning pellets on a cadet air rifle range.
5. **Complementary Material**
  - a. Complementary material under PO 106 is designed to provide additional air rifle marksmanship experience through EO C106.01, Recreational Shooting Opportunities.
  - b. Complementary training under EO C106.01 is a total of three periods conducted during a session or on a supported day.
  - c. EO C106.01 may only be conducted following completion of all lessons associated with PO 106, Fire the Cadet Air Rifle.

**EO M106.01 – IDENTIFY THE PARTS AND CHARACTERISTICS OF THE DAISY 853C AIR RIFLE**

1. **Performance.** Identify the Parts and Characteristics of the Daisy 853C Air Rifle.
2. **Conditions**
  - a. Given:
    - (1) Daisy 853C air rifle;
    - (2) assistance as required; and
    - (3) supervision.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility and/or air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard.** In accordance with A-CR-CCP-177/PT-001, the cadet shall identify the parts and list the characteristics of the Daisy 853C air rifle.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify the parts of the Daisy 853C air rifle, to include: <ol style="list-style-type: none"> <li>a. butt plate;</li> <li>b. spacers;</li> <li>c. small of the butt;</li> <li>d. stock;</li> <li>e. fore end;</li> <li>f. sling bracket;</li> <li>g. trigger;</li> <li>h. trigger guard;</li> <li>i. safety catch;</li> <li>j. bolt;</li> <li>k. pump handle;</li> <li>l. front sight;</li> <li>m. rear sight;</li> <li>n. muzzle;</li> <li>o. barrel with barrel weight;</li> <li>p. bore;</li> <li>q. feed track;</li> <li>r. chamber;</li> <li>s. sling;</li> <li>t. single shot adapter; and</li> </ol>	Interactive Lecture	13 min	A0-027 (p. 2-5, Diagram)



TP	Description	Method	Time	Ref
	u. five-shot clip.  <b>Note:</b> The instructor shall ensure that the cadet can identify the parts of the cadet air rifle by physically pointing to the proper part on the rifle or on an unlabeled diagram.			
TP2	Identify the characteristics of the Daisy 853C air rifle, to include: a. action; b. length; c. weight; d. calibre; e. front sight; f. rear sight; g. muzzle velocity; h. loading; i. stock; and j. safety.	Interactive Lecture	12 min	A0-027 (p. 2-5)

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min  |
| b. | Interactive Lecture:     | 25 min |
| c. | Total:                   | 30 min |

6. **Substantiation.** The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners.

7. **References.** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

- a. Daisy 853C air rifle; and
- b. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.

9. **Learning Aids.** Daisy 853C air rifle.

10. **Test Details.** Assessment of this EO shall be carried out during the end of lesson check. While there is no formal assessment of this EO, every cadet is required to successfully complete the Cadet Air Rifle Handling Test provided at Chapter 3, Annex C.

11. **Remarks.** N/A.

**EO M106.02 – CARRY OUT SAFETY PRECAUTIONS ON THE CADET AIR RIFLE**

1. **Performance.** Carry Out Safety Precautions on the Cadet Air Rifle.
2. **Conditions**
  - a. Given:
    - (1) cadet air rifle;
    - (2) cadet air rifle case;
    - (3) safety rod;
    - (4) assistance as required; and
    - (5) supervision.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard.** In accordance with A-CR-CCP-177/PT-001, the cadet shall:
  - a. carry out individual safety precautions on the cadet air rifle by:
    - (1) ensuring the bolt is fully to the rear;
    - (2) ensuring the safety catch is on;
    - (3) ensuring the pump handle is partially open; and
    - (4) ensuring the safety rod is inserted in the barrel; and
  - b. observe safety regulations, to include:
    - (1) treating the rifle as if it is loaded;
    - (2) not pointing the rifle at anyone;
    - (3) keeping the rifle pointed down range at all times;
    - (4) holding the rifle vertically when moving to and from the firing point;
    - (5) keeping fingers off the trigger until ready to fire;
    - (6) wearing safety glasses/goggles; and
    - (7) washing hands after every practice/shoot (to avoid lead contamination).

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain and demonstrate safe rifle status for the cadet air rifle, to include: a. removing a rifle from its case;	Demonstration and Performance	10 min	A0-027 (pp. 1-3-1 and 1-3-2, para 3.1 to 3.1.4)

TP	Description	Method	Time	Ref
	<ul style="list-style-type: none"> <li>b. ensuring safety measures are in place by engaging the safety catch (pushing it towards the right so no red is seen);</li> <li>c. ensuring the safety rod is inserted into the barrel; and</li> <li>d. ensuring safe rifle status when:               <ul style="list-style-type: none"> <li>(1) the rifle is in the case, by:                   <ul style="list-style-type: none"> <li>(a) engaging the safety catch;</li> <li>(b) ensuring the bolt is forward;</li> <li>(c) ensuring the action is not cocked; and</li> <li>(d) leaving pump handle partially open (5 to 8 cm);</li> </ul> </li> <li>(2) on the firing line, by:                   <ul style="list-style-type: none"> <li>(a) engaging the safety catch;</li> <li>(b) ensuring the bolt is to the rear; and</li> <li>(c) leaving the pump handle partially open; and</li> </ul> </li> <li>(3) not on the firing line, by:                   <ul style="list-style-type: none"> <li>(a) engaging the safety catch;</li> <li>(b) ensuring the bolt is to the rear;</li> <li>(c) placing the safety rod in the barrel (visible in the feed track); and</li> <li>(d) leaving the pump handle partially open.</li> </ul> </li> </ul> </li> </ul>			
TP2	<p>Explain, demonstrate, and have the cadets carry out individual safety precautions for the cadet air rifle by:</p> <ul style="list-style-type: none"> <li>a. ensuring the bolt is open fully to the rear;</li> <li>b. ensuring the safety catch is in the ON position;</li> <li>c. ensuring the pump handle partially open; and</li> <li>d. placing safety rod in the barrel.</li> </ul> <p><b>Note:</b> Cadets will be required to perform this skill during their air rifle handling test.</p>	Demonstration and Performance	10 min	A0-027 (p. 1-3-3, para 3.1.5)
TP3	<p>Explain and demonstrate (where applicable) safety regulations for the cadet air rifle, to include:</p> <ul style="list-style-type: none"> <li>a. treating the air rifle as if it is loaded;</li> </ul>	Interactive Lecture	5 min	A0-027 (pp. 1-3-3 and 1-3-4,

TP	Description	Method	Time	Ref
	b. never pointing the air rifle at anyone; c. holding the rifle vertically when moving to and from the firing point; d. leaving fingers off the trigger until ready to fire; e. wearing safety glasses/goggles; and f. employing hygiene on the range by washing hands after every practice.			para 3.2, and para 3.4)

#### 5. Time

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction/Conclusion:   | 5 min  |
| b. | Demonstration/Performance: | 20 min |
| c. | Interactive Lecture:       | 5 min  |
| d. | Total:                     | 30 min |

#### 6. Substantiation

- a. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
- b. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners.

#### 7. References. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

#### 8. Training Aids

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Cadet air rifle;
- c. Safety glasses/goggles;
- d. Rifle case; and
- e. Safety rod.

#### 9. Learning Aids

- a. Cadet air rifle;
- b. Safety glasses/goggles; and
- c. Safety rod.

10. **Test Details.** Assessment of this EO shall be carried out during the end of lesson check. While there is no formal assessment of this EO, every cadet is required to successfully complete the Cadet Air Rifle Handling Test provided at Chapter 3, Annex C.
11. **Remarks**
  - a. The instructor must ensure that the sequencing for the demonstration is done correctly since the cadet must mirror their actions.
  - b. The optimal ratio of air rifles to cadets is 2:1.

**EO M106.03 – APPLY BASIC MARKSMANSHIP TECHNIQUES**

1. **Performance.** Apply Basic Marksmanship Techniques.
2. **Conditions**
  - a. Given:
    - (1) cadet air rifle;
    - (2) single pellet adaptor
    - (3) assistance as required; and
    - (4) supervision.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard.** In accordance with A-CR-CCP-177/PT-001, the cadet shall apply basic marksmanship techniques, to include:
  - a. adopting the prone position;
  - b. basic holding;
  - c. basic aiming;
  - d. loading;
  - e. firing; and
  - f. unloading.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	<p>Explain, demonstrate, and have the cadets adopt the prone position, as follows:</p> <ol style="list-style-type: none"> <li>a. position is natural, without strain, comfortable, and stable;</li> <li>b. body should form an angle with the line of sight;</li> <li>c. spine should remain straight;</li> <li>d. left leg should be parallel with the spine;</li> <li>e. right foot should turn out and point to the right;</li> <li>f. left foot should either be straight or point towards the right; and</li> <li>g. right knee should form an angle with the left leg.</li> </ol>	Demonstration and Performance	4 min	A0-027 (p. 2-7)

TP	Description	Method	Time	Ref
TP2	<p>Explain, demonstrate, and have the cadets hold the cadet air rifle, in that the:</p> <ul style="list-style-type: none"> <li>a. left elbow should be positioned slightly to the left of the rifle;</li> <li>b. left hand must rest firmly against the sling swivel, and the fingers should be relaxed and not grip the fore end;</li> <li>c. right hand should slightly grip the small of the butt with constant pressure;</li> <li>d. right thumb should be placed on the stock directly behind the rear sight or around the small of the butt;</li> <li>e. right elbow should rest naturally where it falls, a comfortable distance from the rifle;</li> <li>f. the shoulders should be straight and form right angles with the spine;</li> <li>g. the butt plate is kept firmly in the hollow of the shoulder; and</li> <li>h. the head rests comfortably on the stock and remains straight.</li> </ul> <p><b>Note:</b> When the face is placed on the butt, the cadets should be looking directly through the sights. If this is not the case, their position should be modified.</p>	Demonstration and Performance	7 min	A0-027 (pp. 2-7 and 2-8)
TP3	<p>Explain, demonstrate, and have the cadets aim the cadet air rifle, as follows:</p> <ul style="list-style-type: none"> <li>a. the aiming process, including: <ul style="list-style-type: none"> <li>(1) adopting a comfortable position; and</li> <li>(2) ensuring proper body alignment with the target;</li> </ul> </li> <li>b. sight alignment; and</li> <li>c. sight picture.</li> </ul>	Demonstration and Performance	4 min	A0-027 (p. 2-11)
TP4	<p>Explain, demonstrate, and have the cadets load, unload, and prepare for inspection the cadet air rifle, as follows:</p>	Demonstration and Performance	14 min	A0-027 (p. 2-16)

TP	Description	Method	Time	Ref
	<p>a. loading the cadet air rifle, to include:</p> <ol style="list-style-type: none"> <li>(1) picking up the rifle with the left hand;</li> <li>(2) ensuring safety catch is in the ON position;</li> <li>(3) pumping the air rifle, pausing for three seconds;</li> <li>(4) bringing pump handle back to closed position;</li> <li>(5) loading a pellet; and</li> <li>(6) closing the bolt;</li> </ol> <p>b. unloading the cadet air rifle, to include:</p> <ol style="list-style-type: none"> <li>(1) opening the bolt (do not insert a pellet);</li> <li>(2) pumping the air rifle, pausing for three seconds;</li> <li>(3) closing the bolt (do not insert a pellet);</li> <li>(4) placing the safety catch in the OFF position;</li> <li>(5) aiming the rifle at the target;</li> <li>(6) squeezing the trigger;</li> <li>(7) placing the safety catch in the ON position; and</li> </ol> <p>c. preparing for inspection, to include:</p> <ol style="list-style-type: none"> <li>(1) opening the bolt;</li> <li>(2) opening the pump handle slightly;</li> <li>(3) placing the rifle on the shoulder, muzzle pointed down range;</li> <li>(4) waiting to be cleared by the RSO; and</li> <li>(5) laying the rifle down.</li> </ol> <p><b>Note:</b> Cadets will be required to perform these skills during their air rifle handling test. The pellet guide shall be used for training, although cadets may be introduced to the five-round clip prior to actual firing.</p>			
TP5	<p>Explain, demonstrate, and have the cadets practice the sequence for firing the cadet air rifle, to include:</p> <ol style="list-style-type: none"> <li>a. when the RSO gives the command, placing safety catch in the OFF position;</li> <li>b. aiming the air rifle at the target;</li> </ol>	Demonstration and Performance	22 min	A0-027 (p. 2-16)



TP	Description	Method	Time	Ref
	c. squeezing the trigger; d. opening the bolt, pumping the rifle, reloading, aiming and firing; e. repeating last step until firing is complete; f. upon completion, placing the safety catch in the ON position and partially opening the pump handle; and g. laying the air rifle down.  <b>Note:</b> Cadets will be required to perform this skill during their air rifle handling test.			

5. **Time**

- |    |                                |        |
|----|--------------------------------|--------|
| a. | Introduction/Conclusion:       | 9 min  |
| b. | Demonstration and Performance: | 51 min |
| c. | Total:                         | 60 min |

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

- Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area; and
- Cadet air rifle.

9. **Learning Aids.** Cadet air rifle.

10. **Test Details.** Assessment of this EO shall be carried out during the end of lesson check. While there is no formal assessment of this EO, every cadet is required to successfully complete the Cadet Air Rifle Handling Test provided at Chapter 3, Annex C.

11. **Remarks.** N/A.

**EO M106.04 – FOLLOW RULES AND COMMANDS ON AN AIR RIFLE RANGE**

1. **Performance.** Follow Rules and Commands on an Air Rifle Range.
2. **Conditions**
  - a. Given:
    - (1) air rifle;
    - (2) Range Standing Orders;
    - (3) assistance as required; and
    - (4) supervision.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard.** In accordance with A-CR-CCP-177/PT-001, the cadet shall:
  - a. follow rules on the range; and
  - b. follow commands on the range.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	<p>Explain rules cadets must follow on the range, to include:</p> <ol style="list-style-type: none"> <li>a. rifles will be safety checked (proved) when picked up, handed to, or received from another person;</li> <li>b. rifles are never pointed at any person;</li> <li>c. safety rods shall be inserted into the barrels of rifles when not in use on the range;</li> <li>d. horseplay is forbidden on the range;</li> <li>e. rifles, whether loaded or not, will always be pointed down range;</li> <li>f. eating is not permitted on or near the range or around the pellets;</li> <li>g. all personnel shall read or be briefed on the contents of the Range Standing Orders; and</li> <li>h. the RSO's directions and orders are to be obeyed at all times.</li> </ol> <p><b>Note:</b> The instructor will read pertinent sections of local Range Standing Orders during this period.</p>	Interactive Lecture	10 min	Local Range Standing Orders

TP	Description	Method	Time	Ref
TP2	<p>Explain, demonstrate, and have the cadets respond to the following range commands:</p> <ul style="list-style-type: none"> <li>a. Cover off your firing point;</li> <li>b. Place your equipment down and stand back;</li> <li>c. Adopt the prone position;</li> <li>d. "G.R.I.T.", in that GRIT is the acronym for: <ul style="list-style-type: none"> <li>(1) Group (relay);</li> <li>(2) Range;</li> <li>(3) Indication; and</li> <li>(4) Type of fire;</li> </ul> </li> <li>e. Load, commence firing;</li> <li>f. Cease fire;</li> <li>g. Resume fire;</li> <li>h. Unload;</li> <li>i. Stand up;</li> <li>j. Change targets; and</li> <li>k. Change relay.</li> </ul> <p><b>Note:</b> The information in this TP should be reviewed prior to any cadet participating in a range practice.</p>	Demonstration and Performance	15 min	A0-027 (p. 1-8-4)

#### 5. Time

a.	Introduction/Conclusion:	5 min
b.	Interactive Lecture:	10 min
c.	Demonstration and Performance:	15 min
d.	Total:	30 min

#### 6. Substantiation

- a. The interactive lecture method was chosen as it best allows the instructor to make a semi-formal presentation of the material allowing the cadets to participate by asking or responding to questions, commenting on the material, or participating in short activities. This method appeals to auditory learners, with the potential for active participation in activities that appeal to tactile/kinaesthetic learners.
- b. The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Local range standing orders;
- c. Cadet air rifle;
- d. Safety glasses/goggles; and
- e. Cadet air rifle safety rod.

9. **Learning Aids**

- a. Cadet air rifle;
- b. Safety glasses/goggles; and
- c. Cadet air rifle safety rod.

10. **Test Details.** Assessment of this EO shall be carried out during the end of lesson check. While there is no formal assessment of this EO, every cadet is required to successfully complete the Cadet Air Rifle Handling Test provided at Chapter 3, Annex C.

11. **Remarks.** N/A.

**EO M106.05 – CLEAN AND STORE THE CADET AIR RIFLE**

1. **Performance.** Clean and Store the Cadet Air Rifle.
2. **Conditions**
  - a. Given:
    - (1) cadet air rifle;
    - (2) cadet air rifle case;
    - (3) appropriate air rifle cleaning kit;
    - (4) air rifle safety rod;
    - (5) supervision; and
    - (6) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard.** In accordance with A-CR-CCP-177/PT-001, the cadet shall:
  - a. clean the cadet air rifle, to include:
    - (1) before firing by firing two to three felt cleaning pellets; and
    - (2) after firing by firing two to three felt cleaning pellets; and
  - b. store the cadet air rifle.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	<p>Explain and demonstrate the procedure for cleaning the cadet air rifle, to include:</p> <ol style="list-style-type: none"> <li>a. the importance of cleaning the air rifle;</li> <li>b. cleaning procedure for the air rifle; and</li> <li>c. when to clean the air rifle, to include:               <ol style="list-style-type: none"> <li>(1) before firing;</li> <li>(2) after firing; and</li> <li>(3) periodically.</li> </ol> </li> </ol> <p><b>Note:</b> Cadets should be given an opportunity to conduct a before or after firing cleaning during the familiarization shoot.</p>	Demonstration and Performance	15 min	A0-027 (pp. 1-10-1 and 1-10-2)
TP2	<p>Explain and demonstrate the sequence for storing the air rifle, to include:</p> <ol style="list-style-type: none"> <li>a. cocking the action (bolt forward);</li> <li>b. sliding the safety rod into the barrel;</li> </ol>	Demonstration and Performance	10 min	A0-027 (p. 1-3-2, para 3.1.4)

TP	Description	Method	Time	Ref
	c. placing the rifle in the case in the direction of the arrow on the case; d. confirming the pumping handle is partially open; e. confirming the safety catch is ON; f. closing the case; and g. ensuring the case is pointed in a safe direction.			

5. **Time**

- |    |                                |        |
|----|--------------------------------|--------|
| a. | Introduction/Conclusion:       | 5 min  |
| b. | Demonstration and Performance: | 25 min |
| c. | Total:                         | 30 min |

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Cadet air rifle case;
- c. Cadet air rifle;
- d. Cadet air rifle safety rod; and
- e. Air rifle cleaning kit.

9. **Learning Aids**

- a. Cadet air rifle case;
- b. Cadet air rifle; and
- c. Cadet air rifle safety rod.

10. **Test Details.** Assessment of this EO shall be carried out during the end of lesson check. While there is no formal assessment of this EO, every cadet is required to successfully complete the Cadet Air Rifle Handling Test provided at Chapter 3, Annex C.

11. **Remarks.** N/A.

**EO M106.CA – PARTICIPATE IN A FAMILIARIZATION SHOOT USING THE CADET AIR RIFLE**

1. **Performance.** Participate in a Familiarization Shoot Using the Cadet Air Rifle.
2. **Conditions**
  - a. Given:
    - (1) cadet air rifles;
    - (2) cadet safety rods;
    - (3) safety glasses/goggles;
    - (4) pellets;
    - (5) target frame;
    - (6) suitable targets;
    - (7) range assistants;
    - (8) a qualified Range Safety Officer (RSO);
    - (9) assistance as required; and
    - (10) supervision.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard.** In accordance with the specified references, the cadet shall participate in a familiarization shoot.
4. **Teaching Points.** The familiarization shooting activity should be structured as follows:
  - a. The cadets are to receive a range briefing prior to the start of the activity, to include:
    - (1) the reading of pertinent sections of range standing orders;
    - (2) a review of rules and commands used on an air rifle range (EO M106.04);
    - (3) a review of the layout of the range; and
    - (4) a reminder for cadets to practice proper hygiene by washing their hands after firing;
  - b. Cadets will be tested by range staff using the format in Chapter 3;
  - c. Cadets will participate in a familiarization shoot, under the supervision of a qualified RSO; and
  - d. The instructor shall review the Recreational Shooting Program with the cadets and help them identify any targets that may contribute towards a recognition under the Recreational Shooting Program.
5. **Time**
  - a. Activity: 90 min
  - b. Total: 90 min

6. **Substantiation.** This activity was chosen to provide practical training on procedures that may be unfamiliar to some cadets. The performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method appeals to all learning styles.
7. **References**
  - a. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.
  - b. A0-028 D Cdts. (2005). CATO 14-41, *Annex E, Appendix 1, Marksmanship, Rifles, and Ammunitions*. In *Cadet Administrative and Training Orders* (Vol. 1, 8 pages). Ottawa, ON.
8. **Training Aids.** N/A.
9. **Learning Aids**
  - a. Cadet air rifle;
  - b. Safety glasses/goggles;
  - c. Safety rod;
  - d. Pellets;
  - e. Target frame; and
  - f. Suitable targets.
10. **Test Details.** Assessment of this EO shall be carried out during the end of lesson check. While there is no formal assessment of this EO, every cadet is required to successfully complete the Cadet Air Rifle Handling Test provided at Chapter 3, Annex C.
11. **Remarks**
  - a. The RSO shall ensure that all rules and procedures are strictly adhered to.
  - b. Cadets shall successfully complete the Cadet Air Rifle Handling Test prior to firing pellets or cleaning pellets on a cadet air rifle range.



**EO C106.01 – PARTICIPATE IN A RECREATIONAL SHOOT USING THE CADET AIR RIFLE**

1. **Performance.** Participate in a Recreational Shoot Using the Cadet Air Rifle.
2. **Conditions**
  - a. Given:
    - (1) cadet air rifles;
    - (2) cadet safety rods;
    - (3) safety glasses/goggles;
    - (4) pellets;
    - (5) target frame;
    - (6) suitable targets;
    - (7) range assistants;
    - (8) a qualified Range Safety Officer (RSO);
    - (9) assistance as required; and
    - (10) supervision.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard.** In accordance with the specified references, the cadet shall participate in a recreational shoot.
4. **Teaching Points.** The recreational shooting activity should be structured as follows:
  - a. The cadets are to receive a range briefing prior to the start of the activity, to include:
    - (1) the reading of pertinent sections of range standing orders;
    - (2) a review of rules and commands used on an air rifle range (EO M106.04);
    - (3) a review of the layout of the range; and
    - (4) a reminder for cadets to practice proper hygiene by washing their hands after firing;
  - b. Cadets who have not completed a handling test, during the current training year, will be tested by range staff using the format in Chapter 3;
  - c. Cadets will participate in a recreational shoot, under the supervision of a qualified RSO; and
  - d. The cadets are to be allowed to review their targets and, assisted by senior cadets, select targets that may be eligible for recognition under the Recreational Shooting Program.
5. **Time**
  - a. Activity: 90 min
  - b. Total: 90 min

6. **Substantiation.** This activity was chosen to provide additional practical training on procedures that may be unfamiliar to some cadets. It also provides an opportunity for cadets to practice under supervision the skills learned in mandatory lessons.
7. **References**
  - a. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.
  - b. A0-028 D Cdts. (2005). CATO 14-41, *Annex E, Appendix 1, Marksmanship, Rifles, and Ammunitions*. In *Cadet Administrative and Training Orders* (Vol. 1, 8 pages). Ottawa, ON.
8. **Training Aids.** N/A.
9. **Learning Aids**
  - a. Cadet air rifle;
  - b. Safety glasses/goggles;
  - c. Safety rod;
  - d. Pellets;
  - e. Target frame; and
  - f. Suitable targets.
10. **Test Details.** Assessment of this EO shall be carried out during the end of lesson check. While there is no formal assessment of this EO, every cadet is required to successfully complete the Cadet Air Rifle Handling Test provided at Chapter 3, Annex C.
11. **Remarks**
  - a. The RSO shall ensure that all rules and procedures are strictly adhered to.
  - b. Cadets shall successfully complete the Cadet Air Rifle Handling Test prior to firing pellets or cleaning pellets on a cadet air rifle range.

**SECTION 7**  
**PO 107 – SERVE IN A SEA CADET CORPS**

1. **Performance.** Serve in a Sea Cadet Corps.
2. **Conditions**
  - a. Given:
    - (1) uniform parts;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard.** In accordance with specified references, the cadet will:
  - a. identify training opportunities available in year one;
  - b. address cadets and officers by their rank;
  - c. address cadet NCOs, subordinate officers and commissioned officers with the proper respects;
  - d. state the aims and motto of the Sea Cadet Program;
  - e. wear the Sea Cadet uniform; and
  - f. identify year-one summer training opportunities.
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material under PO 107 is designed to enhance a cadet's knowledge of serving in a Sea Cadet corps:
    - (1) EO C107.01 allows the cadet to maintain the Sea Cadet uniform;
    - (2) EO C107.02 allows the cadet to address NCMs of the Canadian Forces by their ranks;
    - (3) EO C107.03 allows the cadet to become familiar with the corps; and
    - (4) EO C107.04 allows the cadet to become familiar with the corps history.
  - b. Complementary training under PO 107 is limited to a total of five periods conducted during sessions or on a supported day.

**EO M107.01 – PARTICIPATE IN A DISCUSSION ON PHASE ONE TRAINING**

1. **Performance.** Participate in a Discussion on Phase One Training.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall participate in a discussion on aspects of Phase One training.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct an activity that will introduce the topics and format of Phase One training, by: <ol style="list-style-type: none"> <li>a. creating index cards with the Performance Objective (PO) topics and index cards with the PO descriptions;</li> <li>b. asking the cadets what they think they will learn in cadets, to introduce the activity;</li> <li>c. having each cadet take a card and individually read it out;</li> <li>d. having the cadets look at their cards and determine if what is written on their card matches what is on the card that was just read out;</li> <li>e. confirming if the match is correct or incorrect; and</li> <li>f. if the match is correct, having the cadets put the cards up on the wall/board/flipchart.</li> </ol>	Activity	15 min	
TP2	Discuss available optional training that is done at the corps. Some examples of optional training include: <ol style="list-style-type: none"> <li>a. band;</li> <li>b. drill teams;</li> <li>c. sports teams;</li> <li>d. interest clubs;</li> <li>e. biathlon;</li> <li>f. marksmanship;</li> </ol>	Interactive Lecture	10 min	

TP	Description	Method	Time	Ref
	g. trips and tours; and h. special events.			

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min  |
| b. | Interactive Lecture:     | 10 min |
| c. | Activity:                | 15 min |
| d. | Total:                   | 30 min |

6. **Substantiation**

- a. The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The group activity in TP1 was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

7. **References.** A0-010 CATO 11-03 D Cdts. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area;
- b. Index cards with the PO numbers and topics as per A-CR-CCP-601/PF-001, Chapter 7, Annex A;
- c. Index cards with the objectives/statements as per A-CR-CCP-601/PF-001, Chapter 7, Annex A; and
- d. Tape.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** N/A.

**EO M107.02 – IDENTIFY SEA CADET AND NAVAL OFFICER RANKS**

1. **Performance.** Identify Sea Cadet and Naval Officer Ranks.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with specified references, the cadets shall identify all Sea Cadet and naval officer ranks.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify the Sea Cadet rank structure, to include: <ol style="list-style-type: none"> <li>a. Ordinary Seaman (OS);</li> <li>b. Able Seaman (AB);</li> <li>c. Leading Seaman (LS);</li> <li>d. Master Seaman (MS);</li> <li>e. Petty Officer Second Class (PO2);</li> <li>f. Petty Officer First Class (PO1);</li> <li>g. Chief Petty Officer Second Class (CPO2); and</li> <li>h. Chief Petty Officer First Class (CPO1).</li> </ol>	Interactive Lecture	6 min	A1-003
TP2	Conduct an activity to confirm the cadets' knowledge of the Sea Cadet rank structure.	Activity	6 min	
TP3	Identify the naval officer rank structure, to include: <ol style="list-style-type: none"> <li>a. Naval Cadet (NCdt);</li> <li>b. Acting Sub-Lieutenant (A/SLt);</li> <li>c. Sub-Lieutenant (SLt);</li> <li>d. Lieutenant (Navy) (Lt(N));</li> <li>e. Lieutenant Commander (LCdr);</li> <li>f. Commander (Cdr);</li> <li>g. Captain (Navy) (Capt(N));</li> <li>h. Commodore (Cmdre);</li> <li>i. Rear-Admiral (RAdm);</li> <li>j. Vice-Admiral (VAdm); and</li> </ol>	Interactive Lecture	7 min	A1-011 (Retrieved 4 April 2006)

TP	Description	Method	Time	Ref
	k. Admiral (Adm).			
TP4	Conduct an activity to confirm the cadets' knowledge of the naval officer rank structure.	Activity	6 min	

## 5. Time

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min  |
| b. | Interactive Lecture:     | 13 min |
| c. | Activity:                | 12 min |
| d. | Total:                   | 30 min |

## 6. Substantiation

- The interactive lecture method was chosen for TP1 and TP3 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- The group activity in TP2 and TP4 was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

## 7. References

- A1-003 A-CR-005-001/AG-001 D Cdts. (Draft). *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON: Department of National Defence.
- A1-011 Department of National Defence Canadian Forces. Retrieved 4 April 2006, from [www.forces.gc.ca/site/Community/insignia/nava\\_e.asp](http://www.forces.gc.ca/site/Community/insignia/nava_e.asp).
- A1-014 Canadian Naval Reserve/La Réserve Navale du Canada. Retrieved 10 April 2006, from [www.navres.forces.gc.ca/HQ-QG/recrut/grade\\_e.htm](http://www.navres.forces.gc.ca/HQ-QG/recrut/grade_e.htm).

## 8. Training Aids

- Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- Markers;
- Set of cadet ranks and/or slip-ons;
- Visual aids of the naval officer ranks;
- Sea Cadet rank poster; and
- Tape.

## 9. Learning Aids

- Pictures of Sea Cadet ranks for activity; and
- Pictures of naval officer ranks for activity.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' knowledge of ranks during the activities and end of lesson check.
11. **Remarks.** N/A.



**EO M107.03 – OBSERVE RULES AND PROCEDURES FOR THE PAYING OF COMPLIMENTS**

1. **Performance.** Observe Rules and Procedures for the Paying of Compliments.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with specified references, the cadet shall observe rules and procedures for the paying of compliments, to include:
  - a. addressing cadet NCOs and subordinate officers;
  - b. addressing commissioned officers;
  - c. entering and leaving the ship's office; and
  - d. other occasions to pay compliments.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the following procedures for addressing a cadet NCO or subordinate officer: <ol style="list-style-type: none"> <li>a. standing at the position of attention after approaching the NCO/subordinate officer;</li> <li>b. not saluting, as NCOs/subordinate officers do not hold a commission;</li> <li>c. addressing the NCO/subordinate officer by rank and surname throughout the conversation; and</li> <li>d. remaining at the position of attention for the duration of the conversation.</li> </ol>	Interactive Lecture/Activity	4 min/ 3 min	A0-002 (Chapter 1, pp. 1-2-2 and 1-2-3)
TP2	Explain the following procedures for addressing a commissioned officer: <ol style="list-style-type: none"> <li>a. standing at the position of attention after approaching the officer;</li> <li>b. saluting in accordance with the <i>Canadian Forces Manual of Drill and Ceremonial</i>;</li> <li>c. addressing the officer by rank and surname throughout the conversation;</li> </ol>	Interactive Lecture/Activity	2 min/ 3 min	A0-002 (Chapter 1, pp. 1-2-2 and 1-2-3)

TP	Description	Method	Time	Ref
	<ul style="list-style-type: none"> <li>d. remaining at the position of attention for the duration of the conversation unless otherwise directed by the commissioned officer; and</li> <li>e. saluting when the conversation is complete.</li> </ul>			
TP3	<p>Explain the following regulations for paying compliments inside a building:</p> <ul style="list-style-type: none"> <li>a. Cadets shall salute indoors only if the following conditions apply:               <ul style="list-style-type: none"> <li>(1) on parade;</li> <li>(2) ceremonial occasion; or</li> <li>(3) when entering and leaving the ship's office;</li> </ul> </li> <li>b. When entering the ship's office the cadet shall:               <ul style="list-style-type: none"> <li>(1) stand at the position of attention at the doorway;</li> <li>(2) salute if wearing headdress and the office occupant holds a commission; and</li> <li>(3) ask permission to enter;</li> </ul> </li> <li>c. When leaving the ship's office, the cadet shall:               <ul style="list-style-type: none"> <li>(1) stand at the position of attention at the doorway;</li> <li>(2) salute if wearing headdress and the office occupant holds a commission; and</li> <li>(3) depart;</li> </ul> </li> <li>d. Cadets will turn their head and offer a polite greeting when meeting an officer in a common area; and</li> <li>e. It is not customary to wear headdress inside a building.</li> </ul>	Interactive Lecture/ Activity	4 min/ 5 min	A0-002 (Chapter 1, pp. 1-2-3 and 1-2-4)
TP4	<p>Explain other occasions to pay compliments, to include:</p> <ul style="list-style-type: none"> <li>a. when the Canadian or another foreign national anthem is played;</li> <li>b. saluting recognized officers in civilian clothing if the officer holds a commission;</li> <li>c. when the ensign is being lowered and raised; and</li> </ul>	Interactive Lecture	4 min	A0-002 (Chapter 1, pp. 1-2-3 and 1-2-4)

TP	Description	Method	Time	Ref
	d. cadets paying compliments to the quarter deck when boarding and upon disembarking any of Her Majesty's Canadian ships or those of a foreign service.			

5. **Time**

a.	Introduction/Conclusion:	5 min
b.	Interactive Lecture:	14 min
c.	Activity:	11 min
d.	Total:	30 min

6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
7. **References.** A0-002 A-PD-201-000/PT-000 National Defence. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: National Defence.
8. **Training Aids.** Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm cadets' comprehension of the material during parade nights and other activities at the corps.
11. **Remarks.** Cadets shall be familiar with the handbook module prior to the commencement of this lesson.

**EO M107.04 – STATE THE AIMS AND MOTTO OF THE SEA CADET PROGRAM**

1. **Performance.** State the Aims and Motto of the Sea Cadet Program.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with specified references the cadet shall:
  - a. state the mission and vision of the Cadet Program;
  - b. state the aims of the Sea Cadet Program; and
  - c. state the motto of the Sea Cadet Program.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct a brainstorming activity on the mission of the Sea Cadet Program, by: <ol style="list-style-type: none"> <li>a. separating the class into two groups;</li> <li>b. giving each group flipchart paper and markers;</li> <li>c. having the cadets brainstorm what the mission of the Cadet Program is and write it on the flipchart paper; and</li> <li>d. having the groups present their ideas.</li> </ol> <p><b>Note:</b> State the mission of the Cadet Program, which is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.</p>	Activity	5 min	A0-003
TP2	Conduct a brainstorming activity on the vision of the Sea Cadet Program, by: <ol style="list-style-type: none"> <li>a. separating the class into two groups;</li> <li>b. giving each group flipchart paper and markers;</li> <li>c. having the cadets brainstorm what the vision of the Cadet Program is and write it on the flipchart paper; and</li> </ol>	Activity	5 min	A0-003

TP	Description	Method	Time	Ref
	d. having the groups present their ideas.  <b>Note:</b> State the vision of the Cadet Program which is a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well organized and safe activities.			
TP3	Describe the three aims of the Sea Cadet Program, which are to:  a. develop in youth the attributes of good citizenship and leadership;  b. promote physical fitness; and  c. stimulate the interest of youth in the sea activities of the Canadian Forces.	Interactive Lecture	7 min	A0-003 (pp. 1 and 2)
TP4	State the motto of the Sea Cadet Program, which is "Ready Aye Ready".	Interactive Lecture	3 min	A0-003

## 5. Time

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Activity:                | 10 min |
| c. | Interactive Lecture:     | 10 min |
| d. | Total Time:              | 30 min |

## 6. Substantiation

- The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- The activities were selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

## 7. References

- A0-002 A-PD-201-000/PT-000 National Defence. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: Department of National Defence.
- A0-003 D Cdts. (1999). CATO 11-03, *Aim of the Canadian Cadet Organizations*. In Cadet Administrative and Training Orders (Volume 1). Ottawa, ON: Department of National Defence.

## 8. Training Aids

- Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- Puzzles found in A-CR-CCP-601/PF-001, Chapter 7, Annex E;

- c. Markers;
- d. Scissors; and
- e. Envelopes.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to state the aims and motto of the Sea Cadet Program during the end of lesson check.

11. **Remarks.** N/A.

**EO M107.05 – WEAR THE SEA CADET UNIFORM**

1. **Performance.** Wear the Sea Cadet Uniform.
2. **Conditions**
  - a. Given:
    - (1) access to references;
    - (2) cadet boots;
    - (3) grey wool socks;
    - (4) cadet trousers;
    - (5) gunshirt;
    - (6) turtleneck;
    - (7) tunic;
    - (8) lanyard;
    - (9) badges;
    - (10) cadet headdress;
    - (11) cadet all-season jacket;
    - (12) Sea Cadet badge (Velcro);
    - (13) all other parts of the uniform that may be necessary;
    - (14) supervision; and
    - (15) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with A-CR-005-001/AG-001, *Royal Canadian Sea Cadets Dress Instructions*, the cadet shall:
  - a. wear a cadet uniform as prescribed, to include:
    - (1) wearing headdress correctly (Chapter 5, para 1(a));
    - (2) ensuring uniform is clean (Chapter 2, sect 2, para 1 and 2);
    - (3) ensuring footwear is clean and shined (Chapter 5, para 1(g));
    - (4) ensuring uniform is pressed according to elemental requirements (Chapter 5);
    - (5) ensuring hair is neatly groomed and conservatively styled (Chapter 2, sect 2, para 4 to 6);
    - (6) wearing only the jewellery permitted (Chapter 2, sect 2, para 8); and
    - (7) conforming to the body adornment rules (i.e. make-up, piercing) (Chapter 2, sect 2, para 7, 9, and 10);

- b. when a uniform is not required for specific cadet unit or course activities/functions, wear appropriate civilian clothing as prescribed by the appropriate authority (i.e. CO [LHQ] or OIC of activity) (Chapter 2, sect 1, para 21); and
- c. on all occasions reflect credit on the Canadian Cadet Organization (Chapter 2, sect 2, para 1 and 2).

#### 4. Teaching Points

TP	Description	Method	Time	Ref
TP1	<p>Explain and demonstrate the correct manner in which to wear the seaman's cap, to include:</p> <ul style="list-style-type: none"> <li>a. worn so that the rim of the cap is one finger above the eyebrow with the front seam centred directly over the nose;</li> <li>b. the chin stay is sewn into the cap, fitting snugly under the chin; and</li> <li>c. a cap tally is fitted snugly to the brim.</li> </ul>	Demonstration/ Interactive Lecture	3 min	A1-003 (pp. 5-1 and 5-2)
TP2	<p>Describe how to care for the seaman's cap, to include:</p> <ul style="list-style-type: none"> <li>a. ensuring the cap tally is fit snugly to the brim;</li> <li>b. ensuring the cap tally is clean by washing with warm water; and</li> <li>c. cleaning the white part of the hat with cold water and a mild detergent or white toothpaste.</li> </ul>	Demonstration	2 min	A1-003 (pp. 5-1 and 5-2)
TP3	<p>Describe other authorized headdress and their proper wear, to include:</p> <ul style="list-style-type: none"> <li>a. the beret;</li> <li>b. the wide-brimmed tan summer hat;</li> <li>c. the baseball cap;</li> <li>d. the cadet toque; and</li> <li>e. the turban.</li> </ul>	Interactive Lecture	2 min	A1-003 (pp. 5-3 to 5-5, 5-16 and 5-17)
TP4	<p>Explain and demonstrate the correct manner in which to care for and wear clothing articles on the upper body, to include:</p> <ul style="list-style-type: none"> <li>a. rank slip-ons;</li> <li>b. the turtleneck sweater;</li> <li>c. the gunshirt;</li> <li>d. the tunic;</li> <li>e. the lanyard;</li> <li>f. the all-season coat;</li> <li>g. black gloves;</li> </ul>	Demonstration/ Interactive Lecture	16 min	A1-003 (pp. 5-5 to 5-7, 5-9, 5-10, 5-13, 5-23 and 5-34)



TP	Description	Method	Time	Ref
	<ul style="list-style-type: none"> <li>h. black mitts that are plain in pattern;</li> <li>i. the grey sports T-shirt; and</li> <li>j. the nametag.</li> </ul>			
TP5	<p>Explain and demonstrate the correct manner in which to care for and wear clothing on the lower body, to include:</p> <ul style="list-style-type: none"> <li>a. the trousers;</li> <li>b. the grey shorts; and</li> <li>c. the black belt.</li> </ul>	Demonstration/ Interactive Lecture	7 min	A1-003 (pp. 5-6, 5-7 and 5-13)
TP6	<p>Explain and demonstrate the correct manner in which to wear footwear, to include:</p> <ul style="list-style-type: none"> <li>a. grey socks;</li> <li>b. black ankle boots; and</li> <li>c. running shoes.</li> </ul>	Demonstration/ Interactive Lecture	5 min	A1-003 (pp. 5-7, 5-8 and 5-13)
TP7	<p>Explain, and demonstrate where possible, the following aspects of personal appearance where possible, to include:</p> <ul style="list-style-type: none"> <li>a. general hairstyles;</li> <li>b. male hairstyles;</li> <li>c. sideburns;</li> <li>d. moustaches;</li> <li>e. beards and moustaches worn together;</li> <li>f. female hairstyles;</li> <li>g. make-up;</li> <li>h. jewellery;</li> <li>i. tattoos and body piercing;</li> <li>j. eyeglasses/sunglasses;</li> <li>k. general deportment; and</li> <li>l. accessories.</li> </ul>	Demonstration/ Interactive Lecture	10 min	A1-003 (pp. 2-2-1 to 2-2-10, 5-33 and 5-34)

#### 5. Time

a.	Introduction/Conclusion:	15 min
b.	Interactive Lecture:	2 min
c.	Demonstration:	2 min
d.	Demonstration and Interactive Lecture:	41 min
e.	Total Time:	60 min

**6. Substantiation**

- a. The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The demonstration method was also chosen due to the practical nature of caring for a uniform. This method provides the instructor the opportunity to introduce the subject matter and demonstrate procedures. The demonstration method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

**7. References**

- a. A0-001 A-AD-265-000/AG-001 DHH 3-2. (2003). *Canadian Forces Dress Instructions*. Ottawa, ON: Department of National Defence.
- b. A1-003 A-CR-005-001/AG-001 D Cdts. (Draft). *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON: Department of National Defence.

**8. Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Cadet boots;
- c. Grey wool socks;
- d. Cadet trousers;
- e. Gunshirt;
- f. Turtleneck;
- g. Tunic;
- h. Lanyard;
- i. Badges;
- j. Cadet headdress;
- k. Cadet all-season jacket;
- l. Sea Cadet badge (Velcro);
- m. All other parts of the uniform that may be necessary;
- n. Ironing board;
- o. Iron;
- p. Boot polish and cloth; and
- q. Container for activity pieces.

**9. Learning Aids.** Handouts of dress guidelines.

10. **Test Details.** There is no formal assessment of this EO. Cadets will be expected to properly wear the Sea Cadet uniform on an ongoing basis.
11. **Remarks.** An assistant instructor would be beneficial in this class to help demonstrate the proper wear of the uniform.

**EO M107.06 – PARTICIPATE IN A DISCUSSION ON SUMMER TRAINING OPPORTUNITIES**

1. **Performance.** Participate in a Discussion on Summer Training Opportunities.
2. **Conditions**
  - a. Given:
    - (1) access to references;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with specified references, the cadet shall participate in a discussion regarding summer training opportunities available in year one, to include:
  - a. General Training (GT) course; and
  - b. all summer training opportunities.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	<p>Discuss the GT course, to include:</p> <ol style="list-style-type: none"> <li>a. two weeks in duration;</li> <li>b. Cadet Summer Training Centres (CSTCs) which conduct GT, to include:               <ol style="list-style-type: none"> <li>(1) HMCS Acadia – Cornwallis, Nova Scotia;</li> <li>(2) HMCS Quebec – Ste-Angele-de-Laval, Quebec;</li> <li>(3) HMCS Ontario – Kingston, Ontario; and</li> <li>(4) HMCS Quadra – Comox, British Columbia;</li> </ol> </li> <li>c. the fundamental training, to include participating in:               <ol style="list-style-type: none"> <li>(1) sailing activities;</li> <li>(2) marksmanship activities;</li> <li>(3) seamanship activities;</li> <li>(4) band activities; and</li> <li>(5) the supplementary training that consists of participation in recreational sports and drill and ceremonial activities.</li> </ol> </li> </ol>	Interactive Lecture	10 min	A1-019

TP	Description	Method	Time	Ref
TP2	<p>Introduce the summer training streams, to include:</p> <ul style="list-style-type: none"> <li>a. sail training, consisting of:               <ul style="list-style-type: none"> <li>(1) Basic Sail (three weeks);</li> <li>(2) Intermediate Sail (six weeks); and</li> <li>(3) Sail Instructor (six weeks);</li> </ul> </li> <li>b. seamanship training, consisting of:               <ul style="list-style-type: none"> <li>(1) Basic Boatswain (three weeks);</li> <li>(2) Ship's Boat Operator (six-week course); and</li> <li>(3) Chief Boatswain's Mate (six-week course);</li> </ul> </li> <li>c. music training, consisting of:               <ul style="list-style-type: none"> <li>(1) Basic Musician (three-week course);</li> <li>(2) Intermediate Musician (six-week course); and</li> <li>(3) Advanced Musician (six-week course);</li> </ul> </li> <li>d. other courses, consisting of:               <ul style="list-style-type: none"> <li>(1) Basic Leadership (three-week course);</li> <li>(2) Introduction to Fitness and Sports (three-week course);</li> <li>(3) Fitness and Sports Instructor (six-week course);</li> <li>(4) Drill and Ceremonial Instructor (six-week course); and</li> <li>(5) Air Rifle Marksmanship Instructor (six-week course);</li> </ul> </li> <li>e. national courses, consisting of:               <ul style="list-style-type: none"> <li>(1) Marine Engineering (eight-week course) – HMCS Quadra in Comox, British Columbia;</li> <li>(2) Shipwright (six-week course) – HMCS Quadra in Comox, British Columbia; and</li> <li>(3) Silver Sail (six-week course) – HMCS Quadra in Comox, British Columbia; and</li> </ul> </li> </ul>	Interactive Lecture	15 min	A1-019 A1-006

TP	Description	Method	Time	Ref
	f. international exchanges, consisting of: (1) Bermuda; (2) United States – east; (3) United States – west; (4) Australia; (5) United Kingdom; (6) South Korea; (7) The Netherlands; (8) Japan; and (9) Sweden.			

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min  |
| b. | Interactive Lecture:     | 25 min |
| c. | Total:                   | 30 min |

6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

7. **References**

- a. A1-006 D Cdts. (1992). CATO 34-02, *Royal Canadian Sea Cadet International Exchange*. In Cadet Administrative and Training Orders (Volume 3). Ottawa, ON: Department of National Defence.
- b. A1-019 CATO 31-03 D Cdts. (2006). *Sea Cadet Program Outline*. Ottawa, ON: Department of National Defence.

8. **Training Aids.** Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' knowledge during the end of lesson check.

11. **Remarks.** It would be a good idea to have senior cadets, with summer training experience, come in and talk about their CSTC experience to enhance the presentation.

**EO C107.01 – MAINTAIN THE SEA CADET UNIFORM**

1. **Performance.** Maintain the Sea Cadet Uniform.
2. **Conditions**
  - a. Given:
    - (1) access to references;
    - (2) cadet uniform (boots, trousers, gunshirt, turtleneck, tunic, lanyard, badges, headdress, cap tally);
    - (3) scissors;
    - (4) ironing board/table;
    - (5) iron;
    - (6) black boot polish;
    - (7) soft boot cloth;
    - (8) old toothbrush for catwalks;
    - (9) old toothbrush for seaman's cap;
    - (10) mild detergent/white toothpaste;
    - (11) hair elastics;
    - (12) bobby pins;
    - (13) hairnets;
    - (14) hair spray;
    - (15) supervision; and
    - (16) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with A-CR-005-001/AG-001, *Royal Canadian Sea Cadets Dress Instructions*, the cadet shall maintain the Sea Cadet uniform, to include:
  - a. ensuring uniform is clean;
  - b. ensuring footwear is clean and shone (Chapter 5, para 1g); and
  - c. ensuring uniform is pressed according to elemental requirements (Chapter 5).

## 4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Identify tips when ironing the uniform, to include: <ul style="list-style-type: none"> <li>a. using a pressing cloth which will prevent parts of the uniform from becoming shiny; and</li> <li>b. items that can be used as a pressing cloth include a thin towel, pillow case, old cotton cloth and a paper bag.</li> </ul>	Interactive Lecture	1 min	A1-003
TP2	Demonstrate the correct method of care for the trousers, to include: <ul style="list-style-type: none"> <li>a. should be well pressed and free of dirt and lint at all times;</li> <li>b. a crease will extend down the centre of each leg in the front and the back; and</li> <li>c. each crease shall extend from the top of the leg to the bottom.</li> </ul>	Demonstration	4 min	A1-003 (Chapter 5, para 1(e), pp. 5-6 and 5-7)
TP3	Demonstrate the correct method of care for the gunshirt, to include: <ul style="list-style-type: none"> <li>a. should be kept clean and pressed;</li> <li>b. creases should extend down the top of each sleeve;</li> <li>c. a crease should extend down the centre of the front of the gunshirt; and</li> <li>d. use starch to help the gunshirt keep its creases.</li> </ul>	Demonstration	4 min	A1-003 (Chapter 5, para 1(c), pp. 5-5 and 5-6)
TP4	Demonstrate the correct method for care of the tunic, to include: <ul style="list-style-type: none"> <li>a. the sleeves will be roll pressed with no creases;</li> <li>b. the belt should be even with no twists;</li> <li>c. the buckle is to be centred in front; and</li> <li>d. contents of the pockets should not bulge.</li> </ul>	Demonstration	4 min	A1-003 (Chapter 5, para 1(b), p. 5-5)
TP5	Demonstrate general guidelines for polishing the boots, to include:	Demonstration	5 min	A1-003 (Chapter 5, para 1(g), pp. 5-7 and 5-8)



TP	Description	Method	Time	Ref
	<p>a. the method for polishing the boots, including:</p> <ul style="list-style-type: none"> <li>(1) using a polish cloth wrapped around the index finger;</li> <li>(2) applying a moderate amount of polish to the cloth;</li> <li>(3) applying the polish in a circular motion to the area being polished;</li> <li>(4) starting with large circles to cover the area with polish;</li> <li>(5) using smaller circles as the polish gets worked into the boot;</li> <li>(6) continuing to work in a circular motion until the circles formed by the polish are no longer visible. The whole boot is to be polished, not just the toe; and</li> <li>(7) cleaning the catwalks with an old toothbrush and black boot polish; and</li> </ul> <p>b. lacing the boots, to include:</p> <ul style="list-style-type: none"> <li>(1) boots are to be laced straight across;</li> <li>(2) when the boots are tied the laces are to be tucked inside the boots; and</li> <li>(3) boots should not be tied too tightly.</li> </ul>			
TP6	<p>Demonstrate the correct method to care for the seaman's cap, to include:</p> <p>a. washing the cap, to include:</p> <ul style="list-style-type: none"> <li>(1) cleaning it with an old toothbrush and mild detergent or white toothpaste; and</li> <li>(2) cleaning the cap tally to ensure there are no stains on it;</li> </ul> <p>b. sewing in the chin stay to fit properly; and</p>	Demonstration	3 min	A1-003 (Chapter 5, para 1(a), subsect 1, pp. 5-1 and 5-2)

TP	Description	Method	Time	Ref
	<p>c. attaching the cap tally, to include:</p> <ul style="list-style-type: none"> <li>(1) centring the lettering between the “I” and the “A” in the word “CANADIAN” with the centre cap seam;</li> <li>(2) ensuring the ends are tied in a neat bow, not more than 7.5 cm and not less than 5 cm across, the ends being equal in length;</li> <li>(3) ensuring the bow is centred with the left ear vents; and</li> <li>(4) ensuring the cap tally is taut to the rim of the cap.</li> </ul>			
TP7	<p>Explain, and demonstrate where possible, the correct method for wearing the hair, to include:</p> <ul style="list-style-type: none"> <li>a. Hair shall be neatly groomed and conservatively styled. The length, bulk and style of hair shall not preclude the proper wear of the seaman’s cap. Style and colour shall not be bizarre, exaggerated or of unusual appearance. Unusual colours such as green, bright red, orange, purple etc. are not permitted. Hair must be secured or styled back to reveal the face and any accessories used to secure or control hairstyles shall be as unobtrusive as possible;</li> <li>b. Male cadets’ hair shall be taper trimmed at the back, sides, and above the ears to blend with the hair-style, be no more than 15 cm in length and sufficiently short that, when the hair is groomed and seaman’s cap is removed, no hair shall touch the ears or fall below the top of the eyebrows;</li> <li>c. Sideburns shall not extend below a line horizontally bisecting the ear, and shall be squared off horizontally at the bottom edge and taper trimmed to conform to the overall hairstyle; and</li> </ul>	Demonstration	3 min	A1-003 (Chapter 2, sect 2, para 4 to 6, pp. 2-2-1 to 2-2-7)

TP	Description	Method	Time	Ref
	d. Female cadets' hair shall not extend below the lower edge of the shirt collar. Braids, if worn, shall be styled conservatively, tied tightly and secured at the end by a knot or a small unadorned fastener. A single braid shall be worn in the centre of the back. Double braids shall be worn behind the shoulders. Hair, when gathered behind the head and braided, shall not extend below the top of the armpit.			
TP8	Supervise and advise cadets as they practice maintaining the uniform, to include: a. trousers; b. gunshirt; c. tunic; d. boots; and e. seaman's cap.  Cadets will demonstrate, and practice when possible, correct wear of the hair.	Activity	30 min	

#### 5. Time

a.	Introduction/Conclusion:	6 min
b.	Demonstration:	24 min
c.	Activity:	30 min
d.	Total:	60 min

6. **Substantiation.** The demonstration method was chosen due to the practical nature of maintaining a uniform. This method provides the instructor the opportunity to introduce the subject matter and demonstrate procedures. The demonstration method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.

#### 7. References

- A0-001 A-AD-265-000/AG-001 DHH 3-2. (2003). *Canadian Forces Dress Instructions*. Ottawa, ON: Department of National Defence.
- A1-003 A-CR-005-001/AG-001 D Cdts. (Draft). *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON: Department of National Defence.

#### 8. Training Aids

- Cadet uniform (boots, trousers, gunshirt, turtleneck, tunic, lanyard, badges, headdress, cap tally);
- Scissors;
- All other parts of the uniform that may be necessary;
- Ironing board/table;

- e. Iron;
- f. Black boot polish;
- g. Soft polish cloth;
- h. Old toothbrush for catwalks;
- i. Old toothbrush for seaman's cap;
- j. Starch;
- k. Lint brushes;
- l. Hair elastics;
- m. Bobby pins;
- n. Hair nets;
- o. Hairspray; and
- p. Mild detergent/white toothpaste.

9. **Learning Aids**

- a. Cadet uniform (boots, trousers, gunshirt, turtleneck, tunic, lanyard, badges, headdress, cap tally);
- b. Scissors;
- c. All other parts of the uniform that may be necessary;
- d. Ironing boards/tables;
- e. Irons;
- f. Black boot polish;
- g. Soft boot cloth;
- h. Old toothbrush for catwalks;
- i. Old toothbrush for seaman's cap; and
- j. Mild detergent/white toothpaste.

10. **Test Details.** There is no formal assessment of this EO. Cadets will be expected to properly wear the Sea Cadet uniform on an ongoing basis.

11. **Remarks.** An assistant instructor would be beneficial in this class to help demonstrate the proper maintenance of the uniform.

**EO C107.02 – PARTICIPATE IN A TOUR OF THE CORPS**

1. **Performance.** Participate in a Tour of the Corps.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Determination of conditions is at the discretion of the corps/squadron Commanding Officer.
3. **Standard.** The cadet shall tour the corps/squadron in order to:
  - a. identify key areas of the corps/squadron;
  - b. identify the corps/squadron staff; and
  - c. apply corps/squadron rules and procedures.
4. **Teaching Points.** Cadets are to be taken on a tour of the corps/squadron facilities and introduced to the corps/squadron staff. The tour should include a visit to and a discussion of the following, as appropriate:
  - a. parade square (protocols and respect);
  - b. classrooms;
  - c. break areas/canteen, to include:
    - (1) availability; and
    - (2) appropriate use;
  - d. washrooms;
  - e. communications areas (bulletin boards, sign-up sheets);
  - f. Commanding Officer's office;
  - g. administration office;
  - h. training office;
  - i. supply areas; and
  - j. out of bounds areas.
5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Tour: 25 min
  - c. Total: 30 min

6. **Substantiation.** The tour method was chosen to reinforce learning through observing the practical application of instructional material previously presented, or as an introduction to material which will be presented in the future. This method appeals to visual and tactile/kinaesthetic learners.
7. **References.** N/A.
8. **Training Aids.** N/A.
9. **Learning Aids**
  - a. Corps/squadron maps if available (see example map in A-CR-CCP-601/PF-001, Chapter 7, Annex G);
  - b. Corps/squadron passports found in A-CR-CCP-601/PF-001, Chapter 7, Annex H; and
  - c. Stickers.
10. **Test Details.** There is no formal assessment of this EO.
11. **Remarks.** N/A.

**EO C107.03 – PARTICIPATE IN AN ACTIVITY ABOUT THE HISTORY OF THE CORPS**

1. **Performance.** Participate in an Activity About the History of the Corps.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities to accommodate the entire group and conduct of the activity.
3. **Standard.** The cadet shall participate in an activity about the history of the cadet corps/squadron with respect to the following areas:
  - a. formation of the corps/squadron;
  - b. significant corps/squadron developments; and
  - c. awards and accomplishments of the corps/squadron.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct a corps/squadron history learning station activity, by: <ol style="list-style-type: none"> <li>a. preparing learning stations on the following three topics:               <ol style="list-style-type: none"> <li>(1) corps/squadron formation;</li> <li>(2) corps/squadron developments; and</li> <li>(3) corps/squadron accomplishments;</li> </ol> </li> <li>b. preparing research cards for the cadets that relate to topics shown in the learning stations;</li> <li>c. having each learning station and its corresponding research card identified by a colour;</li> <li>d. dividing the cadets into groups of four with a maximum of six groups;</li> <li>e. having the cadets find the information related to the key word on the research cards; and</li> <li>f. having the cadets prepare the information they have retrieved on flipchart paper.</li> </ol>	Activity	40 min	

TP	Description	Method	Time	Ref
TP2	Lead a group discussion, to include having: a. the groups present the information they have collected; and b. the cadets answer questions about what they learned from the activity.	Group Discussion	10 min	

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Activity:                | 40 min |
| c. | Group Discussion:        | 10 min |
| d. | Total:                   | 60 min |

6. **Substantiation**

- The small group activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- The group discussion method was chosen to allow the cadets to share their knowledge, opinions, and feelings about the subject matter while still allowing the instructor to control the direction of the discussion. The instructor must ensure that points not brought forth by the class are presented. If the instructor follows the Instructional Guide, including the questions posed, this will allow the cadets to express, in their own words, what they learned from this lesson and how they may apply the information.

7. **References.** N/A.

8. **Training Aids**

- Presentation aids (i.e. whiteboards/flipcharts/OHP) appropriate for classroom/training area; and
- Materials required to prepare learning stations.

9. **Learning Aids**

- Learning stations; and
- Flipchart paper and markers.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks.** Information used by the instructor for the learning stations will depend on materials available at each corps/squadron.



## SECTION 8

### PO 108 – PARTICIPATE IN AN ANNUAL CEREMONIAL REVIEW PARADE

1. **Performance.** Participate in an Annual Ceremonial Review Parade.
2. **Conditions**
  - a. Given:
    - (1) parade area;
    - (2) words of command;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet will participate as a member of a squad in an Annual Ceremonial Review Parade where they will:
  - a. fall in;
  - b. dress to the right;
  - c. be inspected;
  - d. march past;
  - e. advance; and
  - f. be dismissed.
4. **Remarks**
  - a. A nightly opening and closing parade should be included in the normal routine of the unit. The opening parade should be section level and include falling in, calling the roll, a brief drill practice, and falling out. The closing parade should be conducted at the unit level and include falling in, announcements, a brief drill practice including marching and wheeling, and falling out. The length of the parades will vary based on the needs of the individual cadet unit.
  - b. A monthly Commanding Officer's Parade following the sequence of an Annual Ceremonial Review Parade should be conducted in the place of an opening or closing parade. This will introduce cadets to the format of an Annual Ceremonial Review Parade and will also allow cadets to practice the requisite skills in sequence.
  - c. The development of drill skills is a progressive process. As such, the sequencing of the EOs follows the normal sequencing of instruction. Instructors are advised to follow the sequencing of the EOs as listed.

**5. Complementary Material**

- a. Complementary material under PO 108 is designed to allow additional opportunities for cadet units with an interest in drill to develop cadets' drill abilities through a number of activities, to include:
  - (1) EO C108.01, which allows up to six periods of drill instruction, not included in the mandatory program, to be selected from A-PD-201-000/PT-000, Chapter 2 or Chapter 3; and
  - (2) EO C108.02, which allows cadets to participate in a drill competition which tests their drill precision in material taught during the conduct of the mandatory program.
- b. Complementary training under PO 108 is limited to a total of nine periods conducted during sessions or on a supported day. Units are not required to use all nine periods.
- c. A lesson specification will not be provided for EO C108.01.

**EO M108.01 – ADOPT THE POSITIONS OF ATTENTION, STAND AT EASE, AND STAND EASY**

1. **Performance.** Adopt the Positions of Attention, Stand at Ease, and Stand Easy.
2. **Conditions**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the following individual drill movements:
  - a. the position of attention;
  - b. stand at ease from attention;
  - c. attention from stand at ease;
  - d. stand easy; and
  - e. stand at ease from stand easy.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TPs	Explain and demonstrate the following standing drill positions and individual drill movements and allow cadets to practice: <ol style="list-style-type: none"> <li>a. attention;</li> <li>b. stand at ease;</li> <li>c. stand at ease from attention;</li> <li>d. attention from stand at ease;</li> <li>e. stand easy;</li> <li>f. stand easy from stand at ease; and</li> <li>g. stand at ease from stand easy.</li> </ol>	Demonstration and Performance	25 min	A0-002 (pp. 2-2 to 2-8)

5. **Time**

- |                                   |        |
|-----------------------------------|--------|
| a. Introduction/Conclusion:       | 5 min  |
| b. Demonstration and Performance: | 25 min |
| c. Total:                         | 30 min |

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the

opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids.** Assistant instructors as required.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.

**EO M108.02 – EXECUTE A SALUTE AT THE HALT WITHOUT ARMS**

1. **Performance.** Execute a Salute at the Halt Without Arms.
2. **Conditions**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall execute salutes at the halt without arms, to the front, left, and right.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TPs	Explain and demonstrate saluting at the halt and allow cadets to practice.	Demonstration and Performance	25 min	A0-002 (pp. 2-10 to 2-12)

5. **Time**

- a. Introduction/Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
  7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
  8. **Training Aids.** Assistant instructors as required.
  9. **Learning Aids.** N/A.
  10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
  11. **Remarks.** N/A.

**EO M108.03 – EXECUTE TURNS AT THE HALT**

1. **Performance.** Execute Turns at the Halt.
2. **Conditions**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall execute turns at the halt, to include:
  - a. right turns;
  - b. left turns; and
  - c. about turns.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TPs	Explain and demonstrate turning at the halt and allow cadets to practice: <ol style="list-style-type: none"> <li>a. left;</li> <li>b. right; and</li> <li>c. about turns.</li> </ol>	Demonstration and Performance	25 min	A0-002 (pp. 2-12 to 2-13)

5. **Time**

- |                                   |        |
|-----------------------------------|--------|
| a. Introduction/Conclusion:       | 5 min  |
| b. Demonstration and Performance: | 25 min |
| c. Total:                         | 30 min |

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids.** Assistant instructors as required.
9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.

**EO M108.04 – CLOSE TO THE RIGHT AND LEFT**

1. **Performance.** Close to the Right and Left.
2. **Conditions**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the following individual drill movements:
  - a. closing to the right; and
  - b. closing to the left.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TPs	Explain and demonstrate closing to the right/left and allow cadets to practice.	Demonstration and Performance	25 min	A0-002 (pp. 2-14 and 2-15)

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids.** Assistant instructors as required.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.



**EO M108.05 – EXECUTE PACES FORWARD AND TO THE REAR**

1. **Performance.** Execute Paces Forward and to the Rear.
2. **Conditions**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the following individual drill movements:
  - a. paces forward; and
  - b. paces to the rear.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TPs	Explain and demonstrate paces forward and to the rear at the halt and allow cadets to practice.	Demonstration and Performance	25 min	A0-002 (pp. 2-17 and 2-18)

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids.** Assistant instructors as required.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.

**EO M108.06 – EXECUTE THE MOVEMENTS REQUIRED FOR A RIGHT DRESS**

1. **Performance.** Execute the Movements Required for a Right Dress.
2. **Conditions**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform:
  - a. right dress;
  - b. shoulder dress;
  - c. elbow dress; and
  - d. eyes front.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TPs	Explain and demonstrate dressing and allow cadets to practice: <ol style="list-style-type: none"> <li>a. right dress;</li> <li>b. shoulder dress;</li> <li>c. elbow dress; and</li> <li>d. eyes front.</li> </ol>	Demonstration and Performance	25 min	A0-002 (pp. 2-18 to 2-20)

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids.** Assistant instructors as required.
9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.

**EO M108.07 – EXECUTE AN OPEN ORDER AND CLOSE ORDER MARCH**

1. **Performance.** Execute an Open Order and Close Order March.
2. **Conditions**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the following individual drill movements at the halt:
  - a. open order march; and
  - b. close order march.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TPs	Explain and demonstrate open and close order march at the halt and allow cadets to practice.	Demonstration and Performance	25 min	A0-002 (pp. 2-18 to 2-20)

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids.** Assistant instructors as required.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.

**EO M108.08 – MARCH AND HALT IN QUICK TIME**

1. **Performance.** March and Halt in Quick Time.
2. **Conditions**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the following individual drill movements:
  - a. marching in quick time; and
  - b. halting in quick time.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TPs	Explain and demonstrate marching and halting in quick time and allow cadets to practice.	Demonstration and Performance	25 min	A0-002 (pp. 3-6 and 3-7)

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids.** Assistant instructors as required.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.

**EO M108.09 – EXECUTE MARKING TIME, FORWARD, AND HALTING IN QUICK TIME**

1. **Performance.** Execute Marking Time, Forward, and Halting in Quick Time.
2. **Conditions**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the following individual drill movements:
  - a. marking time in quick time;
  - b. forward (while marking time); and
  - c. halting in quick time (while marking time).
4. **Teaching Points**

TP	Description	Method	Time	Ref
TPs	Explain and demonstrate and allow cadets to practice the following drill movements: <ol style="list-style-type: none"> <li>a. marking time in quick time;</li> <li>b. forward from marking time; and</li> <li>c. halting in quick time from marking time.</li> </ol>	Demonstration and Performance	25 min	A0-002 (pp. 3-15 to 3-17)

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids.** Assistant instructors as required.
9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.

**EO M108.10 – EXECUTE A SALUTE ON THE MARCH**

1. **Performance.** Execute a Salute on the March.

2. **Conditions**

- a. Given:
  - (1) words of command;
  - (2) supervision; and
  - (3) assistance as required.
- b. Denied: N/A.
- c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.

3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform a salute on the march.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TPs	Explain and demonstrate saluting on the march and allow cadets to practice.	Demonstration and Performance	25 min	A0-002 (pp. 3-24 to 3-26)

5. **Time**

- a. Introduction/Conclusion: 5 min
- b. Demonstration and Performance: 25 min
- c. Total: 30 min

6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.

7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

8. **Training Aids.** Assistant instructors as required.

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.

11. **Remarks.** N/A.



**EO M108.11 – PAY COMPLIMENTS WITH A SQUAD ON THE MARCH**

1. **Performance.** Pay Compliments With a Squad on the March.
2. **Conditions**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall perform the following individual drill movements on the march:
  - a. eyes right (left); and
  - b. eyes front.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TPs	Explain and demonstrate paying compliments on the march and allow cadets to practice: <ol style="list-style-type: none"> <li>a. eyes right (left); and</li> <li>b. eyes front.</li> </ol>	Demonstration and Performance	25 min	A0-002 (p. 3-26)

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids.** Assistant instructors as required.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks.** N/A.

## EO M108.CA – PARTICIPATE IN AN ANNUAL CEREMONIAL REVIEW PARADE

1. **Performance.** Participate in an Annual Ceremonial Review Parade.
2. **Conditions**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall participate in an Annual Ceremonial Review Parade.
4. **Teaching Points**
  - a. The cadets will have practiced the parade format throughout the training year during Commanding Officer's parades. However, a review of the parade format is recommended prior to the actual parade.
  - b. The cadets shall be debriefed on their participation in the Annual Ceremonial Review Parade by asking them:
    - (1) how they felt about the activity;
    - (2) what they feel they accomplished;
    - (3) what they have learned from participating in a ceremonial parade; and
    - (4) how this experience may be applied to their life outside of cadets.
5. **Time**
  - a. Activity: 90 min
  - b. Total: 90 min
6. **Substantiation.** The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to encourage reflection and make connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.
7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids.** Assistant instructors as required.
9. **Learning Aids.** N/A.
10. **Test Details.** These periods are to serve as a confirmation of the skills learned and practiced during the lessons associated with PO 108.

11. **Remarks.** Closing parades shall serve as an opportunity to practice the skills required for proper execution of an Annual Ceremonial Review Parade.

## EO C108.01 – EXECUTE SUPPLEMENTARY DRILL MOVEMENTS

1. **Performance.** Execute Supplementary Drill Movements.
2. **Conditions**
  - a. Given:
    - (1) words of command; and
    - (2) supervision.
  - b. Denied: Assistance.
  - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall participate as a member of a group in supplementary drill training. Drill training shall be selected from A-PD-201-000/PT-000, Chapter 2 or Chapter 3, to meet the needs of the cadet unit.
4. **Teaching Points.** As per A-PD-201-000/PT-000.
5. **Time**
  - a. Demonstration and Performance: 180 min
  - b. Total: 180 min
6. **Substantiation.** The demonstration-performance method was chosen to allow cadets to participate in supervised exploration of practical instructional material. This method provides the instructor the opportunity to introduce the subject matter, demonstrate and explain procedures, and supervise the cadets while they imitate the skill. This method appeals to all learning styles.
7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids.** Assistant instructors as required.
9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to perform the movements during the end of lesson check, and ongoing feedback will be provided during future drill practices, weekly parade nights, and ceremonial parades.
11. **Remarks**
  - a. Instruction shall follow the methodology employed in the mandatory EOs.
  - b. This EO is allotted up to six periods, which may be scheduled according to the requirements of the movement(s) to be taught and the needs of the cadet unit.
  - c. Units may choose to invite a member of the Regular Force or Primary Reserve to be guest instructors for these periods to allow cadets greater exposure to members of the Canadian Forces and to improve the quality of instructions in units where the movements may not have been previously instructed.

**EO C108.02 – PARTICIPATE IN A DRILL COMPETITION**

1. **Performance.** Participate in a Drill Competition.
2. **Conditions**
  - a. Given:
    - (1) words of command; and
    - (2) supervision.
  - b. Denied: Assistance.
  - c. Environmental: A drill hall or, in favourable weather, an outdoor parade square.
3. **Standard.** In accordance with A-PD-201-000/PT-000, the cadet shall participate as a member of a group in a drill competition.
4. **Teaching Points**
  - a. A formal competition shall be structured to include all of the drill movements taught during the mandatory program.
  - b. The competition shall be assessed; however, the focus should be upon making the activity fun for the cadets.
  - c. In smaller units without adequate numbers to hold a formal competition, the unit may modify the competition according to their circumstances (i.e. Conducting a Simon-says type of elimination activity for a group of five cadets).
5. **Time**
  - a. Activity: 90 min
  - b. Total: 90 min
6. **Substantiation.** The experiential method was chosen to allow cadets to develop knowledge and skills through a process whereby concepts are derived from, and continuously modified by, their own experience. The experiential method combines a short initial activity briefing, a structured or semi-structured activity, and a reflective group discussion. The instructor supervises the activity and then leads a group discussion to draw out reflection and connections between the experience and future applications of the learning outcomes. This method appeals to tactile/kinaesthetic learners.
7. **References.** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids.** N/A.
9. **Learning Aids.** N/A.
10. **Test Details.** These periods are to serve as a confirmation of the skills learned and practiced during the lessons associated with PO 108.
11. **Remarks.** N/A.

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## SECTION 9

### PO 120 – BECOME FAMILIAR WITH THE SEA ELEMENT OF THE CANADIAN FORCES AND MARITIME COMMUNITY

1. **Performance.** Become Familiar With the Sea Element of the Canadian Forces and Maritime Community.
2. **Conditions**
  - a. Given:
    - (1) a presentation on the Canadian Navy and maritime community;
    - (2) a presentation of, or an opportunity to participate in, a Battle of the Atlantic discussion or commemorative event;
    - (3) a presentation on aspects of the Canadian Forces;
    - (4) access to facilities/equipment as required;
    - (5) references;
    - (6) supervision as required; and
    - (7) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard.** In accordance with specified references the cadet will:
  - a. demonstrate knowledge of the Canadian Navy and maritime community as they exist today;
  - b. participate in a Battle of the Atlantic discussion/presentation, to include acknowledging the significance of Canada's role in the battle; and
  - c. demonstrate knowledge of the Canadian Forces, to include:
    - (1) the three elements;
    - (2) the roles of the three elements; and
    - (3) the bases of the Canadian Forces.
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material under PO 120 is designed to enhance a cadet's knowledge of the Canadian Navy and maritime community through a number of activities:
    - (1) EO C120.01 allows the cadets to explore Canadian naval Websites;
    - (2) EO C120.02 allows the cadets to identify types of civilian vessels; and
    - (3) EO C120.03 allows the cadets to explore Canadian naval history.
  - b. Complementary training under PO 120 is limited to a total of three periods conducted during sessions or on a supported day. Corps are not required to use all three periods.

**EO M120.01 – PARTICIPATE IN A DISCUSSION ON THE CANADIAN NAVY AND MARITIME COMMUNITY**

1. **Performance.** Participate in a Discussion on the Canadian Navy and Maritime Community.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with specified references, the cadet shall participate in a discussion on the Canadian Navy and maritime community as they exist today, to include:
  - a. the resources of the Canadian Navy and its operations; and
  - b. an introduction to the civilian maritime community.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	<p>Provide a brief summary of the Canadian Navy as it exists today, to include:</p> <ol style="list-style-type: none"> <li>a. the current resources of the Navy, to include:               <ol style="list-style-type: none"> <li>(1) ships;</li> <li>(2) submarines;</li> <li>(3) aircraft; and</li> <li>(4) naval reserves;</li> </ol> </li> <li>b. world organizations the Navy participates in, to include:               <ol style="list-style-type: none"> <li>(1) North Atlantic Treaty Organization (NATO);</li> <li>(2) United Nations (UN);</li> <li>(3) other international missions; and</li> <li>(4) domestic requirements; and</li> </ol> </li> <li>c. current operations, to include:               <ol style="list-style-type: none"> <li>(1) NATO;</li> <li>(2) UN; and</li> <li>(3) training exercises.</li> </ol> </li> </ol>	Interactive Lecture/Activity	30 min	A1-011 (Retrieved 24 March 2006)  A1-013 (Retrieved 24 March 2006)



TP	Description	Method	Time	Ref
TP2	<p>Provide a brief introduction to the civilian maritime community, to include:</p> <p>a. civilian vessel types, to include:</p> <p>(1) cargo vessels;</p> <p>(2) tankers;</p> <p>(3) passenger vessels;</p> <p>(4) fishing vessels;</p> <p>(5) government services;</p> <p>(6) research vessels;</p> <p>(7) support vessels; and</p> <p>(8) offshore oilfield development vessels; and</p> <p>b. the purposes of civilian vessels.</p>	Interactive Lecture/Activity	20 min	A1-007 (pp. 8-7 to 8-22)

#### 5. Time

- |    |                               |        |
|----|-------------------------------|--------|
| a. | Introduction/Conclusion:      | 10 min |
| b. | Interactive Lecture/Activity: | 50 min |
| c. | Total:                        | 60 min |

6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

#### 7. References

- A1-007 A-CR-CCP-004/PT-002 D Cdts. (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.
- A1-011 Department of National Defence Canadian Forces. [www.forces.gc.ca/site/Community/insignia/nava\\_e.asp](http://www.forces.gc.ca/site/Community/insignia/nava_e.asp).
- C0-004 (ISBN 1-58062-577-0) McClain, G. Ph.D., and Romaine, D.S. (2002). *The Everything Managing People Book*. Avon, MA: Adams Media Corporation.
- C1-013 Marine Institute of Memorial University of Newfoundland. (2005). [www.mi.mun.ca](http://www.mi.mun.ca).

#### 8. Training Aids

- Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- Pictures of current Canadian Navy ships and civilian vessels;
- Handout briefly outlining the Canadian Navy's current strength as well as aspects of the civilian maritime community;
- Word scramble puzzle of Canadian Forces ships (A-CR-CCP-601/PF-001, Chapter 9, Annex B);

- e. Word search puzzle of civilian maritime vessels types (A-CR-CCP-601/PF-001, Chapter 9, Annex C);
- f. Videos of different types of civilian vessels; and
- g. VCR/TV.

9. **Learning Aids**

- a. Handouts briefly outlining the Canadian Navy's current strength as well as aspects of the civilian maritime community;
- b. Word scramble puzzle of Canadian Forces ships (A-CR-CCP-601/PF-001, Chapter 9, Annex B); and
- c. Word search puzzle of civilian maritime vessels types (A-CR-CCP-601/PF-001, Chapter 9, Annex C).

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' knowledge of the material during the end of lesson check and on an ongoing basis.

11. **Remarks.** The following Websites were consulted when developing this lesson:

- a. [www.readyayeready.com](http://www.readyayeready.com).
- b. [www.wikipedia.org/wiki/Research\\_vessel](http://www.wikipedia.org/wiki/Research_vessel).

**EO M120.02 – PARTICIPATE IN A BATTLE OF THE ATLANTIC DISCUSSION/PRESENTATION**

1. **Performance.** Participate in a Battle of the Atlantic Discussion/Presentation.
2. **Conditions**
  - a. Given:
    - (1) a presentation of, or an opportunity to participate in, a Battle of the Atlantic discussion or commemorative event;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** The cadet shall participate in a Battle of the Atlantic discussion/presentation, to include acknowledging the significance of Canada's role in the battle.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Briefly discuss the dates and significance of the Battle of the Atlantic. The following key points should be presented: <ol style="list-style-type: none"> <li>a. the numbers of ships and personnel involved in the battle, and lost;</li> <li>b. the role of Canadian ships; and</li> <li>c. the extent of the U-boat threat.</li> </ol>	Interactive Lecture/Guest Speaker	27 min	A1-001 (Retrieved 24 March 2006)

5. **Time**

- |    |                                    |        |
|----|------------------------------------|--------|
| a. | Introduction/Conclusion:           | 3 min  |
| b. | Interactive Lecture/Guest Speaker: | 27 min |
| c. | Total:                             | 30 min |

6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

7. **References.** A1-001 Veterans Affairs Canada. (2006). Retrieved 24 March 2006, from [www.vac-acc.gc.ca](http://www.vac-acc.gc.ca).

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Videos of Battle of the Atlantic;
- c. Pictures of Battle of the Atlantic; and

d. VCR/TV.

9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' knowledge of the material during the end of lesson check and on an ongoing basis.
11. **Remarks.** This EO should be conducted in conjunction with EO C102.01, Participate in a Ceremonial Parade, where applicable.

### EO M120.03 – PARTICIPATE IN A DISCUSSION ON THE THREE ELEMENTS OF THE CANADIAN FORCES (CF)

1. **Performance.** Participate in a Discussion on the Three Elements of the Canadian Forces (CF).
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with specified references, the cadet shall participate in a discussion on the CF, to include:
  - a. the three elements;
  - b. the roles of the three elements; and
  - c. the bases of the CF.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the three elements of the CF, to include: <ol style="list-style-type: none"> <li>a. Maritime Forces:               <ol style="list-style-type: none"> <li>(1) Maritime Forces Atlantic;</li> <li>(2) Maritime Forces Pacific; and</li> <li>(3) Naval Reserve;</li> </ol> </li> <li>b. Land Forces:               <ol style="list-style-type: none"> <li>(1) Regular Force;</li> <li>(2) Reserve Force; and</li> <li>(3) Canadian Rangers; and</li> </ol> </li> <li>c. Air Forces:               <ol style="list-style-type: none"> <li>(1) Thirteen Air Force wings; and</li> <li>(2) Air Reserve.</li> </ol> </li> </ol> <p><b>Note:</b> Describe the Cadet Instructors Cadre (CIC) as a component of the CF.</p>	Interactive Lecture	9 min	A1-001 (Retrieved 24 March 2006)
TP2	Provide a brief introduction to the roles of the three elements of the CF, to include:	Interactive Lecture	9 min	A1-009 A1-001 (Retrieved 24 March 2006)

TP	Description	Method	Time	Ref
	<p>a. Army:</p> <ul style="list-style-type: none"> <li>(1) defence of Canadian land space;</li> <li>(2) contribute to Canada/US defence of North America (NORAD);</li> <li>(3) contribution to peacekeeping missions;</li> <li>(4) support to other government departments (Fisheries, Search and Rescue, Drug enforcement/interdiction, Environment Canada);</li> <li>(5) aid to the civil authority; and</li> <li>(6) humanitarian operations;</li> </ul> <p>b. Navy:</p> <ul style="list-style-type: none"> <li>(1) surveillance and control of Canadian waters;</li> <li>(2) support operations of Army and Air Force;</li> <li>(3) support to other government departments (Fisheries, Drug enforcement/interdiction, Environment Canada);</li> <li>(4) contribution to peacekeeping missions;</li> <li>(5) search and rescue;</li> <li>(6) NATO deployments; and</li> <li>(7) humanitarian operations; and</li> </ul> <p>c. Air Force:</p> <ul style="list-style-type: none"> <li>(1) surveillance and control of Canadian airspace;</li> <li>(2) worldwide airlift of CF personnel and material;</li> <li>(3) support operations of the Army and Navy;</li> <li>(4) support to other government departments (Fisheries, Drug enforcement/interdiction, Environment Canada);</li> <li>(5) search and rescue; and</li> <li>(6) humanitarian operations.</li> </ul>			A0-011 (Retrieved 18 May 2006)
TP3	Indicate the locations of CF bases, including those that house Cadet Summer Training Centres (CSTC):	Interactive Lecture	9 min	A1-001 (Retrieved 24 March 2006)

TP	Description	Method	Time	Ref
	<p>a. Land forces:</p> <ul style="list-style-type: none"> <li>(1) Canadian Forces Base (CFB) Edmonton;</li> <li>(2) CFB Borden;</li> <li>(3) CFB Gagetown;</li> <li>(4) CFB Valcartier;</li> <li>(5) CFB Petawawa;</li> <li>(6) CFB Shilo; and</li> <li>(7) CFB Wainwright;</li> </ul> <p>b. Maritime forces:</p> <ul style="list-style-type: none"> <li>(1) CFB Halifax;</li> <li>(2) CFB Esquimalt;</li> <li>(3) CFB Greenwood; and</li> <li>(4) CFB Shearwater;</li> </ul> <p>c. Air forces:</p> <ul style="list-style-type: none"> <li>(1) 1 Wing Kingston;</li> <li>(2) 3 Wing Bagotville;</li> <li>(3) 4 Wing Cold Lake;</li> <li>(4) 5 Wing Goose Bay;</li> <li>(5) 8 Wing Trenton;</li> <li>(6) 9 Wing Gander;</li> <li>(7) 12 Wing Shearwater;</li> <li>(8) 14 Wing Greenwood;</li> <li>(9) 15 Wing Moose Jaw;</li> <li>(10) 16 Wing Borden;</li> <li>(11) 17 Wing Winnipeg;</li> <li>(12) 19 Wing Comox; and</li> <li>(13) 22 Wing North Bay; and</li> </ul>			

TP	Description	Method	Time	Ref
	d. bases CSTCs are housed on: (1) CFB Borden/Blackdown Army CSTC; (2) CFB Gagetown/Argonaut Army CSTC; (3) CFB Valcartier/Valcartier Army CSTC; (4) CFB Trenton/Trenton Air CSTC; (5) CFB Greenwood/Greenwood Air CSTC; (6) CFB Cold Lake/Cold Lake Air CSTC; (7) CFB Comox/Regional Gliding School and HMCS Quadra Sea CSTC; (8) CFB Kingston/HMCS Ontario Sea CSTC.			

## 5. Time

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 3 min  |
| b. | Interactive Lecture:     | 27 min |
| c. | Total:                   | 30 min |

6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

## 7. References

- A0-011 Canadian and Junior Rangers. [www.rangers.forces.gc.ca/pubs/rangers/intro\\_e.asp](http://www.rangers.forces.gc.ca/pubs/rangers/intro_e.asp).
- A1-001 Veterans Affairs Canada. [www.vac-acc.gc.ca](http://www.vac-acc.gc.ca).
- A1-011 Department of National Defence Canadian Forces. [www.forces.gc.ca](http://www.forces.gc.ca).

## 8. Training Aids

- Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area; and
- Handouts briefly detailing what the elements consist of, their roles and base locations.

## 9. Learning Aids. Handouts briefly detailing:

- what the three elements consist of;
- the roles of each element; and
- the location of bases.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' comprehension of the material during the end of lesson check.

11. **Remarks.** N/A.



**EO C120.01 – EXPLORE CANADIAN NAVAL WEBSITES**

1. **Performance.** Explore Canadian Naval Websites.
2. **Conditions**
  - a. Given:
    - (1) access to Internet;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable location for self-study (e.g. cadet unit, home, school).
3. **Standard.** In accordance with specified references, the cadet shall explore Canadian naval Websites in order to enhance their knowledge of current naval activities.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Provide a brief introduction to some Canadian naval Websites so that the cadets can gain an understanding of the educational resources that are available to them and enhance their knowledge of the Canadian Navy.	Interactive Lecture	15 min	A1-011 (Retrieved 24 March 2006)
TP2	Allow the cadets to explore naval Websites on their own, either at the corps if resources allow, or they can choose to use a home or school computer.	Demonstration and Performance	40 min	

5. **Time**

- |    |                                |        |
|----|--------------------------------|--------|
| a. | Introduction/Conclusion:       | 5 min  |
| b. | Interactive Lecture:           | 15 min |
| c. | Demonstration and Performance: | 40 min |
| d. | Total:                         | 60 min |

6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

7. **References.** A1-011 Department of National Defence Canadian Forces. [www.forces.gc.ca/site/Community/insignia/nava\\_e.asp](http://www.forces.gc.ca/site/Community/insignia/nava_e.asp).

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Handout of Websites;

- c. Computer with access to the Internet.

9. **Learning Aids.**

- a. Handout of Websites; and
- b. Access to the Internet.

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks**

- a. If Internet access is not available to cadets during training, this EO should be limited to one period.
- b. The following Websites were consulted when developing this lesson:
  - (1) [www.readyayeready.ca](http://www.readyayeready.ca).
  - (2) [www.mi.mun.ca](http://www.mi.mun.ca).
  - (3) [www.navy.gc.ca](http://www.navy.gc.ca).
  - (4) [www.forces.gc.ca](http://www.forces.gc.ca).
  - (5) [www.jfs.janes.com](http://www.jfs.janes.com).
  - (6) [www.hazegray.org](http://www.hazegray.org).

**EO C120.02 – IDENTIFY TYPES OF CIVILIAN VESSELS**

1. **Performance.** Identify Types of Civilian Vessels.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with specified references, the cadet shall identify the following types of civilian vessels:
  - a. cargo vessels;
  - b. tanker ships;
  - c. government service vessels; and
  - d. research vessels.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Briefly discuss types of civilian vessels that can be found in Canadian waters, to include: <ol style="list-style-type: none"> <li>a. cargo vessels;</li> <li>b. tankers;</li> <li>c. passenger vessels;</li> <li>d. fishing vessels;</li> <li>e. government services;</li> <li>f. research vessels;</li> <li>g. support vessels; and</li> <li>h. offshore oilfield development vessels.</li> </ol>	Interactive Lecture	6 min	A1-007 (pp. 8-1 to 8-21)
TP2	Briefly discuss the physical characteristics of the civilian vessel types discussed in TP1.	Interactive Lecture	6 min	A1-007 (pp. 8-1 to 8-21)
TP3	Conduct an activity on types of civilian vessels and their characteristics.	Activity	15 min	

## 5. Time

a.	Introduction/Conclusion:	3 min
b.	Interactive Lecture:	12 min
c.	Activity:	15 min
d.	Total:	30 min

6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

## 7. References

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#### 8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Videos of different types of civilian vessels (if available); and
- c. Pictures of different types of civilian vessels (if available).

#### 9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadet's knowledge of the material during the end of lesson check.

#### 11. **Remarks**

- a. The following Website was consulted while developing this lesson: [www.geocities.com](http://www.geocities.com).
- b. If one is available, a guest speaker could be asked to deliver this lesson.

**EO C120.03 – EXPLORE CANADIAN NAVAL HISTORY**

1. **Performance.** Explore Canadian Naval History.

2. **Conditions**

- a. Given:
  - (1) supervision; and
  - (2) assistance as required.
- b. Denied: N/A.
- c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.

3. **Standard.** In accordance with specified references, the cadet shall participate in a discussion of Canadian naval history.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Provide a brief introduction of the historical development of Canada's Navy, to include: <ul style="list-style-type: none"> <li>a. creation of the Navy in 1910;</li> <li>b. development during World War One (WWI);</li> <li>c. activities between the wars; and</li> <li>d. growth during World War Two (WWII).</li> </ul>	Interactive Lecture	16 min	A1-011 (Retrieved 24 March 2006) A1-007 (pp. 8-22 to 8-64)
TP2	Provide a brief introduction to historical Canadian Navy ships, to include: <ul style="list-style-type: none"> <li>a. the first ships purchased by the Royal Canadian Navy (RCN);</li> <li>b. first submarines;</li> <li>c. ships acquired after WWI; and</li> <li>d. ship development during WWII.</li> </ul>	Interactive Lecture	11 min	A1-011 (Retrieved 24 March 2006) A1-007 (pp. 8-22 to 8-64)

5. **Time**

- a. Introduction/Conclusion: 3 min
- b. Interactive Lecture: 27 min
- c. Total: 30 min

6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

## 7. **References**

- a. A1-007 A-CR-CCP-004/PT-002 D Cdts. (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.
- b. A1-011 Department of National Defence Canadian Forces. [www.forces.gc.ca/site/Community/insignia/nava\\_e.asp](http://www.forces.gc.ca/site/Community/insignia/nava_e.asp).
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- d. C1-020 (ISBN 0-7737-2160-6) Schull, J. (1987). *Far Distant Ships*. Toronto, ON: Stoddart.
- e. C1-021 (ISBN 1-55013-121-4) MacBeth, J. (1989). *Ready Aye Ready*. Toronto, ON: Key Porter Books.

## 8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Handout consisting of historical information on the Canadian Navy, to include significant dates and events, development, personnel strength, types of ships, and ship strength; and
- c. Handout briefly outlining the development of the Canadian Navy.

## 9. **Learning Aids**

- a. Handouts briefly outlining the development of the Canadian Navy.
- b. Handout consisting of historical information on the Canadian Navy, to include significant dates and events, development, personnel strength, types of ships, and ship strength.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadet's knowledge of the material during the end of lesson check and on an ongoing basis.

11. **Remarks.** N/A.

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**SECTION 10**  
**PO 121 – PERFORM BASIC ROPEWORK**

1. **Performance.** Perform Basic Ropework.
2. **Conditions**
  - a. Given:
    - (1) spar/horizontal pole;
    - (2) whipping twine;
    - (3) line;
    - (4) cutting tool;
    - (5) heaving line;
    - (6) access to references;
    - (7) supervision as required; and
    - (8) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard.** In accordance with specified references, the cadet will:
  - a. tie the following knots, hitches and bends:
    - (1) reef knot;
    - (2) clove hitch;
    - (3) figure eight;
    - (4) sheet bend;
    - (5) bowline; and
    - (6) round turn and two half hitches;
  - b. complete a common whipping; and
  - c. coil and heave a line, to include:
    - (1) tying a heaving knot on a heaving line; and
    - (2) coiling and throwing a heaving line.
4. **Remarks.** N/A.

**5. Complementary Material**

- a. Complementary material under PO 121 is designed to enhance a cadet's basic ropework skills through a number of activities:
  - (1) EO C121.01 allows the cadets to whip the end of a line using a West-country whipping;
  - (2) EO C121.02 allows the cadets to whip the end of a line using a sailmaker's whipping;
  - (3) EO C121.03 allows the cadets to complete a rolling hitch; and
  - (4) EO C121.04 allows the cadets to complete a marling hitch.
- b. Complementary training under PO 121 is limited to a total of five periods conducted during sessions or on a supported day. Units are not required to use all five periods.

**EO M121.01 – TIE KNOTS, BENDS AND HITCHES**

1. **Performance.** Tie Knots, Bends and Hitches.
2. **Conditions**
  - a. Given:
    - (1) one metre of line;
    - (2) spar/horizontal pole;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group and ropework.
3. **Standard.** In accordance with specified references, the cadet shall describe the use of and tie knots, bends and hitches to include the following:
  - a. reef knot;
  - b. figure of eight;
  - c. sheet bend;
  - d. bowline;
  - e. clove hitch; and
  - f. round turn and two half hitches.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the use of, demonstrate and have the cadets practice tying the following knots: <ol style="list-style-type: none"> <li>a. reef knot – a knot used to tie the two ends of a binding together around an object; and</li> <li>b. figure eight – a stopper knot, used to tie off the end of a line (e.g. to prevent a rope from pulling through a block or fairlead).</li> </ol>	Interactive Lecture/ Demonstration and Performance	12 min	C1-002 (pp. 45, 98, 104, 112, 130, 132 and 162)
TP2	Explain the use of, demonstrate and have the cadets practice tying the following bends: <ol style="list-style-type: none"> <li>a. sheet bend – a way of joining together two pieces of rope of unequal diameter; and</li> <li>b. bowline – used to put a temporary eye or loop in the end of a rope.</li> </ol>	Interactive Lecture/ Demonstration and Performance/ Activity	22 min	C1-002 (pp. 45, 98, 104, 112, 130, 132 and 162)

TP	Description	Method	Time	Ref
TP3	<p>Explain the use of, demonstrate and have the cadets practice the following hitches:</p> <ul style="list-style-type: none"> <li>a. clove hitch – used to temporarily secure a rope's end to a post or spar; and</li> <li>b. round turn and two half hitches – used to secure a line (e.g. from a ship, to a spar, post or ring).</li> </ul>	Interactive Lecture/ Demonstration and Performance	15 min	C1-002 (pp. 45, 98, 104, 112, 130, 132 and 162)
TP4	Allow the cadets to practice tying each of the knots, bends and hitches detailed in TP1 to TP3.	Performance	41 min	A1-009 (p. 4-9)

## 5. Time

- a. Introduction/Conclusion: 10 min
- b. Interactive Lecture: 20 min
- c. Demonstration and Performance: 90 min
- d. Total: 120 min

6. **Substantiation.** The demonstration and performance methods were chosen due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

## 7. References

- a. A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON.
- b. A1-009 A-CR-CCP-004/PT-001 D Cdts. (1983). *Royal Canadian Sea Cadets Manual Volume 1*. Ottawa, ON.
- c. C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.

## 8. Training Aids

- a. A completed example of each knot, hitch and bend;
- b. Spar or horizontal pole;
- c. One piece of fabric to blindfold each cadet; and
- d. Line for demonstration purposes.

9. **Learning Aids.** One metre of line per cadet.

10. **Test Details.** There is no formal assessment of this EO. The cadets will practice tying each knot, hitch and bend under the supervision and direction of the instructor.

11. **Remarks.** N/A.

**EO M121.02 – WHIP THE END OF A LINE USING A COMMON WHIPPING**

1. **Performance.** Whip the End of a Line Using a Common Whipping.
2. **Conditions**
  - a. Given:
    - (1) whipping twine;
    - (2) line;
    - (3) cutting tool;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group and ropework.
3. **Standard.** In accordance with specified references, the cadet shall become familiar with the common whipping by:
  - a. stating the purpose of the common whipping; and
  - b. completing a common whipping.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Briefly explain that there are other types of whippings, but that this class will focus on the Common Whipping, as it is the most commonly used and the easiest whipping to learn. Other types include: <ol style="list-style-type: none"> <li>a. sailmaker's whipping;</li> <li>b. West-country whipping; and</li> <li>c. French whipping.</li> </ol>	Interactive Lecture	6 min	C1-002 (p. 73)
TP2	Explain the purpose of whippings, to include: <ol style="list-style-type: none"> <li>a. it is a binding of fine twine made at the end of a rope; and</li> <li>b. it prevents the rope from coming undone.</li> </ol>	Interactive Lecture	5 min	C1-002 (p. 73)
TP3	Explain and demonstrate, and have the cadets practice, whipping the end of a line using a Common Whipping.	Demonstration and Performance/Activity	40 min	C1-002 (p. 73)

5. **Time**

- |    |                                |        |
|----|--------------------------------|--------|
| a. | Introduction/Conclusion:       | 9 min  |
| b. | Interactive Lecture:           | 11 min |
| c. | Demonstration and Performance: | 40 min |
| d. | Total:                         | 60 min |

6. **Substantiation**

- a. The interactive lecture method was chosen for TP1 and TP2 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The demonstration and performance methods were chosen for TP3 due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

7. **References**

- a. A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON.
- b. C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. One metre of line for instructor;
- c. Whipping twine;
- d. Examples of the whipping in several stages of completion;
- e. A completed whipped piece of line; and
- f. A cutting tool.

9. **Learning Aids**

- a. One metre of whipping twine per cadet; and
- b. One metre of line per cadet to whip.

10. **Test Details.** There is no formal assessment of this EO. The cadets will practice using the common whipping to whip the end of a line under the supervision and direction of the instructor.

11. **Remarks.** The following Website was consulted when developing this lesson: [www.realknots.com](http://www.realknots.com).

**EO M121.03 – COIL AND HEAVE A LINE**

1. **Performance.** Coil and Heave a Line.
2. **Conditions**
  - a. Given:
    - (1) heaving line;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group and ropework.
3. **Standard.** In accordance with the *Admiralty Manual of Seamanship*, the cadet shall coil and heave a line, to include:
  - a. describing the characteristics of a heaving line;
  - b. tying a heaving knot on a heaving line; and
  - c. coiling and throwing a heaving line.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the characteristics and uses of a heaving line, to include: <ol style="list-style-type: none"> <li>a. it is a lightweight line, to facilitate throwing;</li> <li>b. there must be a knot in the end of a heaving line to provide weight at the end; and</li> <li>c. it is used to throw a line to a jetty or another boat.</li> </ol>	Interactive Lecture	6 min	C1-003 (pp. 124, 165 and 158)
TP2	Explain the importance of, demonstrate and have cadets practice coiling a line, to include: <ol style="list-style-type: none"> <li>a. proper storage of line will ensure ease of use for the next person; and</li> <li>b. that it keeps a line from getting tangled.</li> </ol>	Interactive Lecture/ Demonstration and Performance	15 min	C1-003 (p. 119)
TP3	Explain and demonstrate how to tie a heaving knot and how to coil and throw a heaving line. Allow cadets to practice.	Demonstration and Performance/ Activity	30 min	C1-003 (p. 165)

5. **Time**

a.	Introduction/Conclusion:	9 min
b.	Interactive Lecture:	11 min
c.	Demonstration and Performance:	25 min
d.	Activity:	15 min
e.	Total:	60 min

6. **Substantiation**

- a. The interactive lecture method was chosen for TP1 and TP2 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- b. The demonstration and performance methods were chosen for TP3 due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

7. **References.** C1-003 (ISBN 11-770973-5). (1972). *Admiralty Manual of Seamanship. 1964 Volume 1.* London, England: Her Majesty's Stationery Office.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. OHP transparency of a heaving knot;
- c. OHP transparency of the steps to heaving a line;
- d. Heaving line (one per class);
- e. Completed examples of a heaving knot; and
- f. Targets.

9. **Learning Aids.** Heaving line (one per class).

10. **Test Details.** There is no formal assessment of this EO. The cadets will practice coiling and heaving a line under the supervision and direction of the instructor.

11. **Remarks.** N/A.



**EO C121.01 – WHIP THE END OF A LINE USING A WEST-COUNTRY WHIPPING**

1. **Performance.** Whip the End of a Line using a West-Country Whipping.
2. **Conditions**
  - a. Given:
    - (1) whipping twine;
    - (2) line;
    - (3) cutting tool;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group and ropework.
3. **Standard.** In accordance with *Pocket Guide to Knots and Splices*, the cadet shall whip the end of a line using a West-country whipping.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the purpose of a West-country whipping, in that it is a binding of fine twine used to stop a cable or line from fraying or unravelling.	Interactive Lecture	3 min	C1-002 (p. 76)
TP2	Explain and demonstrate, and have the cadets practice, whipping the end of a line using a West-country whipping.	Demonstration and Performance/ Activity	24 min	

5. **Time**
  - a. Introduction/Conclusion: 3 min
  - b. Interactive Lecture: 3 min
  - c. Demonstration and Performance: 24 min
  - d. Total: 30 min
6. **Substantiation.** The demonstration and performance methods were chosen due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.
7. **References**
  - a. A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON.

- b. C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.
- c. C1-003 (ISBN 0-11-770973-5), *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationary Office.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. OHP transparency of a diagram of a West-country whipping;
- c. Line;
- d. Whipping twine;
- e. Spar or horizontal pole; and
- f. A completed West-country whipping as an example.

9. **Learning Aids**

- a. One metre of line per cadet; and
- b. Whipping twine.

10. **Test Details.** There is no formal assessment of this EO. The cadets will practice whipping the end of a line using the West-country whipping under the supervision and direction of the instructor.

11. **Remarks.** The following Website was consulted when developing this lesson: [www.realknots.com](http://www.realknots.com).

**EO C121.02 – WHIP THE END OF A LINE USING A SAILMAKER’S WHIPPING**

1. **Performance.** Whip the End of a Line Using a Sailmaker’s Whipping.
2. **Conditions**
  - a. Given:
    - (1) whipping twine;
    - (2) line;
    - (3) cutting tool;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group and ropework.
3. **Standard.** In accordance with specified references, the cadet shall whip the end of a line using a sailmaker’s whipping.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the characteristics of a sailmaker’s whipping, in that it is: <ol style="list-style-type: none"> <li>a. a binding of fine twine used to stop the end of a three-strand rope from fraying; and</li> <li>b. the most secure whipping.</li> </ol>	Interactive Lecture	5 min	C1-002 (p. 84)
TP2	Explain the use of, demonstrate and have the cadets practice whipping the end of a line using a sailmaker’s whipping.	Demonstration and Performance/ Activity	46 min	

5. **Time**
  - a. Introduction/Conclusion: 9 min
  - b. Interactive Lecture: 5 min
  - c. Demonstration and Performance: 46 min
  - d. Total: 60 min
6. **Substantiation.** The demonstration and performance methods were chosen due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

7. **References**

- a. A1-004 B-GN-181-105/FP-E00 Madison, G.R., Chief of Maritime Staff. (1997). *CFCD 105 Seamanship Rigging and Procedures Manual*. Ottawa, ON.
- b. A1-009 A-CR-CCP-004/PT-001 D Cdts. (1983). *Royal Canadian Sea Cadets Manual Volume 1*. Ottawa, ON.
- c. C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.

8. **Training Aids**

- a. One metre of line;
- b. Whipping twine; and
- c. A completed sailmaker's whipping as an example.

9. **Learning Aids**

- a. One metre of line per cadet; and
- b. Whipping twine.

10. **Test Details.** There is no formal assessment of this EO. The cadets will practice using the sailmaker's whipping to whip the end of a line under the supervision and direction of the instructor.

11. **Remarks.** The following Website was consulted when developing this lesson: [www.realknots.com](http://www.realknots.com).

**EO C121.03 – COMPLETE A ROLLING HITCH**

1. **Performance.** Complete a Rolling Hitch.
2. **Conditions**
  - a. Given:
    - (1) one metre of line;
    - (2) spar or pole;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group and ropework.
3. **Standard.** In accordance with specified references, the cadet shall complete a rolling hitch.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the purpose of a rolling hitch, in that it is used for securing a rope to a spar when the pull is expected to be from one side or the other.	Interactive Lecture	3 min	C1-002 (p. 130) C1-003 (p. 158)
TP2	Explain and demonstrate, and have the cadets practice, completing a rolling hitch.	Demonstration and Performance	24 min	

5. **Time**

- |    |                                |        |
|----|--------------------------------|--------|
| a. | Introduction/Conclusion:       | 3 min  |
| b. | Interactive Lecture:           | 3 min  |
| c. | Demonstration and Performance: | 24 min |
| d. | Total:                         | 30 min |

6. **Substantiation.** The demonstration and performance methods were chosen due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

7. **References**

- a. A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON.
- b. C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.

- c. C1-003 (ISBN 11-770973-5). (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. OHP transparency of a diagram of the rolling hitch;
- c. Line;
- d. A spar or horizontal pole; and
- e. A completed example of the rolling hitch.

9. **Learning Aids**

- a. One metre of line per cadet; and
- b. Several spars, posts or chairs for the cadets to share.

10. **Test Details.** There is no formal assessment of this EO. The cadets will practice completing the rolling hitch under the supervision and direction of the instructor.

11. **Remarks.** The following Website was consulted when developing this lesson: [www.realknots.com](http://www.realknots.com).

**EO C121.04 – COMPLETE A MARLING HITCH**

1. **Performance.** Complete a Marling Hitch.

2. **Conditions**

a. Given:

- (1) line;
- (2) spar or pole;
- (3) supervision; and
- (4) assistance as required.

b. Denied: N/A.

c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group and ropework.

3. **Standard.** In accordance with specified references the cadet shall complete a marling hitch.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the purpose of a marling hitch, in that it is used to lash long bundles such as hammocks and sails.	Interactive Lecture	3 min	C1-003 (p. 156)
TP2	Explain the use of, demonstrate and have the cadets practice completing a marling hitch.	Demonstration and Performance	24 min	

5. **Time**

- a. Introduction/Conclusion: 3 min
- b. Interactive Lecture: 3 min
- c. Demonstration and Performance: 24 min
- d. Total: 30 min

6. **Substantiation.** The demonstration and performance methods were chosen due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

7. **References**

- a. A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON.
- b. C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.

- c. C1-003 (ISBN 11-770973-5). (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. One metre of line;
- c. Spar or horizontal pole;
- d. Transparency of a diagram of the marling hitch; and
- e. A completed example of the marling hitch.

9. **Learning Aids**

- a. One metre of line per cadet; and
- b. Several spars/posts.

10. **Test Details.** There is no formal assessment of this EO. The cadets will practice the marling hitch under the supervision and direction of the instructor.

11. **Remarks.** The following Website was consulted when developing this lesson: [www.realknots.com](http://www.realknots.com).



**SECTION 11****PO 122 – PARTICIPATE IN A SMALL CRAFT OPERATIONS WEEKEND**

1. **Performance.** Participate in a Small Craft Operations Weekend.
2. **Conditions**
  - a. Given:
    - (1) water craft or vessel;
    - (2) Personal Floatation Device (PFD);
    - (3) opportunity to practice;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Sail centre or other appropriate venue with wind strength of 4 to 9 knots (8 to 15 km/h).
3. **Standard.** In accordance with specified references, the cadet will participate in a small craft operation training weekend using one of the following platforms:
  - a. dinghy sailing;
  - b. whaler pulling/sailing;
  - c. minor vessel/tall ship training; or
  - d. powerboat operation (less than six metres in length and is equipped with a single engine of 40 hp or less).
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. EO C122.02 is designed to enhance a cadet's on-water abilities in terms of observing Transport Canada regulations, adhering to safety requirements, and operating one of the small crafts listed in para 3.
  - b. In Phase One, EO C122.02 is conducted the same as EO M122.02.
  - c. EO C122.02 is limited to one weekend.

**EO M122.01 – PARTICIPATE IN A DISCUSSION ON A SMALL CRAFT OPERATIONS WEEKEND'S STRUCTURE**

1. **Performance.** Participate in a Discussion on a Small Craft Operations Weekend's Structure.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with the specified references, the cadet shall participate in a discussion on:
  - a. general platform overview; and
  - b. general small craft weekend structure, to include:
    - (1) weekend schedule; and
    - (2) training site standard operating procedures (SOPs).
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Give a general platform overview, to include: <ol style="list-style-type: none"> <li>a. vessel type;</li> <li>b. vessel description; and</li> <li>c. training overview (rigging, launching, fuelling, etc.).</li> </ol> <b>Note:</b> Training overview will depend on training platform.	Interactive Lecture	15 min	C1-007 A1-015 A1-016 A1-010
TP2	Review the training site's SOPs highlighting: <ol style="list-style-type: none"> <li>a. location;</li> <li>b. basic rules; and</li> <li>c. weekend expectations (weather, food, etc.).</li> </ol>	Interactive Lecture	5 min	Training Sites SOPs
TP3	Give an overview of the weekend schedule, to include: <ol style="list-style-type: none"> <li>a. timings (pick-up and drop off); and</li> <li>b. daily routine.</li> </ol>	Interactive Lecture	5 min	

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min  |
| b. | Interactive Lecture:     | 25 min |
| c. | Total:                   | 30 min |

6. **Substantiation.** The participation method was chosen for this lesson as it best allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

7. **References**

- a. A1-010 A-CR-CCP-030/PT-001 D Cdts. (2005). *Water Safety Orders*. Ottawa, ON.
- b. A1-015 A-CR-050-SCO/PH-001 D Cdts. (2005). *Cadets Small Craft Operator's Program (SCOP) Modules 2-7*. Ottawa, ON.
- c. A1-016 A-CR-050-009/PH-001 D Cdts. (2003). *Boatswain Trade Qualification Standard and Plan (QSP)*. Ottawa, ON.
- d. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Markers; and
- c. Training centre SOPs.

9. **Learning Aids.** N/A.10. **Test Details.** There is no formal assessment of this EO.11. **Remarks.** There is no instructional guide for EO M122.01.

**EO M122.02 – PARTICIPATE IN A SMALL CRAFT OPERATIONS WEEKEND**

1. **Performance.** Participate in a Small Craft Operations Weekend.
2. **Conditions**
  - a. Given:
    - (1) water craft or vessel;
    - (2) PFD;
    - (3) opportunity to practice;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Sail centre or other appropriate venue with wind strength of 4 to 9 knots (8 to 15 km/h).
3. **Standard.** In accordance with specified references the cadet shall participate in a small craft operations training weekend using one of the following platforms:
  - a. dinghy sailing;
  - b. whaler pulling/sailing;
  - c. minor vessel training; or
  - d. powerboat operation (less than six metres in length and is equipped with a single engine of 40 hp or less).
4. **General Teaching Points.** The following teaching points represent the lesson content, regardless of watercraft/vessel type.

TP	Description	Method	Time	Ref
TP1	Familiarize cadets with the vessel to be used, to include: <ol style="list-style-type: none"> <li>a. vessel characteristics;</li> <li>b. basic parts; and</li> <li>c. functions.</li> </ol>	Participation	Weekend	A1-015 (Lesson 6.1) A1-016 (pp. 4-1 to 4-11) A1-015 (Lesson 6.1)
TP2	Explain and demonstrate and have the cadets participate in departure preparation, to include: <ol style="list-style-type: none"> <li>a. equipment required;</li> <li>b. launching;</li> <li>c. seamanship (knots, hitches, bends, etc.);</li> <li>d. rigging and derigging;</li> <li>e. vessel preparation; and</li> <li>f. vessel assembly.</li> </ol>	Participation	Weekend	A1-015 (Lessons 6.2 and 6.4) A1-016 A1-015 (Lessons 4.1.6 and 4.2.1 to 4.2.4)

TP	Description	Method	Time	Ref
	<p><b>Note:</b> Not all items may be required for all crafts and the degree to which each is taught will depend on time and resources available.</p>			
TP3	<p>Explain the duties and responsibilities of crew members, to include:</p> <ul style="list-style-type: none"> <li>a. watch (if required);</li> <li>b. helming duties;</li> <li>c. crewing duties; and</li> <li>d. operator/skipper/captain.</li> </ul> <p><b>Note:</b> Not all items may be required for all crafts and the degree to which each is taught will depend on time and resources available.</p>	Participation	Weekend	<p>A1-015 (Lesson 6.3)</p> <p>A1-016 (pp. 4-16, 4-17 and 4-21)</p> <p>A1-015</p>
TP4	<p>Explain/review the following related to on-water safety:</p> <ul style="list-style-type: none"> <li>a. equipment required;</li> <li>b. policies/procedures/laws; and</li> <li>c. emergency response.</li> </ul> <p><b>Note:</b> Not all items may be required for all crafts and the degree to which each is taught will depend on time and resources available.</p>	Participation	Weekend	<p>A1-010</p> <p>A1-015 (Lesson 6.3)</p> <p>A1-016 (pp. 4-1 and 4-23 to 4-26)</p> <p>A1-015 (Lesson 4.1.2)</p>
TP5	<p>Supervise the cadets' participation in vessel operation exercises, to include:</p> <ul style="list-style-type: none"> <li>a. general operation;</li> <li>b. helming skills;</li> <li>c. crewing; and</li> <li>d. emergency response.</li> </ul> <p><b>Note:</b> Not all items may be required for all crafts and the degree to which each is taught will depend on time and resources available.</p>	Participation	Weekend	<p>A1-015 (Lesson 6.3)</p> <p>A1-016 (pp. 4-123 and 4-124)</p> <p>A1-015 (Lessons 4.3.4 and 4.3.5)</p>

5. **Teaching Points.** The following teaching points represent the lesson content from para 4, as applied to specific watercraft/vessels:

- a. Whaler:

TP	Description	Method	Time	Ref
TP1	Familiarize cadets with the basic structure of a whaler, to include: <ul style="list-style-type: none"> <li>a. length;</li> <li>b. breadth;</li> <li>c. draught;</li> <li>d. weight; and</li> <li>e. construction.</li> </ul>	Interactive Lecture	Weekend	A1-015 (Lesson 6.1)
TP2	Identify the basic parts and functions of the whaler, to include: <ul style="list-style-type: none"> <li>a. keel box;</li> <li>b. drop keel;</li> <li>c. thwarts;</li> <li>d. towing strongback;</li> <li>e. towing bollard;</li> <li>f. sweeps;</li> <li>g. crutch plate;</li> <li>h. crutch rudder;</li> <li>i. yokes;</li> <li>j. tiller;</li> <li>k. tiller post;</li> <li>l. engine well;</li> <li>m. keel;</li> <li>n. bow;</li> <li>o. stretcher;</li> <li>p. stern; and</li> <li>q. stern sheets.</li> </ul>	Game-playing	Weekend	A1-015 (Lesson 6.1)
TP3	Discuss the number of personnel required to pull a whaler, to include: <ul style="list-style-type: none"> <li>a. bowman;</li> <li>b. second bow;</li> <li>c. midships;</li> <li>d. second stroke; and</li> <li>e. stroke.</li> </ul>	Interactive Lecture	Weekend	A1-015 (Lesson 6.3)
TP4	Explain, demonstrate and have the cadets participate in rigging and de-rigging a whaler for pulling.	Participation	Weekend	

TP	Description	Method	Time	Ref
TP5	Explain commands used while under pull, to include: <ol style="list-style-type: none"> <li>ship your oars;</li> <li>stand by;</li> <li>shove off;</li> <li>give away together;</li> <li>oars;</li> <li>hold water;</li> <li>lay on oars;</li> <li>back together;</li> <li>stroke together;</li> <li>easy all;</li> <li>mind your oars;</li> <li>eyes in the boat;</li> <li>bow;</li> <li>way enough; and</li> <li>boat your oars.</li> </ol>	Discussion	Weekend	A1-015 (Lesson 6.3)
TP6	Supervise cadets under pull while they are acting as crew in the following positions: <ol style="list-style-type: none"> <li>stroke;</li> <li>second stroke;</li> <li>midships;</li> <li>second bow; and</li> <li>bowman.</li> </ol>	Participation	Weekend	A1-015 (Lesson 6.3)

b. Power Boats (less than 6 m and no more than 40 hp):

TP	Description	Method	Time	Ref
TP1	Familiarize cadets with the overall characteristics of the vessel, to include: <ol style="list-style-type: none"> <li>overall length;</li> <li>maximum breadth;</li> <li>capacity;</li> <li>type of engine and power; and</li> <li>fuel mixture.</li> </ol>	Interactive Lecture	Weekend	A1-015
TP2	Give an overview of the parts of the engine and vessel, to include: <ol style="list-style-type: none"> <li>bow line;</li> </ol>	Interactive Lecture	Weekend	A1-015 (Lesson 4.1.2)

TP	Description	Method	Time	Ref
	b. stern line; c. stern plug; d. cleat; e. cockpit; f. capacity plate; g. propeller; h. kill cord; i. exhaust outlet; j. gearshift lever; k. primer bulb; and l. engine cover.			
TP3	Explain and demonstrate how to fuel the gas tank, to include: a. connecting ground cable to spill pan; b. filling engine or gas tank with oil (two stroke vs. four stroke); c. filling fuel tank with gasoline; d. connecting the hose to the tank; e. connecting the hose to the engine; and f. pumping the primer ball.	Demonstration	Weekend	A1-015 (Lesson 4.1.3)
TP4	Explain and demonstrate how to start an engine, to include: a. opening the choke; b. pulling the pullcord; and c. closing the choke.	Demonstration	Weekend	A1-015 (Lesson 4.2.1)
TP5	Supervise the cadets' operation of a power boat as they complete the following tasks: a. slipping; b. docking; c. person overboard exercise; d. stopping distance; and e. figure of eight drill.	Participation	Weekend	A1-015 (Lesson 4)



TP	Description	Method	Time	Ref
	<b>Note:</b> By law, any person helming a vessel is considered the “operator” and is subject to follow the rules and regulations set forth by Transport Canada. This being said, cadets undergoing helming training are to be under direct instructor supervision at all times.			

## c. Minor Vessel:

TP	Description	Method	Time	Ref
TP1	Familiarize cadets with the overall characteristics of the vessel, to include: <ol style="list-style-type: none"> <li>overall length;</li> <li>maximum breadth;</li> <li>draught;</li> <li>gross tonnage;</li> <li>types of engines;</li> <li>RPMs for the engines; and</li> <li>cruising speed.</li> </ol>	Interactive Lecture	Weekend	A1-016 (p. 4-10)
TP2	Conduct a tour of the vessel highlighting the following areas: <ol style="list-style-type: none"> <li>bridge;</li> <li>wheelhouse;</li> <li>forward cabin (if applicable);</li> <li>after cabin (if applicable);</li> <li>engine room;</li> <li>tiller flats (if applicable);</li> <li>main deck;</li> <li>fire extinguishers;</li> <li>fire hoses and nozzles (if applicable);</li> <li>life rafts;</li> <li>Kisbie rings;</li> <li>first aid kit; and</li> <li>boat hook.</li> </ol> <b>Note:</b> Depending on the type of vessel, any other important areas or items shall be highlighted during this activity.	Participation	Weekend	A1-016 (pp. 4-10 and 4-11)

TP	Description	Method	Time	Ref
TP3	Have cadets perform the duties of crew members aboard a minor vessel, to include: <ul style="list-style-type: none"> <li>a. look out; and</li> <li>b. lifebuoy sentry.</li> </ul>	Participation	Weekend	A1-016 (pp. 4-16 and 4-17)
TP4	Supervise cadets as they act as a crew member for the following: <ul style="list-style-type: none"> <li>a. slipping;</li> <li>b. berthing;</li> <li>c. person overboard exercise;</li> <li>d. steering gear breakdown; and</li> <li>e. survival stations.</li> </ul>	Participation	Weekend	
TP5	Have cadets carry out wheelhouse duties, to include: <ul style="list-style-type: none"> <li>a. following helm orders from the Officer of the Watch (OOW); and</li> <li>b. following engine orders from the OOW.</li> </ul>	Participation	Weekend	A1-016 (pp. 4-123 and 4-124)

d. Sail:

TP	Description	Method	Time	Ref
TP1	Supervise cadets' participation in rigging a sailboat, to include: <ul style="list-style-type: none"> <li>a. tying knots;</li> <li>b. securing lines; and</li> <li>c. rigging a sailboat.</li> </ul>	Participation	Weekend	C1-007 (pp. 105 to 107)
TP2	Explain/review the following in regards to on-water safety: <ul style="list-style-type: none"> <li>a. PFD;</li> <li>b. clothing; and</li> <li>c. Ministries Of Transport (MOT) items.</li> </ul>	Participation	Weekend	C1-007 (pp. 105 to 107)
TP3	Supervise cadets' participation in de-rigging a sailboat, to include: <ul style="list-style-type: none"> <li>a. derigging a sailboat;</li> <li>b. folding sails; and</li> <li>c. securing.</li> </ul>	Participation	Weekend	C1-007 (pp. 105 to 107)
TP4	Have cadets demonstrate afloat skills, to include: <ul style="list-style-type: none"> <li>a. self-recovery;</li> </ul>	Participation	Weekend	C1-007 (pp. 105 to 107)

TP	Description	Method	Time	Ref
	b. wind; c. boat handling; and d. boat balance.			

6. **Time.** Weekend.

7. **Substantiation.** The participation method was chosen for this lesson as it best allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

8. **References**

- a. A1-010 A-CR-CCP-030/PT-001 D Cdts 4. (2005). *Water Safety Orders*. Ottawa, ON.
- b. A1-015 A-CR-050-SCO/PH-001 D Cdts. (2005). *Cadets Small Craft Operator's Program (SCOP) Modules 2-7*. Ottawa, ON.
- c. A1-016 A-CR-050-009/PH-001 D Cdts. (2003). *Boatswain Trade Qualification Standard and Plan (QSP)*. Ottawa, ON.
- d. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.

9. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Designated vessel; and
- c. PFDs.

10. **Learning Aids**

- a. Designated vessel; and
- b. PFDs (one per cadet).

11. **Test Details.** Ongoing practical checks will be conducted during the weekend.

12. **Remarks**

- a. There is no instructional guide that corresponds with this lesson specification.
- b. Review the references provided for platform-specific training information.
- c. Refer to EO C124.06 for teaching points more specific to dinghy sailboats.

## EO C122.01 – PARTICIPATE IN A DISCUSSION ON A SMALL CRAFT WEEKEND’S STRUCTURE

1. **Performance.** Participate in a Discussion on a Small Craft Weekend’s Structure.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard.** In accordance with the specified references, the cadet shall participate in a discussion on:
  - a. general platform overview; and
  - b. general small craft weekend structure, to include:
    - (1) weekend schedule; and
    - (2) training site.
4. **Teaching Points.** In accordance with EO M122.01.
5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Interactive Lecture: 25 min
  - c. Total: 30 min
6. **Substantiation.** The participation method was chosen for this lesson as it best allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.
7. **References**
  - a. A1-010 A-CR-CCP-030/PT-001 D Cdts. (2005). *Water Safety Orders*. Ottawa, ON.
  - b. A1-015 A-CR-050-SCO/PH-001 D Cdts. (2005). *Cadets Small Craft Operator’s Program (SCOP) Modules 2-7*. Ottawa, ON.
  - c. A1-016 A-CR-050-009/PH-001 D Cdts. (2003). *Boatswain Trade Qualification Standard and Plan (QSP)*. Ottawa, ON.
  - d. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.
8. **Training Aids**
  - a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
  - b. Markers; and
  - c. Training centre SOPs.

9. **Learning Aids.** N/A.
10. **Test Details.** There is no formal assessment of this EO.
11. **Remarks.** There is no instructional guide for EO C122.01.

## EO C122.02 – PARTICIPATE IN A SMALL CRAFT OPERATIONS WEEKEND

1. **Performance.** Participate in a Small Craft Operations Weekend.
2. **Conditions**
  - a. Given:
    - (1) water craft or vessel;
    - (2) PFD;
    - (3) opportunity to practice;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Sail centre or other appropriate venue with wind strength of 4 to 9 knots (8 to 15 km/h).
3. **Standard.** In accordance with specified references, the cadet shall participate in a small craft operations training weekend using one of the following platforms:
  - a. dinghy sailing;
  - b. whaler pulling/sailing;
  - c. minor vessel/tall ship training; or
  - d. Power boat operation (less than 6 m and no more than a single engine of 40 hp or less).
4. **Teaching Points.** In accordance with EO M122.02.
5. **Time.** Weekend.
6. **Substantiation.** The participation method was chosen for this lesson as it best allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.
7. **References**
  - a. A1-010 A-CR-CCP-030/PT-001 D Cdts. (2005). *Water Safety Orders*. Ottawa, ON.
  - b. A1-015 A-CR-050-SCO/PH-001 D Cdts. (2005). *Cadets Small Craft Operator's Program (SCOP) Modules 2-7*. Ottawa, ON.
  - c. A1-016 A-CR-050-009/PH-001 D Cdts. (2003). *Boatswain Trade Qualification Standard and Plan (QSP)*. Ottawa, ON.
  - d. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.
8. **Training Aids**
  - a. Designated vessel;
  - b. PFDs; and

- c. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.

9. **Learning Aids**

- a. Designated vessel; and
- b. PFDs (one per cadet).

10. **Test Details.** Ongoing practical checks will be conducted during the multi-platform weekend.

11. **Remarks**

- a. There is no instructional guide that corresponds with this lesson specification.
- b. Review the references provided for platform-specific training information.

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**SECTION 12****PO 123 – RESPOND TO BASIC FORMS OF NAVAL COMMUNICATIONS**

1. **Performance.** Respond to Basic Forms of Naval Communications.
2. **Conditions**
  - a. Given:
    - (1) pipes and ship's bell to respond to;
    - (2) access to facilities/equipment as required;
    - (3) references;
    - (4) supervision as required; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard.** In accordance with specified references, the cadet will:
  - a. respond to and use basic naval terminology during the conduct of corps activities, when appropriate;
  - b. recognize the different pipes and respond to them; and
  - c. recognize and respond to the ship's bell.
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material under PO 123 is designed to enhance a cadet's understanding of the traditions of the Canadian Navy through a number of activities:
    - (1) EO C123.01 allows the cadets to convert conventional time into 24-hour time;
    - (2) EO C123.02 allows the cadets to recite the phonetic alphabet; and
    - (3) EO C123.03 allows the cadets to call and answer semaphore messages.
  - b. Complementary training under PO 123 is limited to a total of eight periods conducted during sessions or on a supported day. Units are not required to use all eight periods.

**EO M123.01 – DEFINE BASIC NAVAL TERMINOLOGY**

1. **Performance.** Define Basic Naval Terminology.
2. **Conditions**
  - a. Given:
    - (1) diagrams of ships listing the parts;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with specified references the cadet shall define basic naval terminology and recognize the importance of this terminology as a naval custom.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	<p>Explain why naval terminology is used instead of everyday language during summer and corps training:</p> <ol style="list-style-type: none"> <li>a. one of the most pervasive of naval customs is the use of a special language; and</li> <li>b. to acquaint cadets with some of the more common naval terms and expressions.</li> </ol>	Interactive Lecture	2 min	A1-007 (pp. 9-1 to 9-3 and 9A-1 to 9A-11)
TP2	<p>Conduct a brainstorming activity where the cadets are to list as many naval terms as they can within three minutes. Add any terms the cadets may have missed. Ask the cadets to provide the definitions for as many terms as they can, adding any that they are unable to give. Brainstorming should take no more than 20 minutes.</p> <p>Naval terminology:</p> <ol style="list-style-type: none"> <li>a. gash/gash can – garbage or a garbage can;</li> <li>b. stand easy – a break;</li> <li>c. secure – to close up, put away gear;</li> <li>d. head(s) – toilet(s);</li> <li>e. duty watch – a division that is selected on a rotational basis that is responsible for corps preparation and cleanup;</li> <li>f. out pipes – a pipe indicating the commencement of classes or the end of stand easy;</li> </ol>	Brainstorming/Activity	50 min	A1-007 (pp. 9-1 to 9-3 and 9A-1 to 9A-11)

TP	Description	Method	Time	Ref
	<ul style="list-style-type: none"> <li>g. scran locker – lost and found;</li> <li>h. pipe – sound produced from a boatswain's call. The notes played have a specific meaning/message;</li> <li>i. colours – the ceremony of hoisting the national colours, usually in the morning or at the beginning of the training day;</li> <li>j. liberty boat – when all personnel are dismissed for the day and may go ashore;</li> <li>k. bulkhead – a wall;</li> <li>l. deckhead – the ceiling on a ship;</li> <li>m. deck – a floor;</li> <li>n. ship's company – the complement of a ship (this would include a Sea Cadet corps);</li> <li>o. sunset – the ceremony of lowering the national colours at the end of the training day;</li> <li>p. gangway – any recognized entrance to, or a passageway, or a traffic route within a ship;</li> <li>q. galley – the ship's kitchen;</li> <li>r. boatswain's stores – a storeroom for cleaning gear;</li> <li>s. pipe down – an order meaning to keep quiet;</li> <li>t. kye – a hot chocolate drink;</li> <li>u. coxswain – the senior petty officer on a ship/ most senior cadet position;</li> <li>v. belay – to make fast a rope, or to cancel an order;</li> <li>w. Aye Aye, Sir/Ma'am – order understood and I will obey, an appropriate response to an order from an officer;</li> <li>x. port – left side of the ship;</li> <li>y. starboard – right side of the ship;</li> <li>z. ship's office – administration office;</li> <li>aa. brow – entrance/exit of a ship where personnel must salute as they come aboard or go ashore;</li> <li>ab. logbook – keeps track of the night's routine; and</li> </ul>			

TP	Description	Method	Time	Ref
	<p>ac. quartermaster – at sea, the quartermaster is the master seaman, leading seaman or able seaman who is the helmsman. In harbour, the quartermaster is the senior member of the gangway staff and is responsible for supervising the boatswain's mate and the security of the brow.</p> <p>On completion of the brainstorming activity, select one of the three games outlined in A-CR-CCP-601/PF-001 designed to confirm the cadets' knowledge of naval terminology. Thirty minutes are allotted for the conduct of the game.</p>			

## 5. Time

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 8 min  |
| b. | Interactive Lecture:     | 2 min  |
| c. | Brainstorming/Activity:  | 50 min |
| d. | Total:                   | 60 min |

## 6. Substantiation

- The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

## 7. References

- A1-007 A-CR-CCP-004/PT-002 D Cdts. (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.
- A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts. (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.

## 8. Training Aids

- Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- Markers;
- Tape;
- Paper;
- Jargon Jeopardy cue cards (A-CR-CCP-601/PF-001, Chapter 11, Annex A);
- Large cue cards; and
- Blue and white paper.

9. **Learning Aids**

- a. Jargon Jeopardy game;
- b. Term-inator activity; and
- c. Term Hunt activity.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' comprehension of the material during the activity and end of lesson check.

11. **Remarks**

- a. The following Website was consulted when developing the activities for this lesson: [www.disoverypuzzlemaker.com](http://www.disoverypuzzlemaker.com).
- b. The following Website was consulted when developing this lesson: [www.readyayeready.com/jackstay/index.htm](http://www.readyayeready.com/jackstay/index.htm).
- c. Prepared activities should be used to assist the cadet in learning the terminology in a fun and relaxed manner.

**EO M123.02 – IDENTIFY PIPES AND THE CORRECT RESPONSES**

1. **Performance.** Identify Pipes and the Correct Responses.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: An opportunity to practice the pipes.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with *Royal Canadian Sea Cadets Manual Volume 2*, the cadet shall identify the different pipes and the associated correct responses, to include:
  - a. General Call;
  - b. The Still; and
  - c. Carry On.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Demonstrate the following pipes: a. General Call; b. The Still; and c. Carry On.	Demonstration	6 min	A1-007 (p. 7)
TP2	Explain the purpose of each pipe, to include: a. General Call – the General Call is used to gain the attention of the ship's company before passing an order; b. The Still – The Still is used to pipe all hands to attention as a mark of respect, to order silence on occasions such as rounds, colours and sunset or to stop all work in the vicinity in order to prevent an accident; and c. Carry On – the Carry On is piped after the reason for The Still is completed.	Interactive Lecture	8 min	A1-007 (pp. 9-4 to 9-7)
TP3	Explain the required response to each pipe, to include: a. General Call or Still – When either pipe is heard, cadets should stop what they are doing, adopt the position of attention and listen for orders; and	Interactive Lecture	8 min	A1-007 (pp. 9-4 to 9-7)

TP	Description	Method	Time	Ref
	b. Carry On – The Carry On is piped after the reason for the still is completed, and the cadet may continue with what they were doing before they heard the pipe.			
TP4	Give examples of when these pipes may be used.	Group Discussion	3 min	

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min  |
| b. | Demonstration:           | 6 min  |
| c. | Interactive Lecture:     | 16 min |
| d. | Group Discussion:        | 3 min  |
| e. | Total:                   | 30 min |

6. **Substantiation**

- a. The demonstration method was chosen for TP1 due to the practical nature of piping. This method provides the instructor the opportunity to introduce the subject matter and demonstrate what the pipes sound like. The demonstration method must always be used when the taxonomic level of the material requires a performance of a skill. This method is highly developmentally appropriate for young cadets.
- b. The interactive lecture method was chosen for TP2 and TP3 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- c. The activity in TP3 was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

7. **References.** A1-007 A-CR-CCP-004/PT-002 D Cdts. (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Markers;
- c. TV/VCR;
- d. Piping video, if available; and
- e. Boatswain's Call (one per class for demonstration purposes).

9. **Learning Aids.** N/A.

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' knowledge of the pipes during the end of lesson check.

11. **Remarks**

- a. The instructor should repeat the pipes as necessary until the cadets can identify each pipe without assistance.
- b. Piping Videos are available on the RCSU(P) Regional Website: [http://www.regions.cadets.ca/pac/seacad/resources/pipes\\_e.asp](http://www.regions.cadets.ca/pac/seacad/resources/pipes_e.asp).



**EO M123.03 – RING THE SHIP’S BELL**

1. **Performance.** Ring the Ship’s Bell.
2. **Conditions**
  - a. Given:
    - (1) ship’s bell;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group and ship’s bell.
3. **Standard.** In accordance with the *Admiralty Manual of Seamanship Volume 1*, the cadet shall ring the ship’s bell.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Give a brief history of the ship’s bell, to include: <ol style="list-style-type: none"> <li>a. the ship’s bell bears the name of the ship and the date of her launching;</li> <li>b. unless the ship’s bell is damaged, it remains with the ship until she is sold or broken up, at which point it will either be presented to some public body or offered for sale. Preference will be given to anyone who served in her; and</li> <li>c. the baptism of children on board ship is conducted in the wardroom. The ship’s bell is mounted in a special holder, which is to be draped with the Canadian Naval Jack. The bell is then used as a font for the baptism.</li> </ol>	Interactive Lecture	2 min	C1-003 (pp. 336 and 371) A1-002 (p. 4-4-2)
TP2	Explain and demonstrate how to ring the ship’s bell, to include: <ol style="list-style-type: none"> <li>a. the parts (the bell, bell rope and the clapper);</li> <li>b. the bell is rung with two strokes of the clapper in quick succession, followed by a one second pause between rings; and</li> </ol>	Demonstration	8 min	

TP	Description	Method	Time	Ref
	<p>c. on the hour, the bells are rung in even numbers; on the half hour, the bells are rung in odd numbers, for example:</p> <p>(1) eight bells at 0800;</p> <p>(2) one bell at 0830;</p> <p>(3) two bells at 0900;</p> <p>(4) three bells at 0930;</p> <p>(5) four bells at 1000;</p> <p>(6) five bells at 1030;</p> <p>(7) six bells at 1100;</p> <p>(8) seven bells at 1130; and</p> <p>(9) eight bells at 1200 at which point the cycle repeats itself.</p>			
TP3	<p>Allow cadets to practice ringing the ship's bell.</p> <p><b>Note:</b> The cadets do not need to memorize the number of bells that are rung at specific times, however it would be good practice to tell the cadet "ring four bells, which is 1000".</p>	Demonstration and Performance	15 min	

## 5. Time

- |    |                                |        |
|----|--------------------------------|--------|
| a. | Introduction/Conclusion:       | 5 min  |
| b. | Interactive Lecture:           | 2 min  |
| c. | Demonstration and Performance: | 23 min |
| d. | Total:                         | 30 min |

## 6. Substantiation

- The interactive lecture method was chosen for TP1 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- The demonstration and performance methods were chosen for TP2 and TP3 due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

## 7. References

- A1-001 Veteran Affairs Canada. (2006). Retrieved 24 March 2006, from [www.vac-acc.gc.ca](http://www.vac-acc.gc.ca).
- A1-002 CMS/SO Heritage. (2004). *Manual of Ceremony for HMC Ships, Submarines and Naval Reserve Divisions*. Ottawa, ON.

- c. A1-005 CFB Esquimalt Naval & Military Museum. Retrieved 24 March 2006, from [www.navalandmilitary.ort/resource\\_pages/sailor\\_life/ships\\_bell.html](http://www.navalandmilitary.ort/resource_pages/sailor_life/ships_bell.html).
  - d. C1-003 (ISBN 11-770973-5). (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.
- 8. **Training Aids.** Ship's bell.
  - 9. **Learning Aids.** Ship's bell.
  - 10. **Test Details.** There is no formal assessment of this EO. Cadets' shall each ring the ship's bell during the end of lesson check.
  - 11. **Remarks.** This lesson should be conducted in an area where the cadets can practice ringing the ship's bell and not disturb training being carried out around them.

## EO M123.04 – PARTICIPATE IN A REVIEW OF SHIP'S OPERATIONS

1. **Performance.** Participate in a Review of Ship's Operations.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** The cadets shall participate in review games.
4. **Teaching Points.** Conduct a series of games to review the following ship's operations:
  - a. naval terminology;
  - b. boatswain pipes; and
  - c. the ship's bell.
5. **Time**
  - a. Introduction/Conclusion: 3 min
  - b. Game-playing: 27 min
  - c. Total: 30 min
6. **Substantiation.** The small group activities were selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
7. **References**
  - a. A1-002 CMS/SO Heritage. (2004). *Manual of Ceremony for HMC Ships, Submarines and Naval Reserve Divisions*. Ottawa, ON.
  - b. A1-007 A-CR-CCP-004/PT-002 D Cdts. (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.
  - c. A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts. (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.
  - d. C1-003 (ISBN 11-770973-5). (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.
8. **Training Aids**
  - a. Ship's bell;
  - b. Crossword puzzle (A-CR-CCP-601/PF-001, Chapter 11, Annex C);
  - c. Ship's bell flash cards (A-CR-CCP-601/PF-001, Chapter 11, Annex D);

- d. Naval terminology word search handout (A-CR-CCP-601/PF-001, Chapter 11, Annex E);
- e. Quiz cards (A-CR-CCP-601/PF-001, Chapter 11, Annex F); and
- f. Pencils/pens.

9. **Learning Aids**

- a. Crossword puzzle (A-CR-CCP-601/PF-001, Chapter 11, Annex C);
- b. Ship's bell flash cards (A-CR-CCP-601/PF-001, Chapter 11, Annex D); and
- c. Naval terminology word search handout (A-CR-CCP-601/PF-001, Chapter 11, Annex E).

10. **Test Details.** There is no formal assessment of this EO. This period is for review purposes only.

11. **Remarks.** Games from EO M123.01 through EO M123.03 may also be used if any of the cadets did not get a chance to participate in them.

**EO C123.01 – READ THE 24-HOUR CLOCK**

1. **Performance.** Read the 24-hour Clock.
2. **Conditions**
  - a. Given:
    - (1) diagram of 24-hour clock;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with the *Royal Canadian Sea Cadet Manual*, the cadet shall:
  - a. read the 24-hour clock; and
  - b. convert conventional time into 24-hour time.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe why the 24-hour clock is used, to include: <ol style="list-style-type: none"> <li>a. Sea Cadet corps use watches and times based on the traditional system in use today by the Canadian Navy; and</li> <li>b. the 24-hour clock provides distinction between the watches and eliminates the use of “a.m.” and “p.m.”</li> </ol>	Interactive Lecture	2 min	A1-008 (p. 25)
TP2	Describe how the 24-hour clock works, in that it uses the numbers 0 – 24: <ol style="list-style-type: none"> <li>a. 0000 – 12:00 a.m.;</li> <li>b. 0100 – 1:00 a.m.;</li> <li>c. 0200 – 2:00 a.m.;</li> <li>d. 0300 – 3:00 a.m.;</li> <li>e. 0400 – 4:00 a.m.;</li> <li>f. 0500 – 5:00 a.m.;</li> <li>g. 0600 – 6:00 a.m.;</li> <li>h. 0700 – 7:00 a.m.;</li> <li>i. 0800 – 8:00 a.m.;</li> <li>j. 0900 – 9:00 a.m.;</li> <li>k. 1000 – 10:00 a.m.;</li> </ol>	Interactive Lecture	5 min	A1-008 (p. 25)

TP	Description	Method	Time	Ref
	l. 1100 – 11:00 a.m.; m. 1200 – 12:00 p.m.; n. 1300 – 1:00 p.m.; o. 1400 – 2:00 p.m.; p. 1500 – 3:00 p.m.; q. 1600 – 4:00 p.m.; r. 1700 – 5:00 p.m.; s. 1800 – 6:00 p.m.; t. 1900 – 7:00 p.m.; u. 2000 – 8:00 p.m.; v. 2100 – 9:00 p.m.; w. 2200 – 10:00 p.m.; and x. 2300 – 11:00 p.m.			
TP3	Demonstrate and have cadets practice converting conventional time into 24-hour time.  <b>Note:</b> Allow the cadets time to practice converting until they become proficient.	Demonstration and Performance/Activity	18 min	

## 5. Time

- |    |   |        |
|----|---|--------|
| a. | Introduction/Conclusion:                | 5 min  |
| b. | Interactive Lecture:                    | 7 min  |
| c. | Demonstration and Performance/Activity: | 18 min |
| d. | Total:                                  | 30 min |

## 6. Substantiation

- The interactive lecture method was chosen for TP1 and TP2 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- The demonstration and performance methods were chosen for TP3 due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.
- The activity was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

## 7. References. A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts. (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Markers;
- c. Picture of the 24-hour clock (A-CR-CCP-601/PF-001, Chapter 11, Annex G); and
- d. Time cards (A-CR-CCP-601/PF-001, Chapter 11, Annex H).

9. **Learning Aids**

- a. Picture of the 24-hour clock (A-CR-CCP-601/PF-001, Chapter 11, Annex G); and
- b. Time cards to be used for Time for a Challenge activity and Time to Remember activity (A-CR-CCP-601/PF-001, Chapter 11, Annex H).

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' ability to convert conventional time into 24-hour time during the end of lesson check.

11. **Remarks.** The following Website was consulted when developing this lesson: <http://www.shoplet.com/office/images/CSET8497.jpg>.



**EO C123.02 – RECITE THE PHONETIC ALPHABET**

1. **Performance.** Recite the Phonetic Alphabet.
2. **Conditions**
  - a. Given:
    - (1) handout of the phonetic alphabet;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with the *Royal Canadian Sea Cadet Manual*, the cadet shall recite the phonetic alphabet.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss the use of the phonetic alphabet, to include that it is used internationally by marine communities, aircraft, amateur radio operators and the military for communication purposes.	Interactive Lecture	4 min	
TP2	Review the phonetic alphabet.	Demonstration and Performance	20 min	A1-008 (p. 252)
TP3	Conduct a series of activities that allow the cadets to practice reciting the alphabet with little or no assistance.	Activity	30 min	

5. **Time**
  - a. Introduction/Conclusion: 6 min
  - b. Interactive Lecture: 4 min
  - c. Demonstration and Performance: 20 min
  - d. Activity: 30 min
  - e. Total: 60 min

6. **Substantiation**

- a. The demonstration and performance methods were chosen due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

- b. The individual activities were selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

7. **References**

- a. A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts. (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.
- b. C1-014 National Aeronautics and Space Administration. Retrieved 21 April 2006, from <http://www.grc.nasa.gov/WWW/MAEL/ag/phonetic.htm>.

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Markers;
- c. Pens or pencils;
- d. Picture depicting phonetic alphabet (A-CR-CCP-601/PF-001, Chapter 11, Annex I);
- e. Phonetic alphabet crossword puzzle (A-CR-CCP-601/PF-001, Chapter 11, Annex J);
- f. Phonetic alphabet word search (A-CR-CCP-601/PF-001, Chapter 11, Annex K); and
- g. Phonetic alphabet memory cards (A-CR-CCP-601/PF-001, Chapter 11, Annex L).

9. **Learning Aids**

- a. Phonetic alphabet crossword puzzle (A-CR-CCP-601/PF-001, Chapter 11, Annex J);
- b. Phonetic alphabet word search (A-CR-CCP-601/PF-001, Chapter 11, Annex K); and
- c. Phonetic alphabet memory cards (A-CR-CCP-601/PF-001, Chapter 11, Annex L).

10. **Test Details.** There is no formal assessment of this EO. Instructors will confirm the cadets' knowledge of the alphabet during the end of lesson check.

11. **Remarks.** The following Website was consulted when developing this lesson: [www.boatingandmarineinfo.org/alpha.html](http://www.boatingandmarineinfo.org/alpha.html).

**EO C123.03 – PARTICIPATE IN A SEMAPHORE EXERCISE**

1. **Performance.** Participate in a Semaphore Exercise.
2. **Conditions**
  - a. Given:
    - (1) handout of semaphore code;
    - (2) paper supplies to create sets of semaphore flags;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with specified references the cadet shall participate in a semaphore exercise, where they will:
  - a. create semaphore flags;
  - b. practice using semaphore code; and
  - c. call and answer semaphore messages.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Define semaphore, to include: <ol style="list-style-type: none"> <li>a. it is a form of visual signalling and only used during daylight;</li> <li>b. the different semaphore signs are made by moving one or two hand flags;</li> <li>c. it is useful in communicating at short distances between ships; and</li> <li>d. it is rarely used today by Canada's Navy.</li> </ol>	Interactive Lecture	4 min	A1-008 (p. 264)
TP2	Demonstrate and have the cadets create semaphore flags by: <ol style="list-style-type: none"> <li>a. cutting out squares of paper;</li> <li>b. drawing the pattern of the flag; and</li> <li>c. if markers are available, adding colour.</li> </ol>	Demonstration and Performance/Activity	30 min	
TP3	Demonstrate semaphore code.	Demonstration	8 min	C1-003 (pp. 349, 357 and 359)

TP	Description	Method	Time	Ref
TP4	Conduct an activity to allow cadets to practice semaphore. Split the code into the following sections: a. alpha – golf; b. hotel – november; c. oscar – sierra; d. tango – victor; e. whiskey – zulu; and f. direction sign, error sign, break sign and numeral sign.	Demonstration and Performance	60 min	C1-003 (pp. 349, 357 and 359)
TP5	Demonstrate and have cadets practice calling and answering semaphore messages.	Demonstration and Performance	30 min	

## 5. Time

- |    |                                |         |
|----|--------------------------------|---------|
| a. | Introduction/Conclusion:       | 18 min  |
| b. | Interactive Lecture:           | 4 min   |
| c. | Demonstration and Performance: | 128 min |
| d. | Total:                         | 150 min |

6. **Substantiation.** The demonstration and performance methods were chosen due to the practical nature of the subject matter. These methods provide the instructor the opportunity to introduce the subject matter, demonstrate procedures and observe the cadets practicing and performing the skill. The demonstration and performance methods must always be used when the taxonomic level of the material requires a performance of a skill. These methods are highly developmentally appropriate for young cadets.

## 7. References

- A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts. (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.
- C1-003 (ISBN 11-770973-5). (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

## 8. Training Aids

- Flag diagram (A-CR-CCP-601/PF-001, Chapter 11, Annex M);
- Diagram of semaphore code (A-CR-CCP-601/PF-001, Chapter 11, Annex N);
- Scissors; and
- Pencil crayons or markers.

## 9. Learning Aids

- Flag diagram (A-CR-CCP-601/PF-001, Chapter 11, Annex M);
- Diagram of semaphore code (A-CR-CCP-601/PF-001, Chapter 11, Annex N);

- c. Paper;
  - d. Scissors; and
  - e. Pencil crayons or markers for colouring the flags.
10. **Test Details.** There is no formal assessment of this EO. The cadets only need to participate in a semaphore exercise.
11. **Remarks**
- a. It is suggested (but not necessary) that the phonetic alphabet be taught before semaphore. Cadets can work in pairs and practice signalling to each other.
  - b. The following Websites were consulted when developing this lesson:
    - (1) [www.navy.gc.ca/mspa\\_youth /youth\\_sc\\_intro\\_e.asp](http://www.navy.gc.ca/mspa_youth /youth_sc_intro_e.asp);
    - (2) [www.anbg.gov.au/images/flags/misc/semaphore.gif](http://www.anbg.gov.au/images/flags/misc/semaphore.gif); and
    - (3) [www.navy.forces.gc.ca/mspa\\_youth\\_sc\\_sema2\\_e.asp](http://www.navy.forces.gc.ca/mspa_youth_sc_sema2_e.asp).

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### SECTION 13

#### PO 124 – SAIL A SAILBOAT IN ACCORDANCE WITH THE CANADIAN YACHTING ASSOCIATION WHITE SAIL LEVEL I

1. **Performance.** Sail a Sailboat in Accordance With the Canadian Yachting Association White Sail Level I.
2. **Conditions**
  - a. Given:
    - (1) Canadian Yachting Association (CYA) White Sail Level I Checklist;
    - (2) mainsail and/or jib sail;
    - (3) sailboat;
    - (4) rudder;
    - (5) sheets;
    - (6) opportunity to rig/de-rig a sailboat;
    - (7) access to sailboat diagram and/or model;
    - (8) PFD;
    - (9) helmet;
    - (10) opportunity to sail a sailboat;
    - (11) access to facilities/equipment as required;
    - (12) references;
    - (13) supervision as required; and
    - (14) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Sail centre with wind strength of 4 to 9 knots (8 to 15 km/h).
3. **Standard.** In accordance with the Canadian Yachting Association the cadet will:
  - a. demonstrate knowledge of the skills required to obtain CYA White Sail Level I and the general sail weekend structure;
  - b. wear the required safety equipment;
  - c. wear the appropriate personal clothing based on the various weather conditions, to include:
    - (1) hot day;
    - (2) rainy day; and
    - (3) cold day;

- d. determine wind direction, using the appropriate combination of the following methods:
    - (1) smoke;
    - (2) small trees;
    - (3) tall grass;
    - (4) wind socks;
    - (5) flags;
    - (6) small ripples;
    - (7) low altitude clouds; and
    - (8) moored boats;
  - e. right a capsized sailboat; and
  - f. sail a sailboat to achieve CYA White Sail Level I.
4. **Remarks.** Some cadets, dependent upon the sail centre, may be able to sail a sailboat to achieve CYA White Sail Level II.



**EO C124.01 – PARTICIPATE IN A DISCUSSION ON A SAIL WEEKEND’S STRUCTURE**

1. **Performance.** Participate in a Discussion on a Sail Weekend’s Structure.
2. **Conditions**
  - a. Given:
    - (1) CYA White Sail Level I Checklist;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable indoor classroom facilities/outdoor training area large enough to accommodate entire group.
3. **Standard.** In accordance with the specified references, the cadet shall participate in a discussion on:
  - a. skills required to obtain CYA White Sail Level I; and
  - b. general sail weekend structure, to include:
    - (1) sail weekend schedule; and
    - (2) sail centre Standard Operating Procedures (SOPs).

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Review the skills found in the CYA White Sail Level I checklist, to include: <ol style="list-style-type: none"> <li>a. rigging – knots, lines, rigging a sailboat;</li> <li>b. safety – PFD, clothing, MOT/DOT items;</li> <li>c. de-rigging – de-rig a sailboat, fold sails, securing; and</li> <li>d. afloat skills – self-recovery, wind, sailboat handling, sailboat balance.</li> </ol>	Interactive Lecture	15 min	C1-007 (pp. 105 to 107) C1-008 (Retrieved 3 April 2006)
TP2	Review the sail centre SOPs highlighting: <ol style="list-style-type: none"> <li>a. location;</li> <li>b. basic rules; and</li> <li>c. weekend expectations (weather, capsizing, food, etc.).</li> </ol>	Interactive Lecture	5 min	Local Sail Centre SOPs
TP3	Give an overview of the sail weekend schedule, to include: <ol style="list-style-type: none"> <li>a. timings (pick-up and drop off); and</li> <li>b. daily routine.</li> </ol>	Interactive Lecture	5 min	

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min  |
| b. | Interactive Lecture:     | 25 min |
| c. | Total:                   | 30 min |

6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

7. **References**

- a. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.
- b. C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail Level I Practical Checklist*. Retrieved 3 April 2006, from [www.sailing.ca/cbet/content/WIChecklist.doc](http://www.sailing.ca/cbet/content/WIChecklist.doc).

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Markers;
- c. CYA Sail Level I checklist; and
- d. Local sail centre SOPs.

9. **Learning Aids.** Handout – CYA White Sail Level I checklist (one per cadet).

10. **Test Details.** There is no formal assessment of this EO.

11. **Remarks**

- a. The checklists can be found on the CYA Website, [www.sailing.ca/cbet/content/WIChecklist.doc](http://www.sailing.ca/cbet/content/WIChecklist.doc).
- b. Corps should contact their local sail centre to obtain a copy of the centre's SOPs.

**EO C124.02 – IDENTIFY THE PROPER CLOTHING TO BE WORN DURING SAIL ACTIVITIES**

1. **Performance.** Identify the Proper Clothing To Be Worn During Sail Activities.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable indoor classroom facilities/outdoor training area large enough to accommodate entire group.
3. **Standard.** In accordance with the specified references the cadet shall:
  - a. identify the safety equipment required to be worn; and
  - b. identify personal clothing that can be worn based on various weather conditions, to include:
    - (1) hot day;
    - (2) rainy day; and
    - (3) cold day.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the importance of protecting oneself from the elements, to include: <ol style="list-style-type: none"> <li>a. sun protection; and</li> <li>b. hypothermia.</li> </ol>	Interactive Lecture	3 min	C1-007 (pp. 24 and 25) C0-027 (Retrieved 25 April 2006)
TP2	Explain the general clothing to be worn during all sailing activities, to include: <ol style="list-style-type: none"> <li>a. footwear;</li> <li>b. a helmet; and</li> <li>c. a PFD (selecting, wearing, caring for).</li> </ol>	Interactive Lecture/ Brainstorming	7 min	C1-007 (pp. 24 and 25) A1-010 (Chapter 1, para 17) C1-009 (Retrieved 4 April 2006) C0-027 (Retrieved 25 April 2006)
TP3	Explain the clothing to be worn on sunny, cold and rainy days, to include:	Interactive Lecture/ Brainstorming	15 min	C1-007 (pp. 24 and 25)

TP	Description	Method	Time	Ref
	a. sunny day: (1) PFD; (2) shoes; (3) light clothing; (4) sunglasses; (5) hat; and (6) sunscreen; b. rainy day: (1) PFD; (2) boots; (3) raincoat; (4) hat; (5) sunscreen; and (6) wetsuit/drysuit; and c. cold day: (1) PFD; (2) layered clothing; (3) warm boots; (4) warm hat; (5) sunscreen; and (6) wetsuit/drysuit.			

## 5. Time

a.	Introduction/Conclusion:	3 min
b.	Interactive Lecture/Brainstorming:	27 min
c.	Total:	30 min

6. **Substantiation.** The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

## 7. References

- a. A1-010 A-CR-CCP-030/PT-001 D Cdts. (2005). *Water Safety Orders*. Ottawa, ON.
- b. C0-027 Canadian Red Cross (1999-2006). *PFD Checklist*. Retrieved 25 April 2006, from <http://www.redcross.ca/article.asp?id=001039&tid=024>.
- c. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.
- d. C1-009 Canadian Dermatology Association. *Facts About Sun Exposure: Prevention*. Retrieved 4 April 2006, from [http://www.dermatology.ca/sun/facts\\_e.html](http://www.dermatology.ca/sun/facts_e.html).

8. **Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Markers;
- c. Cadet PFD;
- d. Helmet;
- e. Clothing cards (A-CR-CCP-601/PF-001, Chapter 12, Annex A);
- f. Container for cards;
- g. Various items of clothing (one set per class); and
- h. Tape.

9. **Learning Aids**

- a. Various types of clothing; and
- b. Clothing cards (A-CR-CCP-601/PF-001, Chapter 12, Annex A).

10. **Test Details.** There is no formal assessment of this EO. Cadets will be required to dress properly during the sail weekend (instructor to advise/correct as necessary).

11. **Remarks.** The following Website was consulted when developing this lesson: <http://www.redcross.ca/article.asp?id=002560&tid=014>.

**EO C124.03 – IDENTIFY DIFFERENT WAYS OF DETERMINING WIND DIRECTION**

1. **Performance.** Identify Different Ways of Determining Wind Direction.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable indoor classroom facilities/outdoor training area large enough to accommodate entire group.
3. **Standard.** In accordance with the *Basic Sailing Skills* reference, the cadet shall identify the methods of determining wind direction, to include:
  - a. smoke;
  - b. small trees;
  - c. tall grass;
  - d. wind socks;
  - e. flags;
  - f. small ripples;
  - g. low altitude clouds; and
  - h. moored boats.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	<p>Discuss the need to determine wind direction prior to and during sailing activities, to include:</p> <ol style="list-style-type: none"> <li>a. sail trim – sail trim is determined by the angle the boat sails to the direction of the wind;</li> <li>b. location of head to wind – head is located in the direction the wind is coming;</li> <li>c. leaving jetty – in order to properly depart from a jetty, cadets must know where the wind is coming from;</li> <li>d. returning to jetty – in order to properly return to a jetty, cadets must know where the wind is coming from; and</li> <li>e. safety – used during capsize procedure.</li> </ol>	Interactive Lecture	3 min	C1-007 (pp. 28 and 29)

TP	Description	Method	Time	Ref
TP2	Discuss common methods of determining wind direction, to include: a. smoke; b. small trees; c. tall grass; d. wind socks; e. flags; f. small ripples; g. moored boat; h. low altitude clouds; and i. weather vanes.	Interactive Lecture/ Brainstorming	16 min	C1-007 (pp. 28 and 29)
TP3	Explain ineffective methods of determining wind direction, to include: a. wet finger in the air; b. larger waves – due to possible currents in other directions; c. mast head fly; d. tell tales; and e. higher altitude clouds.	Interactive Lecture	6 min	

#### 5. Time

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min  |
| b. | Interactive Lecture:     | 9 min  |
| c. | Brainstorming:           | 16 min |
| d. | Total:                   | 30 min |

#### 6. Substantiation

- The interactive lecture method was chosen as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- The small group activity at the end of lesson confirmation was selected to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.

#### 7. References. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.

#### 8. Training Aids

- Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- Markers;

- c. Memory cards (A-CR-CCP-601/PF-001, Chapter 12, Annex B);
  - d. Table; and
  - e. Sailboat diagram.
9. **Learning Aids.** Memory cards of wind indicators (A-CR-CCP-601/PF-001, Chapter 12, Annex B).
10. **Test Details.** Cadets will demonstrate their understanding of wind indicators during their sail weekend training. This will be easily monitored once cadets have the opportunity to sail a sailboat.
11. **Remarks.** This lesson should be presented in an outdoor setting whenever possible. Instructors should try to highlight those methods that are noticeable/present at the cadets' local sail centre.



**EO C124.04 – IDENTIFY BASIC SAILBOAT PARTS AND FUNCTIONS**

1. **Performance.** Identify Basic Sailboat Parts and Functions.
2. **Conditions**
  - a. Given:
    - (1) access to sailboat diagram and/or model;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable indoor classroom facilities/outdoor training area large enough to accommodate entire group.
3. **Standard.** In accordance with the *Basic Sailing Skills* reference, the cadets shall identify basic sailboat parts and describe their functions.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Introduce cadets to the basic parts of the sailboat, to include: <ol style="list-style-type: none"> <li>a. hull;</li> <li>b. bow;</li> <li>c. stern;</li> <li>d. mainsail;</li> <li>e. jib sail;</li> <li>f. sheets;</li> <li>g. mast;</li> <li>h. boom</li> <li>i. rudder;</li> <li>j. tiller (extension);</li> <li>k. centreboard; and</li> <li>l. halyards.</li> </ol>	Activity	13 min	C1-007 (pp. 17 and 18) C1-012 (Retrieved 5 April 2006)
TP2	Introduce cadets to the functions of the basic parts of the sailboat, to include: <ol style="list-style-type: none"> <li>a. hull – main body of the boat;</li> <li>b. bow – forward section of the hull;</li> <li>c. stern – aft section of the hull;</li> <li>d. mainsail – largest sail used to power the sailboat;</li> <li>e. jib sail – smaller sail used to power the sailboat;</li> </ol>	Interactive Lecture	12 min	C1-007 (pp. 17 and 18) C1-012 (Retrieved 5 April 2006)

TP	Description	Method	Time	Ref
	f. sheets – lines used to control the sails; g. mast – vertical spar used to support the sails; h. booms – horizontal spar used to support the bottom of the mainsail; i. rudder – blade used to steer the sailboat; j. tiller (extension) – handle used to control the rudder (extension added for ease of use); k. centreboard – blade that projects through bottom of hull used for boat stability; and l. halyards – lines used to hoist and lower the sails.			

## 5. Time

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min  |
| b. | Game-playing:            | 13 min |
| c. | Interactive Lecture:     | 12 min |
| d. | Total:                   | 30 min |

## 6. Substantiation

- The small group activity was selected for TP1 to allow for maximum participation in the learning process. It is an interactive way to illustrate and substantiate the lesson material in a concrete manner.
- The interactive lecture method was chosen for TP2 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.

## 7. References

- C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.
- C1-012 Boat Talk. (1998-2002). Retrieved 5 April 2006, from <http://www.boattalk.com/images/sailboatparts/parts.gif>.

## 8. Training Aids

- Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- Markers;
- Sailboat diagram (A-CR-CCP-601/PF-001, Chapter 12, Annex C);
- Blank sailboat diagram (A-CR-CCP-601/PF-001, Chapter 12, Annex D);
- Tape;
- Sailboat parts and functions activity (A-CR-CCP-601/PF-001, Chapter 12, Annex E); and

- g. Sailboat model.

9. **Learning Aids**

- a. Handout of a sailboat diagram (A-CR-CCP-601/PF-001, Chapter 12, Annex C);
- b. Sailboat parts diagrams and functions (A-CR-CCP-601/PF-001, Chapter 12, Annex E); and
- c. Blank sailboat diagram (A-CR-CCP-601/PF-001, Chapter 12, Annex D) and/or model.

10. **Test Details.** There is no formal assessment of this EO. Cadets should be introduced to this material at the corps and have it confirmed during a mandatory sail weekend.

11. **Remarks.** The following Website was consulted when developing this lesson: <http://www.boattalk.com/images/sailboatparts/parts.gif>.

**EO C124.05 – RIGHT A CAPSIZED SAILBOAT**

1. **Performance.** Right a Capsized Sailboat.
2. **Conditions**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental:
    - (1) in-house: suitable classroom facilities to accommodate entire group; and
    - (2) practical application: sail centre with wind strength of 4 to 9 knots (8 to 15 km/h).
3. **Standard.** In accordance with the *Basic Sailing Skills* reference the cadet shall, as a member of a crew, right a capsized sailboat by:
  - a. checking themselves;
  - b. checking their crew;
  - c. release any cleated sheets;
  - d. manoeuvring to the bow (if the skipper, manoeuvring to the centreboard);
  - e. swimming the bow into head to wind (irons);
  - f. if the skipper:
    - (1) climbing on the centreboard;
    - (2) holding gunnels and leaning back until the sailboat is in the upright position; and
    - (3) manoeuvring to stern and climbing in;
  - g. if a crew member, manoeuvring to stern and climbing in; and
  - h. bailing the water and continuing sailing.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Familiarize cadets with capsizing/turtling, to include: <ol style="list-style-type: none"> <li>a. capsizing is very common and is a part of sailing;</li> <li>b. safety boats are always on hand;</li> <li>c. capsize – sailboat is on its side and sails are horizontal to the water; and</li> <li>d. turtle – sailboat is upside down.</li> </ol>	Interactive Lecture	3 min	C1-007 (pp. 90 to 93)

TP	Description	Method	Time	Ref
TP2	Discuss safety concerns, to include: a. not panicking; b. staying with the sailboat; c. using the “hand over hand” technique when manoeuvring around the sailboat; d. using a PFD to keep afloat; and e. communicating.	Interactive Lecture	3 min	
TP3	Familiarize cadets with the steps of the capsize procedure, as follows: a. check yourself; b. check your crew; c. release any cleated sheets; d. crew manoeuvres to the bow; e. skipper manoeuvres to the centreboard; f. crew swims bow into head to wind (irons); g. skipper climbs on centreboard; h. skipper holds gunnels and leans back until sailboat is in the upright position; i. skipper manoeuvres to stern and climbs in; j. crew manoeuvres to stern and climbs in; and k. bail the water and continue sailing.	Interactive Lecture/Role-play	19 min	C1-007 (pp. 90 to 93)

## 5. Time

a.	Introduction/Conclusion:	5 min
b.	Interactive Lecture:	6 min
c.	Role-play:	19 min
d.	Total:	30 min

## 6. Substantiation

- The interactive lecture method was chosen for TP1 and TP2 as it allows the instructor to make a semi-formal presentation of the material where the cadets can participate by asking or responding to questions and commenting on the material. For this lesson, this method is most effective as it matches well the taxonomic level of the material and is age-appropriate by virtue of its participatory nature.
- The role-play method was chosen for TP3, as it allows the cadets an opportunity to practice responses to various situations that are similar to what they will encounter in future cadet training.

## 7. References. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.

**8. Training Aids**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training areas;
- b. Markers;
- c. Picture or OHP transparency of a capsized sailboat;
- d. Sailboat;
- e. PFD;
- f. Helmet;
- g. Picture of capsized sailboat (A-CR-CCP-601/PF-001, Chapter 12, Annex F);
- h. Picture of capsize procedure (A-CR-CCP-601/PF-001, Chapter 12, Annex G); and
- i. Capsize cards (A-CR-CCP-601/PF-001, Chapter 12, Annex H).

**9. Learning Aids**

- a. Sailboat;
- b. Helmet; and
- c. PFD.

10. **Test Details.** All cadets are required to right a capsized sailboat during their CYA White Sail Level I training.

**11. Remarks**

- a. This capsize procedure will be practiced during the sail weekend.
- b. Turtling a sailboat and the steps for righting it will be completed during CYA White Sail Level II training; however, cadets should be introduced to the difference between capsizing and turtling as it could happen during their sail weekend.

## EO C124.06 – SAIL A SAILBOAT TO THE CANADIAN YACHTING ASSOCIATION WHITE SAIL LEVEL I STANDARD

1. **Performance.** Sail a Sailboat to the Canadian Yachting Association White Sail Level I Standard.
2. **Conditions**
  - a. Given:
    - (1) sailboats;
    - (2) PFD (one per cadet);
    - (3) helmet (one per cadet);
    - (4) CYA White Sail level I Check sheets;
    - (5) supervision; and
    - (6) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Sail centre with wind strength of 4 to 9 knots (8 to 15 km/h).
3. **Standard.** In accordance with the CYA White Sail Level I check sheets the cadet shall sail a sailboat to achieve White Sail Level I.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Demonstrate and have the cadets participate in rigging a sailboat, to include: <ol style="list-style-type: none"> <li>a. tying knots (reef knot, figure of eight knot, round turn and two half hitches, and bowline);</li> <li>b. coiling and securing lines; and</li> <li>c. rigging a sailboat to include:               <ol style="list-style-type: none"> <li>(1) attaching sails;</li> <li>(2) attaching rigging;</li> <li>(3) attaching sheets;</li> <li>(4) attaching the boom vang;</li> <li>(5) attaching halyards;</li> <li>(6) fitting battens;</li> <li>(7) attaching the rudder and tiller;</li> <li>(8) attaching the daggerboard; and</li> <li>(9) securing all essential gear for sailing.</li> </ol> </li> </ol>	Participation	Weekend	C1-007 (pp. 105 to 107) C1-008 (Retrieved 3 April 2006)

TP	Description	Method	Time	Ref
TP2	Describe, and ensure cadets observe, safety rules related to: a. PFDs; b. the clothing to be worn during sailing activities (hot day, rainy day and cold day); and c. MOT items (paddles, PFDs, flashlight, etc.).	Participation	Weekend	C1-007 (pp. 105 to 107) C1-008 (Retrieved 3 April 2006)
TP3	Cadets will participate in: a. de-rigging a sailboat, to include: (1) lowering the mainsail and jib sail; (2) untying the halyards from the mainsail and jib sail; (3) removing the mainsail from the boom; (4) removing the jib sail from the bow; (5) untying sheets; and (6) securing lines; b. folding sails, to include: (1) removing sails from the sailboat; (2) folding the mainsail using the accordion method; (3) folding the jib sail using the accordion method; and (4) placing sails in a sail bag; and c. securing, to include: (1) removing all equipment from the hull; and (2) returning equipment to storage area.	Participation	Weekend	C1-007 (pp. 105 to 107) C1-008 (Retrieved 3 April 2006)



TP	Description	Method	Time	Ref
TP4	<p>Cadets will demonstrate afloat skills, to include:</p> <ul style="list-style-type: none"> <li>a. self-recovery, to include: <ul style="list-style-type: none"> <li>(1) avoiding turtling;</li> <li>(2) checking the crew;</li> <li>(3) maintaining a grasp of the sailboat;</li> <li>(4) crew swims to bow;</li> <li>(5) skipper swims to daggerboard/centreboard;</li> <li>(6) sailboat is kept head to wind;</li> <li>(7) righting sailboat under control;</li> <li>(8) quick entry over transom area;</li> <li>(9) bailing sailboat; and</li> <li>(10) recovering paddles and bailer;</li> </ul> </li> <li>b. identifying wind direction;</li> <li>c. performing basic sailboat handling skills;</li> <li>d. maintaining sailboat balance; and</li> <li>e. getting in and out of a sailboat.</li> </ul>	Participation	Weekend	<p>C1-007 (pp. 105 to 107)</p> <p>C1-008 (Retrieved 3 April 2006)</p>

5. **Time.** Weekend.

6. **Substantiation.** The participation method was chosen for this lesson as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.

7. **References**

- a. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.
- b. C1-008 Canadian Yachting Association. (2003). *Canadian Yachting Association White Sail Level I Practical Checklist*. Retrieved 3 April 2006, from [www.sailing.ca/cbet/content/WIChecklist.doc](http://www.sailing.ca/cbet/content/WIChecklist.doc).

8. **Training Aids**

- a. Sailboat;
- b. CYA Sail Level I checklist;
- c. PFD (one per cadet); and
- d. Helmet (one per cadet).

9. **Learning Aids**

- a. Sailboat (one per two cadets);
- b. PFD (one per cadet);

- c. CYA Sail Level I checklist; and
  - d. Helmet (one per cadet).
- 10. **Test Details.** Cadets will be assessed on these skills during a mandatory sail weekend.
- 11. **Remarks**
  - a. The checklists can be found on the CYA Website, [www.sailing.ca/cbet/content/WIIChecklist.doc](http://www.sailing.ca/cbet/content/WIIChecklist.doc).
  - b. There is no instructional guide that corresponds with this lesson specification.

## EO C124.07 – SAIL A SAILBOAT TO THE CANADIAN YACHTING ASSOCIATION WHITE SAIL LEVEL II STANDARD

1. **Performance.** Sail a Sailboat to the Canadian Yachting Association White Sail Level II Standard.
2. **Conditions**
  - a. Given:
    - (1) sailboats;
    - (2) PFD;
    - (3) helmet;
    - (4) CYA White Sail Level II checklist;
    - (5) supervision; and
    - (6) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Sail centre with wind strength of 4 to 9 knots (8 to 15 km/h).
3. **Standard.** In accordance with the CYA White Sail Level II standard, the cadet shall sail a sailboat to achieve CYA White Sail Level II.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	<p>Cadets will demonstrate ashore skills, to include:</p> <ol style="list-style-type: none"> <li>a. identifying the parts of the hull, to include:               <ol style="list-style-type: none"> <li>(1) hull;</li> <li>(2) bow;</li> <li>(3) stern;</li> <li>(4) transom;</li> <li>(5) fairlead;</li> <li>(6) rudder;</li> <li>(7) daggerboard;</li> <li>(8) tiller;</li> <li>(9) tiller extension;</li> <li>(10) auto bailer;</li> <li>(11) painter; and</li> <li>(12) hiking strap;</li> </ol> </li> <li>b. utilizing rigging items, to include:               <ol style="list-style-type: none"> <li>(1) mast;</li> <li>(2) boom;</li> </ol> </li> </ol>	Participation	Weekend	C1-007 (pp. 108 and 109)  C1-008 (Retrieved 3 April 2006)

TP	Description	Method	Time	Ref
	<ul style="list-style-type: none"> <li>(3) block;</li> <li>(4) shackle;</li> <li>(5) cleat;</li> <li>(6) shroud;</li> <li>(7) boomvang;</li> <li>(8) traveller/bridle;</li> <li>(9) spreader;</li> <li>(10) forestay; and</li> <li>(11) gooseneck;</li> <li>c. rigging sails, to include:               <ul style="list-style-type: none"> <li>(1) mainsail;</li> <li>(2) jib sail;</li> <li>(3) mainsheet;</li> <li>(4) jib sheet;</li> <li>(5) main halyard; and</li> <li>(6) jib halyard; and</li> </ul> </li> <li>d. tying knots (rolling hitch and sheet bend).</li> </ul>			
TP2	<p>Cadets will demonstrate afloat skills, to include:</p> <ul style="list-style-type: none"> <li>a. leaving the dock;</li> <li>b. returning to the dock;</li> <li>c. performing helming skills;</li> <li>d. performing crewing skills, to include:               <ul style="list-style-type: none"> <li>(1) beating;</li> <li>(2) running;</li> <li>(3) tacking;</li> <li>(4) gybing;</li> <li>(5) stopping;</li> <li>(6) hiking;</li> <li>(7) luffing;</li> <li>(8) close reach;</li> <li>(9) beam reach;</li> <li>(10) broad reach;</li> <li>(11) starboard tack;</li> <li>(12) port tack;</li> <li>(13) bearing away; and</li> <li>(14) heading up;</li> </ul> </li> <li>e. sailing by the lee;</li> </ul>	Participation	Weekend	<p>C1-007 (pp. 108 and 109)</p> <p>C1-008 (Retrieved 3 April 2006)</p>

TP	Description	Method	Time	Ref
	f. identifying wave conditions and wind speed; g. defining terminology; and h. recovering a turtled sailboat.			

5. **Time.** Weekend.
6. **Substantiation.** The participation method was chosen for this lesson as it allows the cadets to engage freely in the activity. The cadets should be encouraged to interact with all other group members. The instructor must foster an environment that involves the contributions of all cadets, regardless of their skill level. This methodology requires adequate supervision by senior cadets and adult staff.
7. **References**
  - a. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.
  - b. C1-008 Canadian Yachting Association. (March 2003). *Canadian Yachting Association White Sail Level II Practical Checklist*. Retrieved 3 April 2006, from [www.sailing.ca/cbet/content/WIIChecklist.doc](http://www.sailing.ca/cbet/content/WIIChecklist.doc).
8. **Training Aids**
  - a. Sailboat (one per two cadets);
  - b. CYA White Sail Level II checklist;
  - c. Helmet (one per cadet); and
  - d. PFD (one per cadet).
9. **Learning Aids**
  - a. Sailboat (one per two cadets);
  - b. CYA White Sail Level II checklist;
  - c. Helmet (one per cadet); and
  - d. PFD (one per cadet).
10. **Test Details.** Cadets will be assessed on these skills during a complementary sail weekend.
11. **Remarks**
  - a. The checklists can be found on the CYA Website, [www.sailing.ca.coaches/resources](http://www.sailing.ca.coaches/resources).
  - b. There is no instructional guide that corresponds with this lesson specification.

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## SECTION 14

### SEAMANSHIP INTER-DIVISIONAL COMPETITION (SIDC)

1. **Performance.** Participate in a Seamanship Inter-Divisional Competition.
2. **Conditions**
  - a. Given:
    - (1) minimum of one period during the training session prior to the event for divisions to plan and prepare as a team;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard.** In accordance with specified references the cadet shall participate in an inter-divisional seamanship competition, to include:
  - a. coiling and heaving a line;
  - b. calling and responding to Pipes;
  - c. tying knots, bends and hitches;
  - d. completing a short splice;
  - e. completing a common whipping;
  - f. answering trivia questions;
  - g. rigging sheer legs;
  - h. building a ship model; and
  - i. team building activities.
4. **Teaching Points.** N/A.
5. **Time**
  - a. Divisional Planning/Preparation: 30 min
  - b. Activity: 540 min (2 days)
  - c. Total Time: 570 min
6. **Substantiation.** The practical activity will verify the cadets' understanding of the material and will allow them to apply the knowledge acquired during the Direct Learning component. The cadets will complete the exercise under direction and supervision.
7. **References**
  - a. A1-007 A-CR-CCP-004/PT-002 D Cdts. (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.

- b. A1-013 The Navy. [www.navy.gc.ca](http://www.navy.gc.ca).
- c. C1-002 (ISBN 0-7858-1446-9). Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.
- d. C1-003 (ISBN 11-770973-5). (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.
- e. C1-005 (ISBN 0-07-134984-7) West, E. (1999). *The Big Book of Icebreakers: Quick, Fun Activities for Energizing Meetings and Workshops*. New York: McGraw-Hill, Inc.
- f. C1-006 (ISBN 0-8403-5682-X). Rohnke, K. (1984). *A Guide to Initiative Problems, Adventure Games and Trust Activities: Silver Bullets*. Iowa: Kendall/Hunt Publishing Company.

**8. Training Aids**

- a. Heaving line:
  - (1) heaving line;
  - (2) target x 2;
  - (3) whistle;
  - (4) scoring sheet; and
  - (5) pencil;
- b. Whipping and splicing:
  - (1) whistle;
  - (2) scoring sheet; and
  - (3) pencil; and
- c. Trivia:
  - (1) Option 1:
    - (a) six-foot table (or suitable sitting area);
    - (b) chairs (or suitable sitting area);
    - (c) whistle;
    - (d) list of questions;
    - (e) scoring sheet; and
    - (f) pencil; and



- (2) Option 2:
  - (a) six-foot table x 2 (or suitable sitting area);
  - (b) chairs (or suitable sitting area);
  - (c) buzzer;
  - (d) question board;
  - (e) list of questions;
  - (f) whistle;
  - (g) scoring sheet; and
  - (h) pencil;
- d. Boatswain call:
  - (1) boatswain call cards;
  - (2) bag/hat;
  - (3) whistle;
  - (4) scoring sheet; and
  - (5) pencil;
- e. Knots, bends and hitches:
  - (1) six-foot table;
  - (2) bag/hat;
  - (3) task cards;
  - (4) whistle;
  - (5) scoring sheet; and
  - (6) pencil;
- f. Sheer legs:
  - (1) scoring sheet; and
  - (2) pencil;
- g. Ship model:
  - (1) scoring sheet; and
  - (2) pencil;
- h. Team building activity:
  - (1) 2 pieces of line (4 m); and
  - (2) blindfolds (one per cadet); and

- i. Final event:
  - (1) boatswain pipe (equal to the number of divisions);
  - (2) 1 m of line (equal to the number of divisions);
  - (3) task cards (sets equal to the number of divisions);
  - (4) heaving line (equal to the number of divisions);
  - (5) single blocks (equal to the number of divisions);
  - (6) double blocks (equal to the number of divisions);
  - (7) 12 mm manila (17 m) (equal to the number of divisions);
  - (8) small box (equal to the number of divisions);
  - (9) target (equal to the number of divisions);
  - (10) secret message cards (sets equal to the number of divisions); and
  - (11) 1 staff member/senior cadet per station per team.

**9. Learning Aids**

- a. Heaving line;
- b. Whipping and splicing:
  - (1) 1 m of line per Phase One and Two cadet;
  - (2) spool of whipping twine;
  - (3) knife; and
  - (4) 1 m of 3 strand line per Phase One and Two cadet;
- c. Boatswain call:
  - (1) boatswain call; and
  - (2) boatswain call card;
- d. Knots, bends and hitches:
  - (1) 1 m of line; and
  - (2) 1 small spar/dowel;
- e. Sheer legs:
  - (1) hard hat (1 per cadet);
  - (2) 2 x wooden spars (4 to 4.5 m);
  - (3) 12 mm manila line (9 m);
  - (4) 5 x steel spikes with eyelets 5 cm from the top (1 m);
  - (5) 1 roll of whipping twine;

- (6) a suitable load (min 18 kg);
  - (7) 1 steel spike with 2 eyelets (1.2 m);
  - (8) 1 staff member/senior cadet;
  - (9) 2 x single blocks (12.5 cm);
  - (10) 16 mm manila line (68 m);
  - (11) 12 mm manila line strop (12 mm);
  - (12) 1 double block (10 cm);
  - (13) 1 single block c/w becket (10 cm);
  - (14) 12 mm manila (17 m);
  - (15) 2 x 12 mm manila strops (0.5 m);
  - (16) 4 x double blocks (10 cm);
  - (17) 4 x single blocks (12.5 cm);
  - (18) 4 x 12 mm manila strops;
  - (19) 2 x double blocks (12.5 cm);
  - (20) 1 x single block c/w becket (12.5 cm);
  - (21) 12 mm manila (30 m); and
  - (22) 12 mm manila strop (0.5 m);
- f. Ship model:
- (1) 1 sheet of black bristol board;
  - (2) 1 sheet of grey bristol board;
  - (3) 1 pair of scissors;
  - (4) 1 roll of Scotch tape;
  - (5) paper clips;
  - (6) ship pictures;
  - (7) 1 package of permanent markers; and
  - (8) 1 stick of paper glue;
- g. Team building activity:
- (1) Most Like Me Activity Sheet (one per cadet);
  - (2) pencil (one per cadet);
  - (3) 2 pieces of line (4 m); and
  - (4) blindfolds (one per cadet); and

h. Final event:

- (1) boatswain pipe (equal to the number of divisions);
- (2) 1 m of line (equal to the number of divisions);
- (3) task cards (sets equal to the number of divisions);
- (4) heaving line (equal to the number of divisions);
- (5) single blocks (equal to the number of divisions);
- (6) double blocks (equal to the number of divisions);
- (7) 12 mm manila (17 m) (equal to the number of divisions);
- (8) small box (equal to the number of divisions);
- (9) target (equal to the number of divisions);
- (10) secret message cards (sets equal to the number of divisions); and
- (11) 1 staff member/senior cadet per station per team.

10. **Test Details.** N/A.

11. **Remarks.** The following Websites were consulted when developing this lesson:

- a. C1-025 JCOMMOPS (2001-2005). Retrieved 12 May 2006, from [http://www.jcommops.org/graph\\_ref/cargo\\_ship-3.jpg](http://www.jcommops.org/graph_ref/cargo_ship-3.jpg).
- b. C1-030 CBS News. Retrieved 12 May 2006, from <http://www.cbsnews.com/images/2006/03/24/imageSJU10103232114.jpg>.
- c. C1-043 Newfoundland Photo Gallery. *Page 1 – Thumbnail Images and Descriptions*. Retrieved 12 May 2006, from <http://www.geocities.com/Heartland/Pointe/5181/nfld/smallwood.jpg>.
- d. C1-044 CMGmbH Consulting Measurement Technology. Retrieved 12 May 2006, from <http://www.cmt-gmbh.de/tanker%20ship.jpg>.
- e. C1-040 Port of Cork. *Photo Gallery*. Retrieved 12 May 2006, from [http://www.portofcork.ie/web\\_images/archive/Gerry\\_o\\_sullivan.gif](http://www.portofcork.ie/web_images/archive/Gerry_o_sullivan.gif).