



National Défense  
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A-CR-CCP-603/PG-001



**ROYAL CANADIAN SEA CADETS**

## **PHASE THREE QUALIFICATION STANDARD AND PLAN**

(ENGLISH)

Cette publication est disponible en français sous le numéro A-CR-CCP-603/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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Original.....	0	2008-07-01	Ch.....	3
Ch.....	1		Ch.....	4
Ch.....	2		Ch.....	5

Zero in Change No. column indicates an original page. Total number of pages in this publication is 379 consisting of the following:

<b>Page No.</b>	<b>Change No.</b>	<b>Page No.</b>	<b>Change No.</b>
Cover page.....	0	3D-1 to 3D-4.....	0
Title.....	0	3D1-1 to 3D1-2.....	0
A.....	0	3E-1 to 3E-2.....	0
i to viii.....	0	3E1-1 to 3E1-2.....	0
1-1 to 1-6.....	0	4-1-1 to 4-1-2.....	0
2-1 to 2-6.....	0	4-2-1 to 4-2-12.....	0
2A-1 to 2A-8.....	0	4-3-1 to 4-3-4.....	0
2B-1 to 2B-6.....	0	4-4-1 to 4-4-24.....	0
2C-1 to 2C-6.....	0	4-5-1 to 4-5-16.....	0
2C1-1 to 2C1-2.....	0	4-6-1 to 4-6-4.....	0
2D-1 to 2D-6.....	0	4-7-1 to 4-7-12.....	0
3-1 to 3-4.....	0	4-8-1 to 4-8-14.....	0
3A-1 to 3A-2.....	0	4-9-1 to 4-9-10.....	0
3B-1 to 3B-4.....	0	4-10-1 to 4-10-24.....	0
3B1-1 to 3B1-8.....	0	4-11-1 to 4-11-8.....	0
3B2-1 to 3B2-4.....	0	4-12-1 to 4-12-18.....	0
3B3-1 to 3B3-6.....	0	4-13-1 to 4-13-22.....	0
3B4-1 to 3B4-6.....	0	4-14-1 to 4-14-14.....	0
3B5-1 to 3B5-8.....	0	4-15-1 to 4-15-14.....	0
3B6-1 to 3B6-4.....	0	4-16-1 to 4-16-36.....	0
3B7-1 to 3B7-4.....	0	4-17-1 to 4-17-8.....	0
3B8-1 to 3B8-2.....	0	4-18-1 to 4-18-6.....	0
3B9-1 to 3B9-2.....	0	4A-1 to 4A-8.....	0
3B10-1 to 3B10-6.....	0		
3C-1 to 3C-2.....	0		

**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-603/PG-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers (D Cdts & JCR) 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 Canadian Cadet Organizations.
3. **Purpose of the QSP.** The QSP is to be used by Royal Canadian Sea Cadet Corps to conduct Phase Three Training, as outlined in CATO 11-04, *Cadet Program Outline*, and CATO 31-03, *Sea Cadet Program Outline*.
4. **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 e-mail to [sea.dev@cadets.gc.ca](mailto:sea.dev@cadets.gc.ca). Suggested changes shall be in tabular format with three columns to capture; the page number, the paragraph/sub-paragraph number and suggested text amendment.

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## TABLE OF CONTENTS

	<b>PAGE</b>
<b>CHAPTER 1      GENERAL</b>	<b>1-1</b>
AIMS	1-1
PROGRAM MISSION AND PARTICIPANT OUTCOMES	1-1
OUTLINE OF TRAINING	1-1
PROGRAM DESIGN	1-1
PERFORMANCE OBJECTIVES	1-2
METHOD OF ACHIEVING OBJECTIVES	1-5
TRAINING PREREQUISITES	1-5
USE OF THE QSP	1-5
 <b>CHAPTER 2      TRAINING MANAGEMENT DETAILS</b>	 <b>2-1</b>
RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS	2-1
TRAINING DETAILS	2-1
TRAINING ADMINISTRATION	2-5
QUALIFICATION	2-5
RELATED DOCUMENTS	2-5
SPECIAL INSTRUCTIONS	2-5
REFERENCES	2-6
Annex A – PHASE THREE TRAINING SUMMARY AND TIME ALLOCATION	2A-1
Annex B – SAMPLE TRAINING SCHEDULE	2B-1
Annex C – RESOURCE REQUIREMENTS	2C-1
Appendix 1 – LIFTING DEVICE EQUIPMENT LIST	2C1-1
Annex D – REFERENCES	2D-1
 <b>CHAPTER 3      CADET EVALUATION</b>	 <b>3-1</b>
PURPOSE	3-1
LEARNER EVALUATION	3-1
CADET EVALUATION DESIGN AND DEVELOPMENT	3-1
CADET PROGRAM DEVELOPMENTAL PERIODS (DPs)	3-2
CADET ASSESSMENT OF LEARNING PLAN	3-2
ASSESSMENT INSTRUMENTS	3-3
ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES	3-3
PHASE THREE QUALIFICATION STANDARD	3-3
RECOGNITION OF ENHANCED PROFICIENCY	3-3
CADETS NOT MEETING THE QUALIFICATION STANDARD	3-3
RECORDING AND REPORTING CADET ACHIEVEMENT	3-4
PHASE THREE CERTIFICATE OF QUALIFICATION	3-4
MONITORING CADET PROGRESS	3-4
TRAINING COUNSELLING SESSION	3-4
Annex A – CHARACTERISTICS OF CP DPs	3A-1
Annex B – ASSESSMENT OF LEARNING PLAN – PHASE THREE	3B-1
Appendix 1 – 303 PC – ASSESSMENT INSTRUCTIONS	3B1-1
Appendix 2 – 308 PC – ASSESSMENT INSTRUCTIONS	3B2-1
Appendix 3 – 309 PC – ASSESSMENT INSTRUCTIONS	3B3-1
Appendix 4 – 321 PC – ASSESSMENT INSTRUCTIONS	3B4-1
Appendix 5 – 323 EC 01 – ASSESSMENT INSTRUCTIONS	3B5-1
Appendix 6 – 323 PC – ASSESSMENT INSTRUCTIONS	3B6-1
Appendix 7 – 324 EC 01 – ASSESSMENT INSTRUCTIONS	3B7-1

**TABLE OF CONTENTS (Cont)**

	<b>PAGE</b>
Appendix 8 – 324 EC 02 – ASSESSMENT INSTRUCTIONS	3B8-1
Appendix 9 – 324 EC 03 – ASSESSMENT INSTRUCTIONS	3B9-1
Appendix 10 – 324 PC – ASSESSMENT INSTRUCTIONS	3B10-1
Annex C – PHASE THREE QUALIFICATION RECORD	3C-1
Annex D – CADET INTERVIEW GUIDELINES	3D-1
Appendix 1 – CADET PERFORMANCE INTERVIEW FORM	3D1-1
Annex E – TRAINING COUNSELLING SESSION GUIDELINES	3E-1
Appendix 1 – TRAINING COUNSELLING SESSION FORM	3E1-1
<b>CHAPTER 4      PERFORMANCE OBJECTIVES</b>	<b>4-1-1</b>
<b>SECTION 1      PERFORMANCE OBJECTIVES AND TRAINING PLAN</b>	<b>4-1-1</b>
PURPOSE	4-1-1
PERFORMANCE OBJECTIVES	4-1-1
ENABLING OBJECTIVES	4-1-1
LESSON SPECIFICATIONS	4-1-1
ASSESSMENT FOR LEARNING	4-1-2
<b>SECTION 2      PO 301 – RECOGNIZE THE PURPOSE OF SERVICE GROUPS WITHIN CANADA</b>	<b>4-2-1</b>
EO M301.01 – DISCUSS COMMUNITY SERVICE GROUPS	4-2-2
EO C301.01 – DISCUSS THE THREE BRANCHES OF THE CANADIAN GOVERNMENT	4-2-4
EO C301.02 – DISCUSS CURRENT EVENTS	4-2-7
EO C301.03 – TOUR A LOCAL COMMUNITY SERVICE GROUP	4-2-9
EO C301.04 – PARTICIPATE IN A PRESENTATION GIVEN BY A GUEST SPEAKER FROM A LOCAL COMMUNITY SERVICE GROUP	4-2-11
<b>SECTION 3      PO 302 – PERFORM COMMUNITY SERVICE</b>	<b>4-3-1</b>
EO M302.01 – PERFORM COMMUNITY SERVICE	4-3-2
<b>SECTION 4      PO 303 – PERFORM THE ROLE OF A TEAM LEADER</b>	<b>4-4-1</b>
EO M303.01 – DEFINE THE ROLE OF A TEAM LEADER	4-4-3
EO M303.02 – PARTICIPATE IN A MENTORING RELATIONSHIP	4-4-6
EO M303.03 – PRACTICE SELF-ASSESSMENT	4-4-8
EO M303.04 – COMMUNICATE AS A TEAM LEADER	4-4-10
EO M303.05 – SUPERVISE CADETS	4-4-13
EO M303.06 – SOLVE PROBLEMS	4-4-15
EO M303.07 – LEAD CADETS THROUGH A LEADERSHIP ASSIGNMENT	4-4-17
EO C303.01 – LEAD A TEAM-BUILDING ACTIVITY	4-4-20
EO C303.02 – DELIVER A PRESENTATION ABOUT A LEADER	4-4-23
<b>SECTION 5      PO 304 – UPDATE PERSONAL ACTIVITY PLAN</b>	<b>4-5-1</b>
EO M304.01 – DESCRIBE THE COMPONENTS OF PHYSICAL FITNESS	4-5-2
EO M304.02 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT	4-5-4
EO M304.03 – UPDATE PERSONAL ACTIVITY PLAN	4-5-6
EO M304.04 – EVALUATE PERSONAL ACTIVITY PLAN	4-5-8
EO C304.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT	4-5-10



**TABLE OF CONTENTS (Cont)**

	<b>PAGE</b>
EO C304.02 – EVALUATE PERSONAL ACTIVITY PLAN	4-5-12
EO C304.03 – DESCRIBE STRESS	4-5-14
<b>SECTION 6 PO 305 – PARTICIPATE IN RECREATIONAL SPORTS</b>	<b>4-6-1</b>
EO M305.01 – PARTICIPATE IN ORGANIZED RECREATIONAL TEAM SPORTS	4-6-2
<b>SECTION 7 PO 306 – FIRE THE CADET AIR RIFLE DURING RECREATIONAL MARKSMANSHIP</b>	<b>4-7-1</b>
EO M306.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY	4-7-3
EO C306.01 – IDENTIFY CIVILIAN MARKSMANSHIP ORGANIZATIONS	4-7-5
EO C306.02 – CORRECT MARKSMANSHIP ERROR	4-7-7
EO C306.03 – ADOPT THE STANDING POSITION WITH THE CADET AIR RIFLE	4-7-9
<b>SECTION 8 PO 307 – SERVE IN A SEA CADET CORPS</b>	<b>4-8-1</b>
EO M307.01 – IDENTIFY PHASE THREE TRAINING OPPORTUNITIES	4-8-2
EO M307.02 – IDENTIFY YEAR THREE CSTC TRAINING OPPORTUNITIES	4-8-4
EO M307.03 – RECOGNIZE THE PARTNERSHIP BETWEEN THE NAVY LEAGUE OF CANADA (NLC) AND THE DEPARTMENT OF NATIONAL DEFENCE (DND) IN SUPPORT OF THE CANADIAN CADET MOVEMENT (CCM)	4-8-6
EO C307.01 – PARTICIPATE IN A PRESENTATION GIVEN BY A GUEST SPEAKER FROM THE REGIONAL CADET SUPPORT UNIT (RCSU)	4-8-9
EO C307.02 – PARTICIPATE IN A PRESENTATION GIVEN BY THE CADET LIAISON OFFICER (CLO)	4-8-10
EO C307.03 – PARTICIPATE IN A PRESENTATION GIVEN BY A GUEST SPEAKER FROM THE NAVY LEAGUE OF CANADA (NLC)	4-8-11
EO C307.04 – PARTICIPATE IN A PRESENTATION ON THE DUKE OF EDINBURGH AWARD PROGRAM	4-8-12
<b>SECTION 9 PO 308 – DIRECT A SQUAD PRIOR TO A PARADE</b>	<b>4-9-1</b>
EO M308.01 – PREPARE A SQUAD FOR PARADE	4-9-2
EO M308.02 – DELIVER WORDS OF COMMAND	4-9-5
EO C308.01 – EXECUTE FLAG DRILL	4-9-7
EO C308.02 – DELIVER WORDS OF COMMAND	4-9-10
<b>SECTION 10 PO 309 – INSTRUCT A LESSON</b>	<b>4-10-1</b>
EO M309.01 – EXPLAIN THE PRINCIPLES OF INSTRUCTION	4-10-2
EO M309.02 – IDENTIFY METHODS OF INSTRUCTION	4-10-4
EO M309.03 – DESCRIBE EFFECTIVE-SPEAKING TECHNIQUES	4-10-6
EO M309.04 – DESCRIBE QUESTIONING TECHNIQUES	4-10-8
EO M309.05 – SELECT APPROPRIATE INSTRUCTIONAL AIDS	4-10-10
EO M309.06 – PLAN A LESSON	4-10-12
EO M309.07 – INSTRUCT A 15-MINUTE LESSON	4-10-14
EO C309.01 – DELIVER A ONE-MINUTE VERBAL PRESENTATION	4-10-15

**TABLE OF CONTENTS (Cont)**

	<b>PAGE</b>
EO C309.02 – PLAN A LESSON	4-10-17
EO C309.03 – INSTRUCT A 15-MINUTE LESSON	4-10-19
EO C309.04 – IDENTIFY FORMATIONS FOR DRILL INSTRUCTION	4-10-20
EO C309.05 – PLAN A DRILL LESSON	4-10-22
EO C309.06 – INSTRUCT A 15-MINUTE DRILL LESSON	4-10-24
<b>SECTION 11 PO 311 – PARTICIPATE IN A RECREATIONAL SUMMER BIATHLON ACTIVITY</b>	<b>4-11-1</b>
EO C311.01 – PRACTICE AIMING AND FIRING THE CADET AIR RIFLE FOLLOWING PHYSICAL ACTIVITY	4-11-3
EO C311.02 – PARTICIPATE IN A RECREATIONAL SUMMER BIATHLON ACTIVITY	4-11-6
<b>SECTION 12 PO 320 – DESCRIBE ASPECTS OF THE CANADIAN NAVY</b>	<b>4-12-1</b>
EO M320.01 – IDENTIFY CLASSES OF CANADIAN NAVAL SHIPS	4-12-3
EO M320.02 – DESCRIBE THE DOMESTIC ROLE OF THE CANADIAN FORCES (CF)	4-12-5
EO M320.03 – DESCRIBE THE ROLE OF THE CANADIAN FORCES (CF) WITHIN INTERNATIONAL INSTITUTIONS	4-12-8
EO C320.01 – PARTICIPATE IN A DISCUSSION/PRESENTATION ON A NAVAL COMMEMORATIVE EVENT	4-12-12
EO C320.02 – DESCRIBE THE WOMEN'S ROYAL CANADIAN NAVAL SERVICES (WRCNS)	4-12-14
EO C320.03 – DESCRIBE CANADIAN NAVAL AVIATION	4-12-16
<b>SECTION 13 PO 321 – RIG A LIFTING DEVICE</b>	<b>4-13-1</b>
EO M321.01 – DESCRIBE SAFETY PROCEDURES FOR OPERATING LIFTING DEVICES	4-13-3
EO M321.02 – RIG SHEERS	4-13-5
EO C321.01 – RIG SHEERS	4-13-9
EO C321.02 – RIG A STANDING DERRICK	4-13-11
EO C321.03 – RIG A GYN	4-13-15
EO C321.04 – MAKE A MONKEY'S FIST	4-13-18
EO C321.05 – MAKE A TURK'S HEAD	4-13-20
<b>SECTION 14 PO 322 – ATTAIN PLEASURE CRAFT OPERATOR COMPETENCY CARD</b>	<b>4-14-1</b>
EO C322.01 – DESCRIBE ACTS, CODES AND REGULATIONS	4-14-2
EO C322.02 – DESCRIBE PERSONAL SAFETY	4-14-4
EO C322.03 – DESCRIBE VESSEL SAFETY	4-14-7
EO C322.04 – DESCRIBE NAVIGATION SAFETY	4-14-12
<b>SECTION 15 PO 323 – SERVE IN A NAVAL ENVIRONMENT</b>	<b>4-15-1</b>
EO M323.01 – PERFORM CORPS DUTIES	4-15-3
EO C323.01 – COMMUNICATE USING FLAGS AND PENNANTS	4-15-5
EO C323.02 – PIPE WAKEY WAKEY	4-15-10
EO C323.03 – PIPE HANDS TO DINNER	4-15-12

**TABLE OF CONTENTS (Cont)**

	<b>PAGE</b>
<b>SECTION 16</b>	
<b>PO 324 – SAIL A SAILBOAT IAW THE CANADIAN YACHTING ASSOCIATION (CYA) WHITE SAIL LEVEL II</b>	<b>4-16-1</b>
EO M324.01 – PREPARE FOR A SAIL WEEKEND	4-16-2
EO M324.02 – PREPARE FOR SAILING	4-16-4
EO M324.03 – TIE A HITCH AND A BEND	4-16-7
EO M324.04 – RIG A SAILBOAT	4-16-10
EO M324.05 – DOCK A SAILBOAT	4-16-13
EO M324.06 – BEACH A SAILBOAT	4-16-16
EO M324.07 – RIGHT A TURTLED SAILBOAT	4-16-20
EO M324.08 – ADJUST TO POINTS OF SAIL	4-16-23
EO M324.09 – SAIL UPWIND	4-16-27
EO M324.10 – SAIL DOWNWIND	4-16-30
EO M324.11 – MOOR A SAILBOAT	4-16-33
<b>SECTION 17</b>	
<b>PO 325 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND</b>	<b>4-17-1</b>
EO C325.01 – PREPARE FOR A NAUTICAL TRAINING WEEKEND	4-17-2
EO C325.02A – PERFORM SMALL CRAFT/VESSEL DUTIES WHILE UNDERWAY	4-17-4
EO C325.02B – PARTICIPATE IN A NAUTICAL ACTIVITY	4-17-6
<b>SECTION 18</b>	
<b>SEAMANSHIP INTER-DIVISIONAL COMPETITION (SIDC)</b>	<b>4-18-1</b>
Annex A – INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS	4A-1

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## CHAPTER 1

### GENERAL

#### AIMS

1. The aims of the Cadet Program are 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 Three is to provide a Sea Cadet with the basic theoretical knowledge and practical experience required to participate in cadet corps activities as a team leader.

#### 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 and 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. Phase Three is a directed program carried out at the corps focused on giving all cadets instruction and opportunities to develop knowledge and skills in a variety of subject areas while introducing them to specialized activities. This program is divided into five levels of training. Normally a cadet will only attempt one level in a given training year.
7. Each phase level is composed of performance objectives (POs) subdivided into enabling objectives (EOs).

#### PROGRAM DESIGN

8. Phase Three has been designed:
  - a. assuming that the majority of cadets are between 14 and 15 years of age;
  - b. assuming that the majority of cadets have successfully completed Phase Two;
  - c. using age-appropriate learning strategies;
  - d. using 30 minutes as a standard period of instruction;

- e. by providing a programming mix consisting of fixed mandatory and flexible complementary training;
- f. including training which is experiential and skill-based, with a lesser focus on theoretical knowledge; and
- g. assuming that learning will take place through a combination of programmed periods of instruction, unstructured discussions, teachable moments, and coaching/mentoring opportunities.

## PERFORMANCE OBJECTIVES

9. The following are summaries of the POs common to all elements of the cadet program (allocated POs numbered 301 to 319) and the POs specific to the Phase Three:

- a. **Citizenship.** PO 301 – Recognize the Purpose of Service Groups Within Canada (Chapter 4, [Section 2](#)):
  - (1) The aim of Phase Three citizenship is to introduce the cadet to volunteer service opportunities outside the cadet program.
  - (2) Phase Three 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 302 – Perform Community Service as a Team Leader (Chapter 4, [Section 3](#)):
  - (1) The aim of Phase Three community service is to encourage the cadet to be an active citizen through participation as a team leader in a local community service activity.
  - (2) Phase Three community service contributes directly to the achievement of the program aims of developing the attributes of good citizenship and leadership, and the participant outcome of proactive citizenship and social competence.
- c. **Leadership.** PO 303 – Perform the Role of a Team Leader (Chapter 4, [Section 4](#)):
  - (1) The aim of Phase Three leadership is to provide the cadet with knowledge and skills to practice team leadership during naturally occurring leadership opportunities.
  - (2) Phase Three leadership contributes directly to the achievement of the program aim of developing the attribute of leadership and the participant outcomes of social and cognitive competence.
- d. **Personal Fitness and Healthy Living.** PO 304 – Update Personal Activity Plan (Chapter 4, [Section 5](#)):
  - (1) The aim of Phase Three personal fitness and healthy living is to encourage the cadet to set and pursue personal goals that contribute to active living and cardiovascular fitness.
  - (2) Phase Three 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 305 – Participate in Recreational Sports (Chapter 4, [Section 6](#)):
  - (1) The aim of Phase Three recreational sports is to encourage the cadet to actively participate in recreational sports activities.

- (2) Phase Three 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 306 – Fire the Cadet Air Rifle During Recreational Marksmanship (Chapter 4, [Section 7](#)):
  - (1) The aim of Phase Three air rifle marksmanship is to develop the cadet's marksmanship abilities through participation in recreational marksmanship.
  - (2) Phase Three air rifle marksmanship contributes indirectly to the achievement of the program aims of developing the attributes of good citizenship and leadership through the use of competitive marksmanship 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 self-esteem and promoting an active lifestyle.
- g. **General Cadet Knowledge.** PO 307 – Serve in an Sea Cadet Corps (Chapter 4, [Section 8](#)):
  - (1) The aim of Phase Three general cadet knowledge is to provide the cadet with information on the opportunities inherent in the sea cadet program and the partnership between the Department of National Defence and the Navy League of Canada.
  - (2) Phase Three general cadet knowledge contributes indirectly to the achievement of the program aim of developing the attributes of good citizenship and stimulating an interest in the activities of the CF and the participant outcomes of proactive citizenship and understanding the CF.
- h. **Drill.** PO 308 – Direct a Squad on the Parade Square (Chapter 4, [Section 9](#)):
  - (1) The aim of Phase Three drill is to provide the cadet with the knowledge and skills to act as a team leader while preparing a squad for a parade.
  - (2) Phase Three drill contributes directly to the achievement of the program aims of developing leadership and stimulating an interest in the land activities of the CF, and the participant outcomes of social and cognitive competence.
- i. **Instructional Techniques.** PO 309 – Instruct a Lesson (Chapter 4, [Section 10](#)):
  - (1) The aim of Phase Three instructional techniques is to provide cadets with the knowledge and skills to instruct a 15-minute period of peer instruction.
  - (2) Phase Three instructional techniques contributes indirectly to the achievement of the program aim of developing the attributes of good citizenship through the ability to express thoughts and ideas and to the participant outcome of social competence through effective interpersonal communication skills.
- j. **Biathlon.** PO 311 – Participate in a Recreational Summer Biathlon Activity (Chapter 4, [Section 11](#)):
  - (1) The aim of Phase Three biathlon is to provide the cadet with an opportunity to enhance individual marksmanship skills and personal fitness through participation in the sport of biathlon.
  - (2) Phase Three biathlon contributes directly to the achievement of the program aim of promoting physical fitness and the participant outcome of physical well-being.
- k. **Canadian Navy and Maritime Community.** PO 320 – Recognize Aspects of the Canadian Navy (Chapter 4, [Section 12](#)):

- (1) The aim of Phase Three Canadian Navy and maritime community is to expand the cadets' knowledge of the Canadian Navy and its role in the Canadian Forces (CF) as well as introducing the role of the CF in international institutions.
  - (2) Phase Three 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.
- l. **Ropework.** PO 321 – Rig a Lifting Device (Chapter 4, [Section 13](#)):
- (1) The aim of Phase Three ropework is to provide cadets with basic ropework skills to enable them to participate in seamanship activities such as small craft operation, ship's operations and other nautical training.
  - (2) Phase Three ropework 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.
- m. **Small Craft Operation.** PO 322 – Attain Pleasure Craft Operator Competency Card (Chapter 4, [Section 14](#)):
- (1) The aim of Phase Three small craft operation is to provide cadets with the basic knowledge set required to operate a small craft and attain a pleasure craft operator card.
  - (2) Phase Three small craft operation supports Sea Cadet on-water operations by providing the basic knowledge set required to operate a small craft. 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.
- n. **Ship's Operations.** PO 323 – Serve in a Naval Environment (Chapter 4, [Section 15](#)):
- (1) The aim of Phase Three ship's operations is to provide cadets with the knowledge and skills required to perform the roles of Quartermaster and Corporal of the Gangway.
  - (2) Phase Three ship's operations supports Sea Cadet on-water operations and routine corps functions by providing the knowledge and skill set required to carry out their duties as a member of a ship's company. 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.
- o. **Sail.** PO 324 – Sail a Sailboat IAW Canadian Yachting Association (CYA) White Sail Level II (Chapter 4, [Section 16](#)):
- (1) The aim of Phase Three sail is to continue to develop basic knowledge and skills involved in crewing a sailboat.



- (2) Phase Three sail 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, 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.
- p. **Nautical Training.** PO 325 – Participate in a Nautical Training Weekend (Chapter 4, [Section 17](#)):
  - (1) The aim of Phase Three nautical training is to provide cadets additional opportunity to participate in a nautical activity that:
    - (a) reinforces mandatory and/or complementary training;
    - (b) allows cadets to participate in naval aspects of the CF or maritime community; and
    - (c) provides a hands-on opportunity that introduces new skills/knowledge.
  - (2) Phase Three nautical 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, 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.

## METHOD OF ACHIEVING OBJECTIVES

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

- a. Some theory is required for safety purposes and for introducing new material. However, most material can be taught using practical methods.
- b. Ensure training sessions are well organized and planned in advance to allow instructors adequate time to prepare for the delivery/conduct of training. This includes reviewing lesson specifications and instructional guides and creating instructional materials as required.
- c. Schedule training such that the material is presented in a manner that ensures a smooth flow from one activity to the next.
- d. Take adequate time to allow cadets to reflect upon and be debriefed on experiential training activities, to include future applications of the experience.

## TRAINING PREREQUISITES

11. To participate in Phase Three, 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*, Article 4.01.

## USE OF THE QSP

12. This QSP shall be used as the primary authority governing the development, implementation, conduct and evaluation of the training and standards to qualify a cadet as Phase Three. This QSP shall also be used

by the Director Cadets and Junior Canadian Rangers as the primary reference for validation of Phase Three qualification training.

13. Phase Three shall be conducted using this QSP as the training control document in conjunction with A-CR-CCP-603/PF-001, *Royal Canadian Sea Cadets Phase Three Instructional Guides*.

## CHAPTER 2

### TRAINING MANAGERMENTS DETAILS

#### RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

1. The Managing Authority for the Sea Cadet Phase Training Program is the Director Cadets and Junior Canadian Rangers (D Cdts & JCR). 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; and
- 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 Three Training Outline.** The distribution of mandatory and complementary training in Phase Three is as follows:

- a. Mandatory Training:
  - (1) 60 periods of instruction to be conducted during training sessions (3 periods per session);
  - (2) 18 periods of instruction to be conducted during mandatory training days (9 periods per day) for a total of two days;
  - (3) 2 days for an inter-divisional seamanship competition; and
  - (4) One weekend for the conduct of EO M324.02 (Chapter 4, Section 16) through EO M324.04 (Chapter 4, Section 16) (Sail).
- b. Complementary Training:
  - (1) 30 periods of instruction to be conducted during training sessions (3 periods per session);
  - (2) 18 periods of instruction to be conducted during complementary training days (9 periods per day) for a total of two days; and

- (3) One weekend for the conduct of EO C325.02A (Chapter 4, Section 17) or EO C325.02B (Chapter 4, Section 17) (Nautical Training) .

4. **Period Allocation.** Periods are 30 minutes in duration. A detailed period allocation is located 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	301	Recognize the Purpose of Service Groups Within Canada	1	-	-	8	-
Community Service	302	Perform Community Service	9	-	-	12	-
Leadership	303	Perform the Role of a Team Leader	12	-	-	16	-
Personal Fitness and Healthy Living	304	Update Personal Activity Plan	5	-	-	7	-
Recreational Sports	305	Participate in Recreational Sports	9	-	-	27	-
Air Rifle Marksmanship	306	Fire the Cadet Air Rifle During Recreational Marksmanship	3	-	-	15	-
General Cadet Knowledge	307	Serve in a Sea Cadet Corps	3	-	-	7	-
Drill	308	Direct a Squad Prior to a Parade	4	-	-	18	-
Instructional Techniques	309	Instruct a Lesson	13	-	-	13	-
Biathlon	311	Participate in a Recreational Summer Biathlon Activity	0	-	-	9	-
Canadian Navy and Maritime Community	320	Recognize Aspects of the Canadian Navy	6	-	-	13	-
Ropework	321	Rig a Lifting Device	6	-	-	33	-
Small Craft Operations	322	Attain Pleasure Craft Operator Competency Card	-	-	-	15	-
Ship's Operations	323	Serve in a Naval Environment	2	-	-	19	-

Topic	PO	Performance Objective	Mandatory Periods	Specific Mandatory Training Days	Specific Mandatory Training Weekends	Complementary Periods	Specific Complementary Training Weekends
Sail	324	Sail a Sailboat IAW the Canadian Yachting Association (CYA) White Sail Level II	1	-	1	-	-
Nautical Training	325	Participate in a Nautical Training Weekend	-	-	-	1	1
Inter-Divisional Seamanship Competition	N/A	N/A	1	2	-	-	-
Annual Ceremonial Review (ACR)	N/A	N/A	3	-	-	-	-
<b>Total</b>			<b>78</b>	<b>2</b>	<b>1</b>	<b>213</b>	<b>1</b>

5. **Training Capacity.** The training capacity is limited to the ability of the 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
Lt(N)	00232-01	1	<p>Minimum:</p> <p>Captain Qualification or DP2 Junior Officer – CIC Common Qualification.</p> <p>Preferred:</p> <p>Senior Instructor Course, and CIC Training Officer Course.</p>

## b. Phase Three Course Officer (Crse O):

Rank	MOSID	Number	Qualification
SLt/A/SLt	00232-01	1	Minimum: Basic Officer Qualification or Basic Military Officer Qualification (CIC Common). Preferred: Military Occupation Course (Sea) or Basic Military Officer Qualification (CIC Sea).

**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: Phase Four. Preferred: Completion of 6-week CSTC course.

7. **Technical Specialists.** Technical specialists possess specific specialty qualifications. The number of technical specialists required is influenced by policy documentation specific to the activity (eg, CATOs, Water Safety Orders, etc.) and by local circumstances as is the structure for instructional or training support cadre(s). The technical specialists required in support of Phase Three are:

- Range Safety Officer (RSO) (Air Rifle) as required in support of PO 306 (Chapter 4, [Section 7](#)) and PO 311 (Chapter 4, [Section 11](#));
- Air Rifle Marksmanship Instructor(s) as required in support of PO 306 (Chapter 4, [Section 7](#)) and PO 311 (Chapter 4, [Section 11](#));
- Fitness and Sports Instructor(s) as required in support of PO 304 (Chapter 4, [Section 5](#)) and PO 305 (Chapter 4, [Section 6](#));
- Drill and Ceremonial Instructor(s) as required in support of PO 308 (Chapter 4, [Section 9](#));
- Ship's Boat Operator(s) as required in support of PO 325 (Chapter 4, [Section 17](#));
- Sail Coach(es) as required in support of PO 324 (Chapter 4, [Section 16](#)); and
- PCOC Instructor(s) as required in support of PO 322 (Chapter 4, [Section 14](#)).

8. **Resource Requirements.** RCSU COs are responsible for ensuring that required equipment and supplies are available. A detailed list of material, audiovisual equipment and training/learning aids required to conduct the training is located at [Annex C](#).

## TRAINING ADMINISTRATION

9. **Cadet Evaluation.** Details on cadet evaluation are found in Chapter 3.
10. **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 Three Qualification Record (Chapter 3, [Annex B](#)). Training files are temporary documents which may be disposed of upon migration of Phase Three Qualification Record to the Cadet Personnel Record (DND 2399).

## QUALIFICATION

11. The Phase Three qualification is awarded to cadets upon completion of the requirements specified in Chapter 3.

## RELATED DOCUMENTS

12. This QSP is to be used in conjunction with:
  - a. Cadet Administration and Training Orders (CATOs), and
  - b. A-CR-CCP-603/PF-001.

## SPECIAL INSTRUCTIONS

13. **Scheduling.** When planning training, the lesson specifications found in Chapter 4 shall be consulted for detailed information. While a sample schedule has been provided at [Annex B](#), it does not account for the many variables corps face when developing annual training schedules. Some things to consider when developing the annual training schedule are:
  - a. the training environment required for each activity;
  - b. the availability of a technical specialist to conduct the activity, if required;
  - c. the logical grouping and sequencing of EOs to take advantage of interrelationships that exist within the instructional material; and
  - d. the scheduling of training during sessions relative to weekend training, eg, identifying EOs that must be delivered just prior to a training day or weekend to prepare the cadets for the event.
14. **Training Days/Weekends**
  - a. The planning and conduct of training days is the responsibility of the corps. Day training shall be conducted at the corps parade location or, where suitable facilities do not exist at the corps parade location, within the local community.
  - b. The conduct of the nautical and/or sail training weekends are 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 11-04, *Cadet Program Outline*, weekend training shall normally be conducted within three hundred kilometres 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 Phase Training.

## **REFERENCES**

- 15. A list of references used in this QSP is located at [Annex D](#).



### PHASE THREE TRAINING SUMMARY AND TIME ALLOCATION

#### PERIOD ALLOCATION

PO	Performance Objective	EO	Enabling Objective	No. of pd
301	Recognize the Purpose of Service Groups Within Canada	M301.01	Discuss Community Service Groups	1
		C301.01	Discuss the Three Branches of the Canadian Government	2
		C301.02	Discuss Current Events	1
		C301.03	Tour a Local Community Service Group	3
		C301.04	Participate in a Presentation Given by a Guest Speaker from a Local Community Service Group	2
		<b>PO 301 – Total Mandatory</b>		<b>1</b>
		<b>PO 301 – Total Complementary</b>		<b>8</b>
302	Perform Community Service	M302.01	Perform Community Service	9
		C102.01	Participate in a Ceremonial Parade	3
		C102.02	Perform Community Service	9
		<b>PO 302 – Total Mandatory</b>		<b>9</b>
		<b>PO 302 – Total Complementary</b>		<b>12</b>
303	Perform the Role of a Team Leader	M303.01	Define the Role of a Team Leader	2
		M303.02	Participate in a Mentoring Relationship	1
		M303.03	Practice Self-Assessment	1
		M303.04	Communicate as a Team Leader	2
		M303.05	Supervise Cadets	2
		M303.06	Solve Problems	2
		M303.07	Lead Cadets Through a Leadership Assignment	2
		303 PC		0
		C303.01	Lead Team-Building Activities	3
		C303.02	Deliver a Presentation About a Leader	2
		C203.01	Record Entries in a Reflective Journal	3
		C203.02	Employ Problem Solving	2
		C203.04	Participate in a Presentation Given by a Leader	2
		C203.05	Participate in Trust-Building Activities	1
		C203.06	Participate in Problem-Solving Activities	2
		C103.03	Participate in Teambuilding Activities	1
		<b>PO 303 – Total Mandatory</b>		<b>12</b>
		<b>PO 303 – Total Complementary</b>		<b>16</b>
304	Update Personal Activity Plan	M304.01	Describe the Components of Physical Fitness	1
		M304.02	Participate in the Cadet Fitness Assessment	2
		M304.03	Update Personal Activity Plan	1
		M304.04	Evaluate Personal Activity Plan	1

PO	Performance Objective	EO	Enabling Objective	No. of pd
		C304.01	Participate in the Cadet Fitness Assessment	1
		C304.02	Evaluate Personal Activity Plan	1
		C304.03	Describe Stress	2
		C204.02	Develop a Personal Nutrition Plan	2
		C104.01	Create Team Goals	1
		<b>PO 304 – Total Mandatory</b>		<b>5</b>
		<b>PO 304 – Total Complementary</b>		<b>7</b>
305	Participate in Recreational Sports	M305.01	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
		<b>PO 305 – Total Mandatory</b>		<b>9</b>
		<b>PO 305 – Total Complementary</b>		<b>27</b>
306	Fire the Cadet Air Rifle During Recreational Marksmanship	M306.01	Participate in a Recreational Marksmanship Activity	3
		C306.01	Identify Civilian Marksmanship Organizations	1
		C306.02	Correct Marksmanship Error	2
		C306.03	Fire the Cadet Air Rifle from the Standing Position	2
		C206.01	Practice Holding Techniques	1
		C206.02	Practice Aiming Techniques	2
		C206.03	Practice Firing Techniques	1
		C106.01	Participate in a Recreational Marksmanship Activity	6
		<b>PO 306 – Total Mandatory</b>		<b>3</b>
		<b>PO 306 – Total Complementary</b>		<b>15</b>
307	Serve in a Sea Cadet Corps	M307.01	Identify Phase Three Training Opportunities	1
		M307.02	Identify Year Three CSTC Training Opportunities	1
		M307.03	Recognize the Partnership Between the Navy League and DND in Support of the CCM	1
		C307.01	Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit (RCSU)	2
		C307.02	Participate in a Presentation Given by the Cadet Liaison Officer (CLO)	2
		C307.03	Participate in a Presentation Given by a Guest Speaker from the Navy League of Canada (NLC)	2

PO	Performance Objective	EO	Enabling Objective	No. of pd
		C307.04	Participate in a Presentation on the Duke of Edinburgh Award Program	1
		<b>PO 307 – Total Mandatory</b>		<b>3</b>
		<b>PO 307 – Total Complementary</b>		<b>7</b>
308	Direct a Squad Prior to a Parade	M308.01	Prepare a Squad for Parade	3
		M308.02	Deliver Words of Command	1
		308 PC		0
		C308.01	Execute Flag Party Drill	6
		C308.02	Deliver Words of Command	2
		C208.01	Practice Ceremonial Drill as a Review	2
		C208.02	Execute Drill with Arms	8
		<b>PO 308 – Total Mandatory</b>		<b>4</b>
		<b>PO 308 – Total Complementary</b>		<b>18</b>
309	Instruct a Lesson	M309.01	Explain Principles of Instruction	2
		M309.02	Identify Methods of Instruction	2
		M309.03	Describe Effective Speaking Techniques	1
		M309.04	Describe Questioning Techniques	1
		M309.05	Select Appropriate Instructional Aids	2
		M309.06	Plan a Lesson	2
		M309.07	Instruct a 15-Minute Lesson	3
		309 PC		0
		C309.01	Deliver a One-Minute Verbal Presentation	2
		C309.02	Plan a Lesson	2
		C309.03	Instruct a 15-Minute Lesson	3
		C309.04	Identify Formations for Drill Instruction	1
		C309.05	Plan a Drill Lesson	2
		C309.06	Instruct a 15-Minute Drill Lesson	3
		<b>PO 309 – Total Mandatory</b>		<b>13</b>
		<b>PO 309 – Total Complementary</b>		<b>13</b>
311	Participate in a Recreational Summer Biathlon Activity	C311.01	Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity	3
		C311.02	Participate in a Recreational Summer Biathlon Activity	6
		C211.01	Identify Civilian Biathlon Opportunities	1
		C211.02	Run on Alternate Terrain	1
		C211.03	Fire the Cadet Air Rifle using a Sling Following Physical Activity	1
		C211.04	Participate in a Competitive Summer Biathlon Activity	6
		C111.01	Participate in a Biathlon Briefing	1
		C111.02	Run Wind Sprints	1
		C111.03	Fire the Cadet Air Rifle Following Physical Activity	1
		C111.04	Participate in a Recreational Summer Biathlon Activity	6

PO	Performance Objective	EO	Enabling Objective	No. of pd
		<b>PO 311 – Total Mandatory</b>		<b>0</b>
		<b>PO 311 – Total Complementary</b>		<b>9</b>
320	Describe Aspects of the Canadian Navy	M320.01	Identify Classes of Canadian Naval Ships	2
		M320.02	Describe the Domestic Role of the Canadian Forces (CF)	2
		M320.03	Describe the Role of the CF in International Institutions	2
		C320.01	Participate in a Discussion/Presentation on a Naval Commemorative Event	2
		C320.02	Describe the Women's Royal Canadian Naval Services	2
		C320.03	Describe Canadian Naval Aviation	2
		C220.01	Recognize the Role of the Merchant Navy	1
		C220.02	Recognize Canada's Role in the Battle of the Atlantic	1
		C220.03	Recognize World War Two (WWII) Naval Activities	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 320 – Total Mandatory</b>		<b>6</b>
		<b>PO 320 – Total Complementary</b>		<b>13</b>
321	Rig a Lifting Device	M321.01	Describe Safety Procedures for Operating Lifting Devices	1
		M321.02	Rig Sheers	5
		321 PC		0
		C321.01	Rig Sheers	4
		C321.02	Rig a Standing Derrick	6
		C321.03	Rig a Gyn	6
		C321.04	Make a Monkey's Fist	3
		C321.05	Make a Turk's Head	3
		C221.01	Make a Back Splice	2
		C221.02	Make an Eye Splice	2
		C221.03	Make a Long Splice	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 321 – Total Mandatory</b>		<b>6</b>
		<b>PO 321 – Total Complementary</b>		<b>33</b>
322	Attain Pleasure Craft Operator Competency Card	C322.01	Describe Acts, Codes and Regulations	1
		C322.02	Describe Personal Safety	4
		C322.03	Describe Vessel Safety	5

PO	Performance Objective	EO	Enabling Objective	No. of pd
		C322.04	Describe Navigation Safety	3
		N/A	PCOC Written Test	2
		<b>PO 322 – Total Mandatory</b>		<b>0</b>
		<b>PO 322 – Total Complementary</b>		<b>15</b>
323	Serve in a Naval Environment	M323.01	Perform Corps Duties	2
		323 EC 01		0
		323 PC		0
		C323.01	Communicate Using Flags and Pennants	4
		C323.02	Pipe Wakey Wakey	2
		C323.03	Pipe Hands to Dinner	3
		C223.01	Define Naval Terminology	1
		C223.02	Pipe the Side	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 323 – Total Mandatory</b>		<b>2</b>
		<b>PO 323 – Total Complementary</b>		<b>19</b>
324	Sail a Sailboat IAW Canadian Yachting Association (CYA) White Sail Level II	M324.01	Prepare for a Sail Weekend	1
		M324.02	Prepare for Sailing	2 (Wknd)
		M324.03	Tie a Hitch and a Bend	1 (Wknd)
		M324.04	Rig a Sailboat	1 (Wknd)
		M324.05	Dock a Sailboat	2 (Wknd)
		M324.06	Beach a Sailboat	2 (Wknd)
		M324.07	Right a Turtled Sailboat	2 (Wknd)
		M324.08	Adjust to Points of Sail	7 (Wknd)
		M324.09	Sail Upwind	11 (Wknd)
		M324.10	Sail Downwind	10 (Wknd)
		M324.11	Moor a Sailboat	2 (Wknd)
		324 EC 01		0
		324 EC 02		0
		324 EC 03		0
		324 PC		0
		<b>PO 324 – Total Mandatory</b>		<b>1</b>
		<b>PO 324 – Total Complementary</b>		<b>0</b>

PO	Performance Objective	EO	Enabling Objective	No. of pd
325	Participate in a Nautical Training Weekend	C225.01	Prepare for a Nautical Training Weekend	1
		C225.02A	Perform Small Craft/Vessel Duties While Underway	N/A (Wknd)
		C225.02B	Participate in a Nautical Activity	N/A (Wknd)
		PO 325 – Total Mandatory		0
		PO 325 – Total Complementary		1
N/A	Prepare for the Seamanship Inter-Divisional Competition			1
N/A	Annual Ceremonial Review (ACR)			3
		Total Mandatory		78
		Total Complementary		213

## TRAINING DAY/WEEKEND ALLOCATION

### MANDATORY

Activity	Description	Time
Mandatory Training Periods	18 periods of instruction (9 per day) chosen from the mandatory EOs to be delivered during a full day of training. POs 302 (Chapter 4, <a href="#">Section 3</a> ), 305 (Chapter 4, <a href="#">Section 6</a> ) and/or 306 (Chapter 4, <a href="#">Section 7</a> ) 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
Sail	One weekend of sail training to be conducted IAW PO 324 (Chapter 4, <a href="#">Section 16</a> ).	1 Weekend
Seamanship Inter-Divisional Competition	A two-day competition in support of POs 303 (Chapter 4, <a href="#">Section 4</a> ) and POs 320 (Chapter 4, <a href="#">Section 12</a> ) to 324 (Chapter 4, <a href="#">Section 16</a> ). This activity is to be conducted over two full days IAW the associated lesson specification and instructional guide.	2 Days
<b>Total Mandatory</b>		<b>6 Days</b>

### COMPLEMENTARY

Activity	Description	Time
Complementary Training Periods	18 periods of instruction (9 per day) chosen from the complementary EOs to be delivered during a full day of training. POs 302 (Chapter 4, <a href="#">Section 3</a> ), 305 (Chapter 4, <a href="#">Section 6</a> ), 306 (Chapter 4, <a href="#">Section 7</a> ) and/or 311 (Chapter 4, <a href="#">Section 11</a> ) 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
Nautical Training	One weekend of nautical training to be conducted IAW PO 325 (Chapter 4, <a href="#">Section 17</a> ).	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 Participate in Teambuilding Activities	M307.01 Identify Phase Three Training Opportunities	M320.01 Identify Classes of Canadian Naval Ships
	Instructor			
	Location			
Session 2	EO	M224.01 Prepare for a Sail Weekend	M323.01 Perform Corps Duties	M323.01 Perform Corps Duties
	Instructor			
	Location			
Session 3	EO	M304.01 Describe the Components of Physical Fitness	M304.02 Participate in the Cadet Fitness Assessment	M304.03 Update Personal Activity Plan
	Instructor			
	Location			
Session 4	EO	C104.01 Create Team Goals	C320.02 Describe the Women's Royal Canadian Naval Service	C320.02 Describe the Women's Royal Canadian Naval Service
	Instructor			
	Location			
Session 5	EO	M303.01 Define the Role of a Team Leader	M303.01 Define the Role of a Team Leader	M303.02 Participate in a Mentoring Relationship
	Instructor			
	Location			
Session 6	EO	M309.01 Explain Principles of Instruction	M309.01 Explain Principles of Instruction	C322.01 Define Acts, Regulations and Codes
	Instructor			
	Location			
Session 7	EO	C322.02 Describe Personal Safety	C322.02 Describe Personal Safety	C322.02 Describe Personal Safety
	Instructor			
	Location			
Session 8	EO	C322.02 Describe Personal Safety	M309.02 Identify Methods of Instruction	M309.02 Identify Methods of Instruction
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 9	EO	M308.01 Prepare a Squad for Parade	M308.01 Prepare a Squad for Parade	M308.01 Prepare a Squad for Parade
	Instructor			
	Location			
Session 10	EO	C322.03 Describe Vessel Safety	C322.03 Describe Vessel Safety	C322.03 Describe Vessel Safety
	Instructor			
	Location			
Session 11	EO	C322.03 Describe Vessel Safety	C322.03 Describe Vessel Safety	M303.03 Practice Self-Assessment
	Instructor			
	Location			
Session 12	EO	M308.02 Deliver Words of Command	PCOC Test (PO 322)	PCOC Test (PO 322)
	Instructor			
	Location			
Session 13	EO	M309.03 Describe Effective Speaking Techniques	M303.04 Communicate as a Team Leader	M303.04 Communicate as a Team Leader
	Instructor			
	Location			
Session 14	EO	M307.02 Identify Year Three CSTC Training Opportunities	C304.03 Describe Stress	C304.03 Describe Stress
	Instructor			
	Location			
Session 15	EO	M309.04 Describe Questioning Techniques	M303.05 Supervise Cadets	M303.05 Supervise Cadets
	Instructor			
	Location			
Session 16	EO	C121.03 Complete a Rolling Hitch	M303.06 Solve Problems	M303.06 Solve Problems
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 17	EO	M321.01 Describe Safety Procedures for Operating Lifting Devices	M321.02 Rig Sheers	M321.02 Rig Sheers
	Instructor			
	Location			
Session 18	EO	M321.02 Rig Sheers	M321.02 Rig Sheers	M321.02 Rig Sheers
	Instructor			
	Location			
Session 19	EO	M305.01 Participate in Organized Recreational Team Sports	M305.01 Participate in Organized Recreational Team Sports	M305.01 Participate in Organized Recreational Team Sports
	Instructor			
	Location			
Session 20	EO	M309.05 Select Appropriate Instructional Aids	M309.05 Select Appropriate Instructional Aids	M307.03 Recognize the Partnership Between the NLC and DND in Support of the CCM
	Instructor			
	Location			
Session 21	EO	M309.07 Plan a Lesson	M309.07 Plan a Lesson	C203.05 Participate in Trust-Building Activities
	Instructor			
	Location			
Session 22	EO	M309.07 Instruct a 15-Minute Lesson	M309.07 Instruct a 15-Minute Lesson	M309.07 Instruct a 15-Minute Lesson
	Instructor			
	Location			
Session 23	EO	M304.02 Participate in the Cadet Fitness Assessment	M304.04 Evaluate Personal Activity Plan	Preparation for SIDC
	Instructor			
	Location			
Session 24	EO	C309.03 Instruct a 15-Minute Lesson	C309.03 Instruct a 15-Minute Lesson	C309.03 Instruct a 15-Minute Lesson
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 25	EO	M303.07 Lead Cadets Through a Leadership Assignment	M303.07 Lead Cadets Through a Leadership Assignment	M301.01 Discuss Community Service Groups
	Instructor			
	Location			
Session 26	EO	C301.03 Tour a Local Community Service Group	C301.03 Tour a Local Community Service Group	C301.03 Tour a Local Community Service Group
	Instructor			
	Location			
Session 27	EO	M320.02 Describe the Domestic Role of the CF	M320.02 Describe the Domestic Role of the CF	C301.02 Discuss Current Events
	Instructor			
	Location			
Session 28	EO	M320.03 Describe the Role of the CF in International Institutions	M320.03 Describe the Role of the CF in International Institutions	320 PC
	Instructor			
	Location			
Session 29	EO	C208.01 Practice Ceremonial Drill as a Review	C208.01 Practice Ceremonial Drill as a Review	C325.01 Prepare for a Nautical Training Weekend
	Instructor			
	Location			
Session 30	EO	ACR	ACR	ACR
	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	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M205.01 Participate in Organized Recreational Team Sports	M206.01 Participate in Recreational Air Rifle Marksmanship	M206.01 Participate in Recreational Air Rifle Marksmanship	M206.01 Participate in Recreational Air Rifle Marksmanship
	Instructor									
	Location									
Day 2	EO	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service	M202.01 Perform Community Service
	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	C102.02 Perform Community Service	C102.02 Perform Community Service	C102.02 Perform Community Service	C102.02 Perform Community Service	C102.02 Perform Community Service	C102.02 Perform Community Service	C102.02 Perform Community Service	C102.02 Perform Community Service	C102.02 Perform Community Service
	Instructor									
	Location									
Day 2	EO	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid	C105.01 Participate in an Organized Sports Tabloid
	Instructor									
	Location									

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## RESOURCE REQUIREMENTS

**Note:** Actual sports equipment required will be dependent upon the sports chosen by the Corps.

### MANDATORY TRAINING

Item	Qty	PO/EO
DVD Player	1	M304.01
Fitnessgram 8.0 Stand-Alone Test Kit	1	M304.01
TV	1	M304.01
30 cm (12 inch) Ruler	10	M304.01, M304.02
CD Player	1	M304.01, M304.02
Gym Mats	5	M304.01, M304.02
Small Cardboard Box	6	M304.01, M304.02
Measuring Tape	2	M304.01, M304.02, M321.02
Pylons	20	M304.01, M305.01, M321.02
Baseball	3	M305.01
Baseball Base	4	M305.01
Baseball Bat	2	M305.01
Baseball Glove (right and left handed)	12	M305.01
Basketball	2	M305.01
Basketball Net	2	M305.01
Batter's Helmet	2	M305.01
Field Crosse	24	M305.01
First Aid Kit	1	M305.01
Flag/Ribbon	18	M305.01
Football	2	M305.01
Goalie Equipment	2 sets	M305.01
Goalie Stick	2	M305.01
Goalkeeper's Crosse	2	M305.01
Goalkeeper's Face Mask (Lacrosse)	2	M305.01

Item	Qty	PO/EO
Goalkeeper's Face Mask (Ringette)	2	M305.01
Goalkeeper's Helmet (Lacrosse)	2	M305.01
Goalkeeper's Stick (Ringette)	2	M305.01
Goalkeeper's Throat and Chest Protector (Lacrosse)	2	M305.01
Hocket Net	2	M305.01
Hockey Ball	2	M305.01
Hockey Sticks	12	M305.01
Lacrosse Ball	2	M305.01
Lacrosse Net	2	M305.01
Mouthguard	1 per cadet	M305.01
Plastic Disk (Frisbee)	2	M305.01
Ringette Net	2	M305.01
Rubber Ring (Ringette)	2	M305.01
Soccer Ball	2	M305.01
Soccer Net	2	M305.01
Softball	3	M305.01
Volleyball	2	M305.01
Volleyball Net	1	M305.01
Air Rifle Pellets	50 per cadet	M306.01
Cadet Air Rifle	1 per lane	M306.01
Cadet Air Rifle Sling	1 per air rifle	M306.01
Safety Glasses/Goggles	2 per air rifle	M306.01
Model of a Sheers	1	M321.01
Sheers Kit	1	M321.02
Knife With a Lanyard	1	M321.02
Hooks	4	M321.02
Hard Hat	10	M321.02



Item	Qty	PO/EO
Stopwatch	1	M305.01, M309.05, M320.01, M320.02, M321.02
Whistle	1	M305.01, M309.05, M320.01, M320.02, M321.02, M324.05, M324.06, M324.07, M324.08, M324.09, M324.10, M324.11
Boatswain's Call	1 per every 2 cadets	M323.01
Cleaning Supplies (Boatswain's Call)	1 container	M323.01
4 mm (3/16) Line	1/2 m per cadet	M324.02, M324.03,
Spar	1 per 2 cadets	M324.02, M324.03,
Paddle	2 per boat	M324.05, M324.06
Masking Tape	1 roll	M324.08
Blue Flag	1	M324.09
Fully Equipped Sailboat	1	M324.03, M324.04, M324.05, M324.06, M324.07, M324.08, M324.09, M324.10, M324.11,
Coach Boat	1	M324.05, M324.06, M324.07, M324.08, M324.09, M324.10, M324.11,
Buoys with Lines and Weights	5	M324.05, M324.06, M324.07, M324.08, M324.09, M324.10, M324.11
Helmets	1 per cadet	M324.04, M324.05, M324.06, M324.07, M324.08, M324.09, M324.10, M324.11
PFDs	1 per cadet	M324.04, M324.05, M324.06, M324.07, M324.08, M324.09, M324.10, M324.11

## COMPLEMENTARY TRAINING

Item	Qty	PO/EO
30 cm (12 inch) Ruler	10	C304.02
Biathlon Air Rifle Targets (BART)	1 per firing lane	C311.01
Cadet Air Rifle	1 per lane	M306.01, C306.02, C306.03, C311.01
CD Player	1	C304.02
Coins	1 per firing lane	C311.01
Colour Carrying Belt	1 per cadet	C308.01
Flag With Pike	1 per cadet	C308.01
Gym Mats	5	C304.02
Measuring Tape	1	C304.02
Pylons	20	C304.02, C321.03
Raised Target Platform	1 per lane	C306.03
Rifle Rest	1 per lane	C306.03
Safety Glasses/Goggles	2 per air rifle	C306.03, C311.01
Shooting Mats	2 per firing lane	C311.01
Six-Foot Table	1 per lane	C306.03
Small Cardboard Box	6	C304.02
Suitable Target	10	C306.03
Target Frame	1 per lane	C306.03
Model of a Sheers	1	C321.01
Standing Derrick Kit	1	C321.02
Model of a Standing Derrick	1	C321.02
Knife With a Lanyard	1	C321.02, C321.03
Hard Hat	10	C321.02, C321.03
Whistle	1	C320.03, C321.02, C321.03
Stopwatch	1	C320.03, C321.02, C321.03

Item	Qty	PO/EO
Gyn Kit	1	C321.03
Model of a Gyn	1	C321.03
4 mm (3/16 inch) Line	2 metres per cadet	C321.04, C321.05
Large Sack	1	C323.01
Signal Masts/Halyards	2	C323.01
One-Metre Tack Lines	2	C323.01
Flags and Pennants Flash Cards	2 sets	C323.01
Boatswain's Call	1 per 2 cadets	C323.02, C323.03
Cleaning Supplies	1 container	C323.02, C323.03

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## **LIFTING DEVICE EQUIPMENT LIST**

### **SHEERS KIT**

- two round spars,
- nine double blocks,
- six single blocks,
- seven strops (made for spars),
- one strop (made for topping lift),
- one strop (made for load line),
- topping lift (length is relative to size of spars),
- main purchase (length is relative to size of spars),
- head lashing (length is relative to thickness of spars),
- splay tackle (length is relative to size of spars),
- heel tackle (length is relative to size of spars),
- tag line (length is relative to size of spars), and
- whipping twine.

### **STANDING DERRICK KIT**

- one round spar,
- nine double blocks,
- six single blocks,
- anti-twister,
- eight strops (made for spar),
- topping lift (length is relative to the size of the spar),
- main purchase (length is relative to the size of the spar),
- two guys (length is relative to the size of the spar),
- three heel tackles (length is relative to the size of the spar),
- thumb pieces/rope collars (if fitted),
- shoe (if fitted), and
- whipping twine.

**GYN KIT**

- two round spars,
- five double blocks,
- four single blocks,
- seven strops (made for spar),
- one strop (made for main purchase),
- main purchase (length is relative to the size of the spar),
- three splay tackles (length is relative to the size of the spar),
- shoes (if fitted),
- thumb pieces/rope collars (if fitted), and
- whipping twine.

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## CHAPTER 3

### CADET EVALUATION

#### PURPOSE

1. The purpose of this chapter is to outline the specific evaluation requirements for achievement of Phase Three qualification.

#### LEARNER EVALUATION

2. A-P9-050-000/PT-Z01, *Manual of Individual Training and Education, Volume 1* defines learner evaluation as, “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).”

3. Formative evaluation, or assessment **for** learning, takes place during a phase of instruction and helps cadets and instructors recognize progress or lapses in learning. Through formative evaluation, the instructor can: identify when corrective or remedial action is required, plan the next steps in instruction, provide cadets with feedback so they can improve, and reinforce learning to aid the cadet in retaining information. Formative evaluation may also include opportunities for cadets to practice using Performance Checks (PCs) employed in summative evaluation. Details for assessment for learning are outlined within the applicable lesson specifications located in Chapter 4.

4. Summative evaluation, or assessment **of** learning, takes place to determine whether learners have achieved POs, or critical EOs (those deemed prerequisites to further individual training and education) and are used at the end of a phase of instruction. Details for assessment of learning are detailed within this chapter.

#### CADET EVALUATION DESIGN AND DEVELOPMENT

5. Cadet evaluation is designed and developed incorporating contemporary professional practices from the fields of education and youth development as well as considering best practices in use within the Canadian Cadet Organizations (CCO).

6. Cadet evaluation is designed and developed so that all cadets are capable of achieving all POs and associated EOs. To motivate cadets to learn, cadet evaluation builds on success and confidence rather than demotivating cadets with failure and defeat.

7. The following fundamental assessment principles shall guide the conduct of Phase Three assessment activities:

- a. in advance of training, the instructor shall inform the cadet of POs and EOs associated with the qualification;
- b. in advance of training, the instructor shall inform the cadet of the assessment plan for the qualification and provide the cadet with an opportunity to review the applicable forms used in assessment;
- c. assessment information shall be shared between the instructor and the cadet and used to revise and guide instruction and learning;
- d. the instructor shall provide feedback that is descriptive, constructive, frequent, and timely; helping the cadet to identify strengths and address areas requiring improvement;
- e. the cadet shall be actively, consistently and effectively involved in assessment; including learning to manage their own learning through the skills of self-assessment; and

- f. the cadet shall be encouraged to actively, consistently and effectively communicate with others about their learning progress.

### CADET PROGRAM DEVELOPMENTAL PERIODS (DPs)

8. The cadet program is designed across adolescent DPs adapted to suit the cadet program target population. Outlined in each DP are specific philosophies and approaches to learning and assessment that influence design, development and conduct of cadet training and assessment.

9. A DP is a time frame, during a cadet's progression through the cadet program, 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.

10. Progressive training levels, and associated learning objectives, distinguish each DP; ensuring training is relevant, achievable and age-appropriate for the cadet population. DPs and associated training levels are designed to be completed in a sequential manner and are also fluid, which allows a cadet to progress to the next training level or DP while still working on completion of learning objectives from the previous level or DP.

11. The design and development of cadet training and evaluation is based on the basic overview of the DP characteristics located at [Annex A](#).

### CADET ASSESSMENT OF LEARNING PLAN

12. The assessment of learning plan located at [Annex B](#), provides an overall strategy for using assessment activities to determine if the cadet meets the requirements for Phase Three qualification. The assessment of learning plan will:

- a. provide an outline of each assessment of learning activity including its purpose, when it will occur, and details the assessment instrument(s) used to support cadet evaluation;
- b. identify the learning target(s) associated with the PO and/or EO being assessed, to include:
  - (1) **Knowledge Mastery.** The facts, concepts and theory a cadet needs to know;
  - (2) **Reasoning Proficiency.** A cadet uses what they know to solve a problem, make a decision, make a plan, think critically, set goals, or self-assess;
  - (3) **Skills.** Performance demonstration; where the cadet demonstrates their ability to perform a skill. To be assessed, these performances must be demonstrated by the cadet and observed by an assessor;
  - (4) **Ability to Create Products.** A cadet uses their knowledge, reasoning and skills to create a concrete product; and/or
  - (5) **Attitudinal/Dispositional Changes.** A cadet's attitude about learning, safety, conduct, etc. Targets in this realm reflect attitude and feeling. They represent important affective goals we hold for a cadet as a by-product of their CP experience, and as such are not generally assessed for the purpose of attaining a qualification.
- c. identify the assessment method(s) that best matches PO and/or EO learning targets, to include:
  - (1) **Selected Response.** A cadet selects the correct or best response from a list provided. Formats include multiple choice, true/false, matching, short answer, and fill-in-the-blank questions. Although short answer and fill-in-the-blank questions do require cadets to generate an answer, they call for a very brief answer that is counted as right or wrong, so these have been included in the selected response category;

- (2) **Extended Written Response.** A cadet is required to construct a written answer in response to a question or task rather than select one from a list. An extended written response is one that is at least several sentences in length;
- (3) **Performance Assessment.** This assessment method is based on observation and judgment; performance or product is observed and a determination is made as to its quality; and/or
- (4) **Personal Communication.** Gathering information about a cadet through personal communication, learning is assessed through interpersonal interaction with the cadet.

## ASSESSMENT INSTRUMENTS

13. Specific assessment instruments have been designed to support each assessment activity within the assessment of learning plan. These are meant to standardize assessment activities and cadet evaluation for all cadets attempting the qualification. Assessment instruments are located at [Annex B, Appendixes 1 to 10](#).

## ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES

14. No additional cadet evaluations, eg, theory tests or performance checks, are to be used to determine Phase Three qualification eligibility. Therefore, these national standards are not to be supplemented with additional regional and/or local standards.

## PHASE THREE QUALIFICATION STANDARD

15. The minimum standard for Phase Three qualification is:
- a. 60 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 Three Qualification Record located at [Annex C](#).

## RECOGNITION OF ENHANCED PROFICIENCY

16. Certain POs within the Assessment of Learning Plan allow for recognition of an enhanced proficiency level of achievement. The assessment instructions for the applicable PCs outline how proficiency levels are achieved and recorded on the Qualification Record. This information highlights cadet's strength(s) within the achievement of the qualification. The following definitions differentiate baseline proficiency and enhanced proficiency levels of achievement:

- a. **Baseline Proficiency.** A cadet achieves baseline proficiency by demonstrating the performance standard outlined in the applicable PO; and
- b. **Enhanced Proficiency.** A cadet achieves enhanced proficiency by exceeding the performance standard outlined in the applicable PO.

## CADETS NOT MEETING THE QUALIFICATION STANDARD

17. A cadet who does not meet the qualification standard for any PO shall be given a reasonable opportunity to achieve the standard. Unless otherwise specified in the assessment of learning plan and associated assessment instruments, there is no limit to the number of additional opportunities that may be afforded to the cadet, provided it is within the resources of the cadet corps. If, by the end of the training year, a cadet who is Phase Two qualified has not successfully attained any PO, the corps CO may waive the minimum qualification standard. When waiving any PO requirement, the cadet corps CO shall consider:

- a. the legitimacy of the cadet's reason for failing to attain the PO;

- b. the cadet's mandatory and complementary training attendance; and
- c. the cadet's overall behaviour and performance.

18. Any cadet for whom a waiver has been issued will not be granted the Phase Three qualification. However, that cadet will progress to Phase Four in the fourth year of their corps membership. If a Commanding Officer does not grant a cadet a waiver, that cadet may be held back to repeat Phase Three.

19. Cadets who have been granted a waiver of the qualification standard of Phase Three and have progressed to Phase Four in the fourth year of their corps membership are expected to achieve the missing Phase Three PO requirements. To facilitate this, cadets may concurrently receive credit for activities completed in Phase Four as part of also achieving Phase Three.

20. Only cadets who have achieved the Phase Two qualification may be granted a waiver.

## **RECORDING AND REPORTING CADET ACHIEVEMENT**

21. The progress of each cadet shall be recorded on the Phase Three Qualification Record, located at [Annex C](#), which is also used to determine successful completion of Phase Three qualification. Commanding Officers are responsible for ensuring the results are recorded on each cadet's DND 2399, Cadet Personnel Record.

## **PHASE THREE CERTIFICATE OF QUALIFICATION**

22. The CF 558, *Cadet Certificate of Qualification* (NSN 7530-21-870-7685), shall be awarded to each cadet upon successful completion of the Phase Three qualification.

## **MONITORING CADET PROGRESS**

23. Cadets must meet the standard of behaviour and conduct expected from all cadets. The Course Officer during cadet interviews and personal counselling should adopt a proactive approach towards difficulties.

24. The Course Officer is encouraged to meet formally and informally with cadets throughout the training year to discuss the cadet's progress towards Phase Three qualification (assessment for learning) and to provide feedback on overall performance. At a minimum, it is expected that the course officer will meet with each cadet at the end of the training year to review the completed [Annex C](#), *Phase Three Qualification Record*. Guidelines for conducting cadet interviews are located in [Annex D](#).

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

## **TRAINING COUNSELLING SESSION**

26. A training counselling session is used when a cadet is having difficulties progressing toward Phase Three qualification and an intervention is required to set goals for corrective action and/or remedial instruction. These counselling sessions focus on training related issues. The Training Officer is responsible for conducting training counselling sessions. Guidelines for conducting training counselling sessions are located in [Annex E](#) and the Training Counselling Session Form is located in [Annex E, Appendix 1](#).



## CHARACTERISTICS OF CP DPs

Developmental Period (DP)	Developmental Period 1 (DP1)			Developmental Period 2 (DP2)		Developmental Period 3 (DP3)
Ages	12 - 14			15 - 16		17 - 18
Years	Y1	Y2		Y3	Y4	Y5+
DP Overview	Learning in the CP is designed around three progressive, DPs. The mental, physical, emotional, and social development of a cadet are considered in these age-appropriate DPs. The cadet develops and ultimately refines higher-level thinking skills (reasoning, reflective thinking, problem solving) as they progress through each DP					
Age-Appropriate Learning	<b>Experience-based</b>			<b>Developmental</b>		<b>Competency</b>
DP Description	The cadet has well-developed automatic responses however, the area of the brain that processes higher-level thinking is not yet mature. Effective learning is active and interactive with lots of practical experiences.			The cadet starts developing higher-level thinking skills such as problem-solving skills. Effective learning is interactive and practical, allowing cadets to start making decisions within their learning process.		The cadet is refining higher level thinking skills. Effective learning is interactive and allows for increased individual responsibility and independent learning.
Assessment Expectation	<b>Participatory</b>			<b>Baseline Proficiency</b>		<b>Enhanced Proficiency</b>
Assessment Purpose	<ul style="list-style-type: none"> <li>Stimulation and maintenance of an enhanced interest in the CP</li> </ul> <p><b>Note:</b> Exposing the cadet to a variety of training activities and learning opportunities with the assessment expectation focused on participation will help accomplish this.</p> <ul style="list-style-type: none"> <li>Exposure to a broad knowledge base and skill set</li> </ul> <p><b>Note:</b> CSTC Summer 2 courses will begin to expose the cadet to some specific specialty areas, which will allow the cadet to discover possible areas of particular interest.</p>			<ul style="list-style-type: none"> <li>Development of a broad knowledge base and skill set as well as introducing reasoning proficiency</li> <li>Ongoing determination and development of specific specialty areas of interest and capability</li> <li>Recognition of enhanced proficiency achievement</li> <li>Ongoing stimulation and maintenance of an enhanced interest in the CP</li> </ul>		<ul style="list-style-type: none"> <li>Development of an enhanced knowledge, reasoning or skill proficiency in a targeted specialty area – related to interest, capability and cadet program requirements</li> <li>Ongoing development of the broad knowledge base and skill set as well as reasoning proficiency</li> <li>Ongoing recognition of enhanced proficiency achievement</li> <li>Ongoing stimulation and maintenance of an enhanced interest in the CP</li> </ul>

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### ASSESSMENT OF LEARNING PLAN – PHASE THREE

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
<i>PO 301 – Recognize the Purpose of Service Groups Within Canada</i>								
N/A.								
<i>PO 302 – Perform Community Service</i>								
N/A.								
<i>PO 303 – Perform the Role of a Team Leader</i>								
303 PC	PO 303	The purpose of this PC is to assess the cadet's ability to perform the role of Team Leader.	Reasoning proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed performing the role of a Team Leader. The performance is then discussed with the cadet.	On completion of lessons related to EO M303.07 then ongoing throughout the training year.	Appendix 1	N/A.
<i>PO 304 – Update Personal Activity Plan</i>								
N/A.								
<i>PO 305 – Participate in Recreational Sports</i>								
N/A.								
<i>PO 306 – Fire the Cadet Air Rifle During Recreational Marksmanship</i>								
N/A.								
<i>PO 307 – Serve in a Sea Cadet Corps</i>								
N/A.								
<i>PO 308 – Direct a Squad Prior to a Parade</i>								
308 PC	PO 308	The purpose of this PC is to assess the cadet's ability to prepare a squad for parade.	Skills	Performance Assessment	The cadet is observed as they prepare a squad for parade by: forming up, sizing, dressing, inspecting and calling the roll.	During preparation for corps opening and closing parades.	Appendix 2	N/A.

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
<b>PO 309 – Instruct a Lesson</b>								
309 PC	PO 309	The purpose of this PC is to assess the cadet's ability to instruct a lesson using a written lesson plan, an appropriate method(s) of instruction and an appropriate instructional aid(s).	Product and Reasoning proficiency	Performance Assessment	The cadet's lesson plan is reviewed and they are observed while instructing a 15-minute lesson.	Ongoing during the conduct of lessons related to EO M309.07.	Appendix 3	Assistance is denied.
<b>PO 311 – Participate in a Recreational Biathlon Activity</b>								
N/A.								
<b>PO 320 – Describe Aspects of the Canadian Navy</b>								
N/A.								
<b>PO 321 – Rig a Lifting Device</b>								
321 PC	PO 321	The purpose of this PC is to assess the cadet's ability, as a member of a group, to safely rig, operate and de-rig sheers.	Product and Reasoning	Performance Assessment	The cadet is observed while rigging, operating and de-rigging sheers.	Ongoing during conduct of lessons related to EO M321.02.	Appendix 4	N/A.
<b>PO 323 – Serve in a Naval Environment</b>								
323 EC 01	EO M323.01	The purpose of this EC is to assess the cadet's knowledge of the corps' organizational structure.	Knowledge	Selected Response	The cadet is asked to identify corps' structure by using organization charts.	Upon completion of lessons related to EO M323.01.	Appendix 5	N/A.

EC/PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
323 PC	PO 323	The purpose of this PC is to assess the cadet's ability to perform the duties of the Quartermaster.	Skill	Performance Assessment	The cadet is observed while performing the duties of the Quartermaster.	Ongoing throughout the training year.	Appendix 6	N/A.
<b>PO 324 – Sail a Sailboat IAW the Canadian Yachting Association (CYA) White Sail Level II</b>								
324 EC 01	EO 324.02 and EO 324.04	The purpose of this PC is to assess the cadet's ability to prepare themselves and their sailboat prior to sailing.	Reasoning proficiency and Knowledge	Performance Assessment and Personal Communication	The cadet is observed while preparing to go sailing and asked to define terms, describe wind conditions and identify parts and their functions.	On completion of lessons related to EO M324.02 and M324.04.	Appendix 7	N/A.
324 EC 02	EO M324.03	The purpose of this PC is to assess the cadet's ability to tie knots and hitches.	Products and Knowledge	Performance Assessment and Personal Communication	The cadet is asked to tie and describe the use of knots and hitches.	Ongoing during conduct of EO M324.03.	Appendix 8	N/A.
324 EC 03	EO M324.08	The purpose of this PC is to assess the cadets ability to describe the points of sail.	Knowledge	Personal Communication	The cadet is asked to describe the points of sail with the use of diagrams.	On completion of lessons related to EO M324.08.	Appendix 9	N/A.
324 PC	PO 324 (Excluding EO M324.01)	The purpose of this PC is to assess the cadet's ability to perform all sailing skills associated with CYA White Sail Level II.	Skills	Performance Assessment	The cadet is observed throughout the weekend(s) – Use of coach notes and CYA White Sail II Checklist to track and record cadets' skill progression.	Ongoing throughout the weekend(s).	Appendix 10	N/A.
<b>PO 325 – Participate in a Nautical Training Weekend</b>								
N/A.								

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## **303 PC – ASSESSMENT INSTRUCTIONS**

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### **PREPARATION**

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#### **PRE-ASSESSMENT INSTRUCTIONS**

Review the assessment plan, assessment instructions and 303 PC Assessment Rubric and become familiar with the material prior to conducting the assessment.

There is no time allotted for 303 PC. It is to be administered whenever and wherever Phase Three cadets lead cadets through a leadership assignment.

The cadet shall be given a minimum of one practice leadership assignment which will be assessed using the 303 PC Assessment Rubric. The cadet will reflect and self-assess after the practice leadership assignment using the same rubric. The practice leadership assignment will not be recorded on the cadet's qualification record.

The formal leadership assignment will be given and assessed using the 303 PC Assessment Rubric. The cadet will reflect and self-assess after the leadership assignment using the same rubric. The leadership assignment shall be recorded on the cadet's qualification record.

If the cadet does not achieve the performance standard, the cadet will be given additional leadership assignments until the performance standard is met.

Photocopy the 303 PC Assessment Rubric twice for each leadership assignment given.

#### **PRE-ASSESSMENT ASSIGNMENT**

The cadet shall review the 303 PC Assessment Rubric and become familiar with the assessment criteria prior to the leadership assignment.

#### **ASSESSMENT METHOD**

Performance assessment and personal communication were chosen as it allows the assessor to observe the cadet's ability to perform the required skill(s) and make a judgement on the quality of performance.

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### **CONDUCT OF ASSESSMENT**

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#### **PURPOSE**

The purpose of this PC is to assess the cadet's ability to lead cadets through a leadership assignment.

#### **RESOURCES**

- Two 303 PC Assessment Rubrics, and
- As per the leadership assignment.

#### **ASSESSMENT ACTIVITY LAYOUT**

As per the leadership assignment.

## ASSESSMENT ACTIVITY INSTRUCTIONS



While observing the cadet leading cadets through a leadership assignment, assess the quality of each criterion by indicating (eg, highlighting, circling, note taking) on the Assessment Rubric, the descriptive statement that best represents this judgement. Criteria for the leading through a leadership assignment are assessed as:

- **Incomplete,**
- **Completed with difficulty,**
- **Completed without difficulty, or**
- **Exceeded standard.**

Make notes of observations to provide descriptive post-assessment feedback.

1. Communicate to the cadet their leadership assignment either verbally or in writing.
2. Ensure the cadet understands the leadership assignment.
3. Distribute the Assessment Rubric to the cadet for self-assessment purposes.
4. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.
5. Have the cadet conduct the leadership assignment.
6. Evaluate the cadet's leadership ability by observation. Record the result (eg, highlighting, circling, note taking) on the Assessment Rubric for each criterion.



The assessment of leadership abilities is subjective; however, the assessor's responsibility is to be as positive as possible.

7. Have the cadet assess their performance on their Assessment Rubric.

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## POST-ASSESSMENT INSTRUCTIONS

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### RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
  - a. **Incomplete.** Overall, the cadet has not achieved the performance standard;
  - b. **Completed With Difficulty.** Overall, the cadet has achieved the performance standard with difficulty;
  - c. **Completed Without Difficulty.** Overall, the cadet has achieved the performance standard without difficulty; or
  - d. **Exceeded Standard.** Overall, the cadet has exceeded the performance standard.
2. Record notes and observations in the assessor's feedback section of the Assessment Checklist.
3. Sign and date the Assessment Checklist.



4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
5. The overall result will be recorded on the Phase Three Qualification Record located at [Annex C](#).

#### **PROVIDING ASSESSMENT FEEDBACK**

Discuss the cadet's self-assessment on their performance.

Ask the cadet what they felt went right during the leadership assessment, what did not go well and ask the cadet how they would improve their performance if the leadership assignment was given to them again.

Discuss the performance results of each section of the Assessment Rubric with the cadet.

Discuss the overall performance results with the cadet and provide the cadet with a copy of the completed rubric.

### 303 PC ASSESSMENT RUBRIC

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

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

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
<b>Communicate as a Team Leader</b>	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership task. Team members did not need clarification.
<b>Supervise Cadets</b>	Did not supervise cadets.	Only supervised cadets at the beginning and/or end of the leadership assignment.	Supervised throughout the leadership assignment making some corrections when necessary.	Supervised throughout the leadership assignment making corrections as necessary.
<b>Solve Problems</b>	Did not solve the problem(s).		Solved the problem(s).	
<b>Complete the Leadership Assignment</b>	Did not complete the leadership assignment.		Completed the leadership assignment.	
<b>Perform Self-assessment</b>	Did not complete the self-assessment.		Completed the self-assessment.	

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**Assessor's Feedback:**

Effectiveness of problem solving (describe how the leader made use of the team, the resources and the time allotted, etc).

Effectiveness of the leadership assignment (describe how the leader made use of the team, the resources and the time allotted, etc).

Check One	PO 303 Overall Assessment							
	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard	
<b>Overall Performance</b>	The cadet has not achieved the performance standard.		The cadet has achieved the performance standard with difficulty.		The cadet has achieved the performance standard without difficulty.		The cadet has exceeded the performance standard.	

**Assessor's Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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## **POSSIBLE YEAR THREE COMMON LEADERSHIP ASSIGNMENTS**

### **RECREATIONAL MARKSMANSHIP ASSIGNMENTS**

- Set up a range for recreational marksmanship.
- Organize relays for recreational marksmanship.
- Control pellets and issue targets for recreational marksmanship.
- Conduct concurrent activities during recreational marksmanship.
- Tear down a range after recreational marksmanship.

### **SUMMER BIATHLON ASSIGNMENTS**

- Set up range for summer biathlon.
- Conduct a warm-up activity prior to participating in summer biathlon.
- Control pellets for summer biathlon.
- Conduct a cool-down activity after participating in summer biathlon.
- Tear down the range after summer biathlon.

### **RECREATIONAL SPORTS ASSIGNMENTS**

- Set up a recreational sports activity.
- Tear down a recreational sports activity.
- Organize a team for recreational sports.
- Conduct a warm-up prior to recreational sports.
- Conduct a concurrent activity during recreational sports.
- Conduct a cool-down after recreational sports.

### **WEEKLY PARADE CADET NIGHT ASSIGNMENTS**

- Set up chairs for a parade.
- Set up the dais area for a parade.
- Set up flags and parade markers for a parade.
- Tear down chairs after a parade.
- Tear down dais area after a parade.
- Tear down flags and parade markers after a parade.

### **WEEKLY CADET NIGHT ASSIGNMENTS**

- Set up classroom space.
- Rearrange classroom space.
- Tear down classroom space.

- Set up a canteen.
- Staff the canteen.
- Tear down a canteen.
- Set up a presentation area for a guest speaker.
- Tear down a presentation area for a guest speaker.
- Set up for an extracurricular activity.
- Conduct a concurrent activity.

#### **COMMUNITY SERVICE LEADERSHIP ASSIGNMENTS**

- Organize a team during a community service activity.
- Conduct a concurrent activity during community service activity.
- Complete a final garbage sweep after a community service activity.

#### **OTHER LEADERSHIP ASSIGNMENT POSSIBILITIES**

- Embark and disembark personnel on vehicles during transportation.
- Conduct uniform inspection of year one cadets.
- Collect and dispose of garbage after parade night.
- Collect, sort and dispose of recycling after parade night.
- Turn off lights and close windows after parade night.

#### **PRIOR TO A WEEKEND ACTIVITY**

- Distribute personal equipment.
- Label personal equipment.
- Load group equipment and supplies.

#### **SETTING UP FOR WEEKEND TRAINING**

- Unload equipment and supplies.
- Set up the first aid station.
- Set up the female sleeping area.
- Set up the male sleeping area.

#### **ROUTINE TASKS THAT MAY OCCUR DURING WEEKEND TRAINING**

- Organize the distribution of a meal.
- Clean up the eating area after a meal.
- Launch sailboats.
- Conduct a concurrent activity during weekend training.

- Secure sailboats.
- Organize lights out for the female cadets.
- Organize lights out for the male cadets.
- Organize wakey-wakey for female cadets.
- Organize wakey-wakey for male cadets.

#### **SECURE WEEKEND TRAINING**

- Secure the female sleeping area.
- Secure the male sleeping area.
- Secure the first aid station.
- Load group equipment and supplies.
- Complete a final garbage sweep.

#### **AFTER WEEKEND TRAINING**

- Unload equipment and supplies.
- Collect personal equipment.

## **308 PC – ASSESSMENT INSTRUCTIONS**

---

### **PREPARATION**

---

#### **PRE-ASSESSMENT INSTRUCTIONS**

Review the assessment plan, assessment instructions and 308 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the Assessment Checklist for each section.

Ensure each cadet has received an aide-mémoire card, listing the requisite drill sequence.

#### **PRE-ASSESSMENT ASSIGNMENT**

Have the cadet review the Assessment Checklist and become familiar with the material prior to the assessment.

#### **ASSESSMENT METHOD**

Performance assessment was chosen to observe and evaluate the cadet directing a squad prior to a parade.

---

### **CONDUCT OF ASSESSMENT**

---

#### **PURPOSE**

The purpose of this PC is to assess the cadet's ability to direct a squad prior to a parade.

#### **RESOURCES**

PO 308 PC Assessment Checklist.

#### **ASSESSMENT ACTIVITY LAYOUT**

This assessment shall be conducted in a drill hall or outdoor parade square in favourable weather.

#### **ASSESSMENT ACTIVITY INSTRUCTIONS**



The cadet may be provided assistance (eg, reminders, guided questions).



After observing each skill being performed, make a judgement and indicate on the Assessment Checklist whether the skill was:

- **Incomplete.** The skill was not attempted or not completed even with assistance.
- **Completed With Difficulty.** The skill was completed with some difficulty, assistance or use of the aide-mémoire card. The cadet directed the squad, but failed to correctly deliver the words of command or the cadet had a poor bearing while delivering the words of command.
- **Completed Without Difficulty.** The skill was completed without difficulty, assistance or use of the aide-mémoire card. The cadet maintained a good bearing and correctly and clearly delivered the words of command.

Make notes or observations for the purposes of providing post-assessment descriptive feedback.

1. Assess the cadet's performance for each skill and record the results on the Assessment Form.
2. Cadets may be given unlimited re-tests within the resources of the cadet corps to meet the standard for each skill. Where time permits, cadets may re-test to improve their results to **Completed Without Difficulty**.

---

### POST-ASSESSMENT INSTRUCTIONS

---

#### RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
  - a. **Incomplete.** The cadet has not achieved the performance standard by not completing at least one of the required areas.
  - b. **Completed With Difficulty.** The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty.
  - c. **Completed Without Difficulty.** The cadet has achieved the performance standard by completing all objectives without difficulty.
2. Record notes and observations in the assessor's feedback section of the Assessment Checklist.
3. Sign and date the Assessment Checklist.
4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
5. The overall result will be recorded on the Phase Three Qualification Record located at [Annex C](#).

#### PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results and give a copy of the Performance Assessment Form to the cadet.



### 308 PC ASSESSMENT CHECKLIST

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

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

#### **Analytical Performance Assessment:**

Direct a Squad Prior to a Parade	Incomplete	Completed With Difficulty	Completed Without Difficulty
Fall in a squad.			
Call the roll.			
Size in a single rank and reform in threes (twos).			
Dress a squad.			
Inspect a squad.			
Hand over a squad.			

#### **Assessor's Feedback:**

Check One	PO 308 Overall Assessment					
	Incomplete		Completed With Difficulty		Completed Without Difficulty	Exceeded Standard
<b>Overall Performance</b>	The cadet has not achieved the performance standard by not completing at least one of the required skills.		The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty.		The cadet has achieved the performance standard by completing all objectives without difficulty.	N/A.

**Assessor's Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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## **309 PC – ASSESSMENT INSTRUCTIONS**

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### **PREPARATION**

---

#### **PRE-ASSESSMENT INSTRUCTIONS**

Review the assessment plan, assessment instructions and 309 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 309 PC Assessment Checklist.

#### **PRE-ASSESSMENT ASSIGNMENT**

Each cadet is to plan a 15-minute lesson for instruction IAW EO M309.06 (Plan a Lesson, Chapter 4, Section 10). Each cadet is to prepare a written lesson plan and an appropriate instructional aid(s) to be used for the instruction of that lesson.

#### **ASSESSMENT METHOD**

Performance assessment was chosen as it allows the assessor to observe the cadets' performance in instructing and the product of their lesson plan and make a judgment on its quality.

---

### **CONDUCT OF ASSESSMENT**

---

#### **PURPOSE**

The purpose of this assessment is to assess the cadet's ability to instruct a lesson using a written lesson plan, an appropriate method(s) of instruction and an appropriate instructional aid(s).

#### **RESOURCES**

IAW the EO M309.06 (Plan a Lesson, Chapter 4, Section 10) and EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10).

#### **ASSESSMENT ACTIVITY LAYOUT**

Classroom or training area large enough to accommodate the entire group.

#### **ASSESSMENT ACTIVITY INSTRUCTIONS**

This PC is assessed during EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10).

The PC Assessment Checklist is to be used in conjunction with the *Instructional Techniques Assessment Form* (A-CR-CCP-603/PF-001, Chapter 9, Annex S) used in the conduct of EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10).



Criteria for assessing the cadets' ability to instruct a lesson using a written lesson plan, an appropriate method(s) of instruction and an appropriate instructional aid(s) is assessed as:

- **Incomplete.** If the instruction of the lesson was not attempted, was not completed, if no lesson plan was submitted, or if no instructional aid was used.
- **Completed With Difficulty.** If the instruction of the lesson was completed but the cadet had difficulty writing/using the lesson plan, instructing the lesson using an appropriate method(s) of instruction or developing/using an appropriate instructional aid(s).
- **Completed Without Difficulty.** If the instruction of the lesson was completed and the cadet had no difficulty writing/using the lesson plan, instructing the lesson using an appropriate method(s) of instruction and developing/using an appropriate instructional aid(s).

Make notes of observations to provide descriptive post-assessment feedback.

Each cadet prior to the start of EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10), will be required to:

- plan a 15-minute lesson IAW EO M309.06 (Plan a Lesson, Chapter 4, Section 10);
- develop a written lesson plan; and
- develop an appropriate instructional aid(s).

Each cadet shall arrive prepared to instruct a lesson during EO M309.07 (Instruct a 15-Minute Lesson, Chapter 4, Section 10). During the time allotted for this lesson each cadet will:

- provide a copy of their written lesson plan to the assessor;
- prepare the classroom/training area for their lesson;
- instruct a 15-minute lesson using the following:
  - an appropriate method(s) of instruction; and
  - an appropriate instructional aid(s); and
- participate in a brief feedback session with the assessor upon completion of the lesson.

Each cadet will be required to complete this without assistance.

---

### POST ASSESSMENT INSTRUCTIONS

---

#### RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
  - a. **Incomplete.** If the instruction of the lesson was not attempted, was not completed, if no lesson plan was submitted, or if no instructional aid was used.
  - b. **Completed With Difficulty.** If the instruction of the lesson was completed but the cadet had difficulty writing/using the lesson plan, instructing the lesson using an appropriate method(s) of instruction or developing/using an appropriate instructional aid(s).

- c. **Completed Without Difficulty.** If the instruction of the lesson was completed and the cadet had no difficulty writing/using the lesson plan, instructing the lesson using an appropriate method(s) of instruction and developing/using an appropriate instructional aid(s).
  - d. **Exceeded Standard.** If the instruction of the lesson was completed beyond the level expected of a Phase Three cadet. In addition to meeting the requirements of *Completed Without Difficulty*, the cadet consistently demonstrated other instructional techniques IAW the *Instructional Techniques Assessment Form*.
- 2. Record notes made in the assessor's feedback section of the assessment checklist.
  - 3. Sign and date the assessment checklist.
  - 4. Ensure a copy of the Performance Assessment Form is attached to the cadet's training file.
  - 5. The overall result will be recorded on the Phase Three Qualification Record located at [Annex C](#).

### PROVIDING ASSESSMENT FEEDBACK

This assessment is accomplished through direct / immediate feedback with the cadet upon completion of the period of instruction. The assessor should offer feedback and suggestions for improvement to the cadet based on the Instructional Techniques Assessment Form and 309 PC Assessment Checklist.

The grey areas of the Instructional Techniques Assessment Form are those applicable to the 309 PC (eg, the standard required for the achievement of PO 309, Chapter 4, [Section 10](#)). The remainder of the form is intended solely for the purposes of assessment for learning and providing the cadets with the feedback they need to improve their skills.

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

### 309 PC ASSESSMENT CHECKLIST

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

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

	Incomplete	Completed With Difficulty	Completed Without Difficulty
	The item was not attempted or completed.	The item was completed with some difficulty or assistance.	The item was completed without difficulty or the need for assistance.
<b>Lesson Plan</b>			
Introduction			
Body			
End of Lesson Confirmation			
Conclusion			
<b>Assessment of Lesson Plan (Check One)</b>			

<b>Method(s) of Instruction</b>			
Method chosen was appropriate to the lesson content.			
Method was used correctly in the conduct of the lesson.			
<b>Method(s) of Instruction (Check One)</b>			

<b>Instructional Aid(s)</b>			
Relevance			
Ease of Use			
<b>Instructional Aid(s) (Check One)</b>			

**Assessor's Feedback:**

Check One	PO 309 Overall Assessment					
	Incomplete		Completed With Difficulty		Completed Without Difficulty	Exceeded Standard
<b>Overall Performance</b>	The cadet has not achieved the performance standard by not completing at least one of the required skills.		The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty.		The cadet has achieved the performance standard by completing all objectives without difficulty.	The cadet has achieved the performance standard by, in addition to meeting the requirements of <i>Completed Without Difficulty</i> , the cadet consistently demonstrated other instructional techniques IAW the <i>Instructional Techniques Assessment Form</i> .

**Assessor's Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_

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

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## 321 PC – ASSESSMENT INSTRUCTIONS

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### PREPARATION

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#### PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 321 PC Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 321 PC Group Checklist and 321 PC Assessment Checklist.

#### PRE-ASSESSMENT ASSIGNMENT

N/A.

#### ASSESSMENT METHOD

Performance assessment to assess the cadet's ability, as a member of a group, to safely rig, operate and de-rig sheers.

---

### CONDUCT OF ASSESSMENT

---

#### PURPOSE

The purpose of this PC is to assess the cadet's ability, as a member of a group, to safely rig, operate and de-rig sheers.

#### RESOURCES

IAW EO M321.02 (Rig Sheers, Chapter 4, Section 13).

#### ASSESSMENT ACTIVITY LAYOUT

IAW EO M321.02 (Rig Sheers, Chapter 4, Section 13).

#### ASSESSMENT ACTIVITY INSTRUCTIONS

This PC can be conducted concurrently during the conduct of lessons related to EO M321.02 (Rig Sheers, Chapter 4, Section 13).

Observe each cadet while participating in the activities related to EO M321.02 (Rig Sheers, Chapter 4, Section 13) and make a judgement based on their performance.



After observing each skill being performed, make a judgement and indicate on the Assessment Checklist whether the skill was:

- **Incomplete.** The skill was not attempted or not completed even with assistance.
- **Completed With Difficulty.** The skill was completed with some difficulty or assistance.
- **Completed Without Difficulty.** The skill was completed without difficulty or assistance.

Make notes or observations for the purposes of providing post-assessment descriptive feedback.



The assessment activities are conducted with each cadet performing as part of a four-member team IAW EO M321.02 (Rig Sheers, Chapter 4, Section 13). This PC consists of three areas of assessment:

- Safety,
- Rigging, and
- Operation.

The area of safety shall be assessed on an individual bases.

The areas of rigging and operation are assessed based on the performance of the team as a whole and each of the four cadets shall receive the same assessment in these areas. The only exception to this would be if the assessor deemed it necessary to remove an individual cadet due to a safety infraction, in which case the cadet removed shall receive an assessment of incomplete. The remaining cadets shall proceed by substituting in a fourth cadet.

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## POST-ASSESSMENT INSTRUCTIONS

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### RECORDING ASSESSMENT RESULTS

1. A group checklist has been provided for ease of use while conducting the assessment. Upon completion of the assessment, the results shall be recorded on the 321 PC Assessment Checklist, to be completed for each cadet.
2. Indicate the overall performance assessment on the assessment checklist as:
  - a. **Incomplete.** The cadet did not attempt or complete the assessment.
  - b. **Completed With Difficulty.** The assessment was completed with difficulty and/or assistance was required.
  - c. **Completed Without Difficulty.** The task was completed with no difficulty and no assistance.
3. Record notes made in the assessor's feedback section of the Assessment Checklist.
4. Sign and date the Assessment Checklist.
5. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
6. The overall result will be recorded on the Phase Three Qualification Record located at [Annex C](#).

### PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.

### 321 PC GROUP CHECKLIST

Name	Safety			Rigging								Operation						Comments
	Personal Conduct	Wearing Personal Safety Equipment	Adherence To Danger Zone Protocol	Spars	Head Lashing	Topping Lift	Main Purchase	Strops	Splay Tackle	Heel Tackles	Tag Line	Raising the Sheers	Hooking on a Load	Raising the Load	Securing the Load Line	Lowering the Load	Lowering the Sheers	
<b>Group 1</b>																		
1.																		
2.																		
3.																		
4.																		
<b>Group 2</b>																		
1.																		
2.																		
3.																		
4.																		
<b>Group 3</b>																		
1.																		
2.																		
3.																		
4.																		
<div>I—Incomplete</div> <div>D—Completed with difficulty</div> <div>W—Completed without difficulty</div>																		

### 321 PC ASSESSMENT CHECKLIST

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

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

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
	The cadet has not completed the tasks.	The cadet has completed the tasks with difficulty.	The cadet has completed the tasks without difficulty.	N/A.
<b>Safety</b>				
Personal Conduct				
Wearing Personal Safety Equipment				
Adherence to Danger Zone Protocol				
<b>Safety (Check One)</b>				

<b>Rigging</b>				
Spars				
Head Lashing				
Topping Lift				
Main Purchase				
Strops				
Splay Tackle				
Heel Tackles				
Tag Line				
<b>Rigging (Check One)</b>				

<b>Operation</b>				
Raising the Sheers				
Hooking on the Load				
Raising the Load				
Securing the Load Line				
Lowering the Load				
Lowering the Sheers				
<b>Operation (Check One)</b>				

**Assessor's Feedback:**

Check One	PO 321 Overall Assessment						
	Incomplete		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard
<b>Overall Performance</b>	The cadet has not achieved the performance standard.		The cadet has achieved the performance standard with difficulty.		The cadet has achieved the performance standard without difficulty.		N/A.

**Assessor's Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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## 323 EC 01 – ASSESSMENT INSTRUCTIONS

### PREPARATION

#### PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 323 EC 01 Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 323 EC 01 Checklist.

Photocopy the blank organization charts for each cadet.

#### PRE-ASSESSMENT ASSIGNMENT

N/A.

#### ASSESSMENT METHOD

Selected response was chosen as it allows the assessor to ask the cadets to identify their knowledge through selecting or generating short responses to chosen questions.

### CONDUCT OF ASSESSMENT

#### PURPOSE

The purpose of this assessment is to assess the cadets' knowledge of the corps' organizational structure.

#### RESOURCES

Blank organization charts for each cadet.

#### ASSESSMENT ACTIVITY LAYOUT

N/A.

#### ASSESSMENT ACTIVITY INSTRUCTIONS



Criteria for understanding the corps' organizational structure is assessed as:

**Incomplete.** The task was not attempted or completed.

**Completed With Difficulty.** The task was completed with difficulty and/or assistance was required.

**Completed Without Difficulty.** The task was completed without difficulty or assistance.

Make notes of observations to provide descriptive post-assessment feedback.

323 EC 01 has no time allotted. The blank organization charts shall be passed out during the conclusion to EO M323.01 (Perform Corps Duties, Chapter 4, Section 15) and completed as homework. The cadets shall be required to pass this in to the instructor on the training night one week after EO M323.01 (Perform Corps Duties, Chapter 4, Section 15) has been instructed.

Each cadet will be required to complete the following:

- the functional organization chart,
- the duty personnel organization chart, and

- one of the given options of the training organization charts.

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## POST ASSESSMENT INSTRUCTIONS

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### RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the assessment checklist as:
  - a. **Incomplete.** The cadet did not attempt or complete the assessment.
  - b. **Completed With Difficulty.** The assessment was completed with difficulty and assistance was required.
  - c. **Completed Without Difficulty.** The task was completed with no difficulty and no assistance.
2. Record notes made in the assessor's feedback section of the assessment checklist.
3. Sign and date the assessment checklist.
4. Ensure a copy of the Performance Assessment Form is attached to the cadet's training file.
5. The overall result will be recorded on the 323 PC Checklist located at [Appendix 7](#).

### PROVIDING ASSESSMENT FEEDBACK

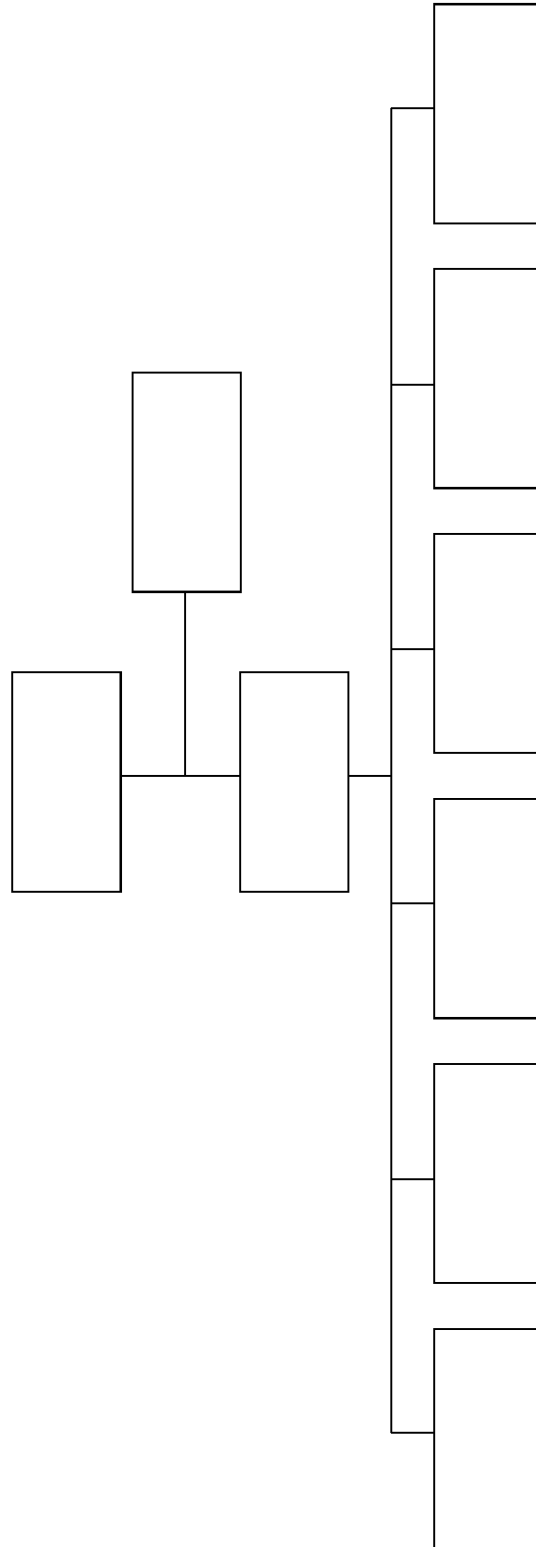
Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.



## FUNCTIONAL ORGANIZATION CHART

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

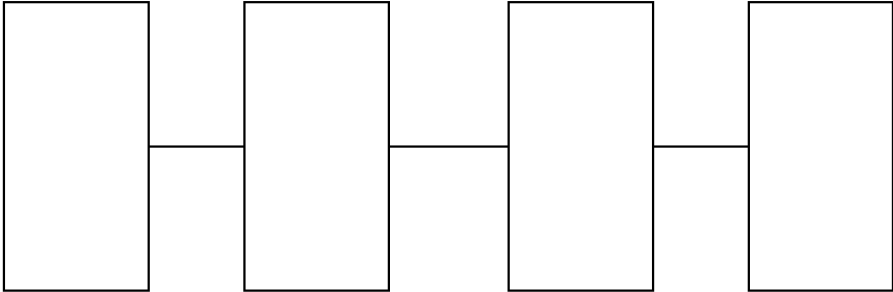
Fill in each box with the position title and name of the person who holds this position at the corps.



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DUTY PERSONNEL ORGANIZATION CHART

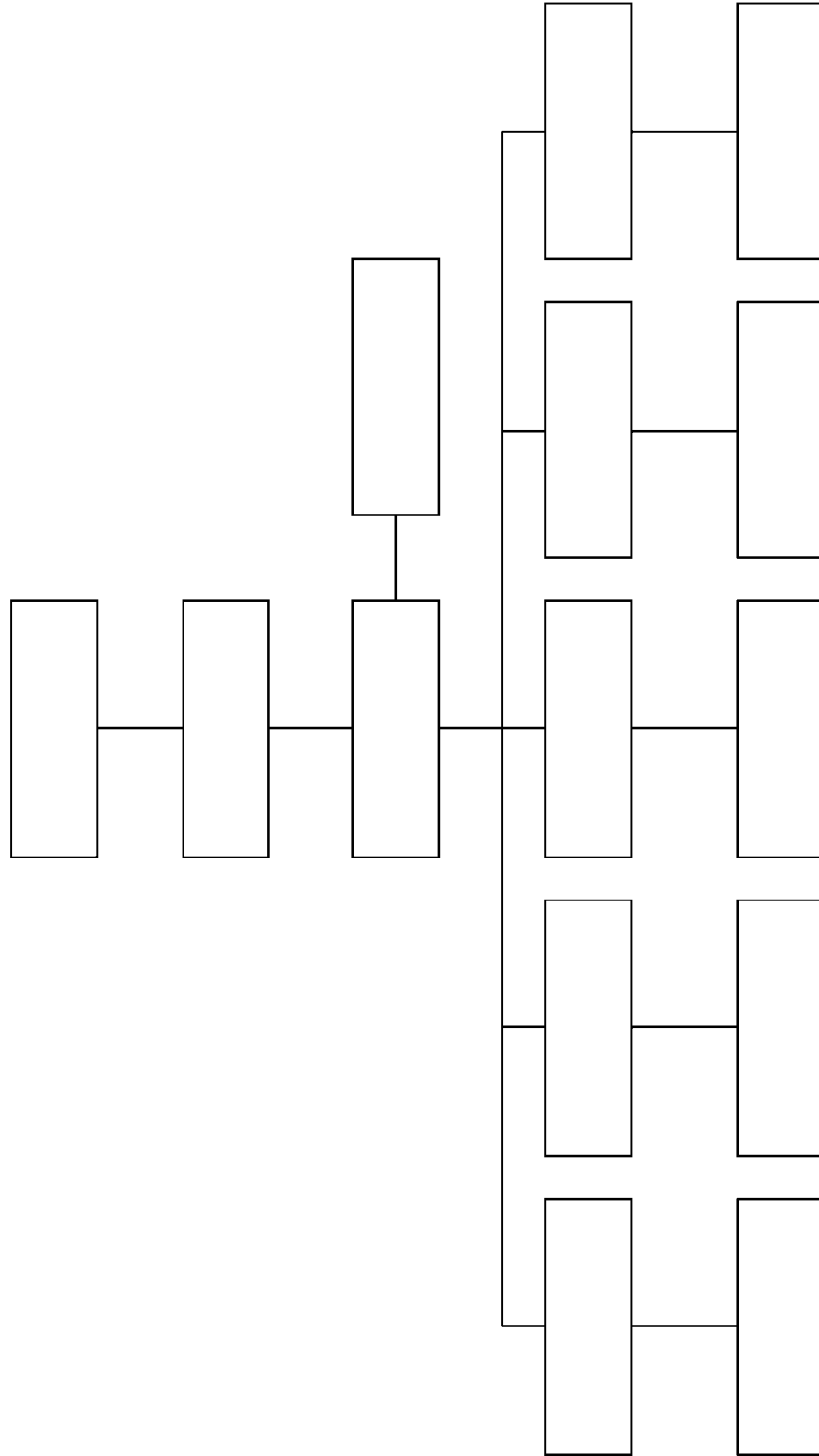
Fill in each box with the position title.



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**TRAINING ORGANIZATION CHART – OPTION ONE**

Fill in each box with the position title on either option one or option two of the Training Organization Charts.



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**323 EC 01 ASSESSMENT CHECKLIST**

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

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

EO 323.01 EC	EO Assessment		
	Incomplete	Completed With Difficulty	Completed Without Difficulty
	The cadet did not attempt or complete the assessment.	The cadet completed the assessment with difficulty or required assistance.	The cadet completed the assignment with no difficulty and did not require assistance.
Corps' Organizational Structure			

**Assessor's Feedback:**

Assessor's Name: \_\_\_\_\_ Position: \_\_\_\_\_

Assessor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## **323 PC – ASSESSMENT INSTRUCTIONS**

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### **PREPARATION**

---

#### **PRE-ASSESSMENT INSTRUCTIONS**

Review the assessment plan, assessment instructions and 323 PC Checklist and become familiar with the material prior to conducting the assessment.

Photocopy the 323 PC Checklist.

Ensure each cadet has access to the quartermaster's Terms of Reference and the Quartermaster Reference Guide from EO M323.01 (Perform Corps Duties, Chapter 4, Section 15).

No time is scheduled for this assessment. Each cadet will be required to act as quartermaster at various times throughout the training year and will be assessed at this time by the Officer of the Day (OOD).

Develop a schedule for Phase Three cadets to perform the duties of quartermaster. Each cadet must rotate through the schedule at least once after the completion of lessons related to EO M323.01 (Perform Corps Duties, Chapter 4, Section 15).

#### **PRE-ASSESSMENT ASSIGNMENT**

N/A.

#### **ASSESSMENT METHOD**

Performance assessment was chosen as it allows the assessor to observe the cadets' performance in performing the duties of Quartermaster.

---

### **CONDUCT OF ASSESSMENT**

---

#### **PURPOSE**

The purpose of this assessment is to assess the cadets' ability to perform the duties of the Quartermaster.

#### **RESOURCES**

- Boatswain's call,
- Cleaning supplies,
- Corps' broadcast system (if available),
- Ensign (or other flag),
- Ship's bell,
- Quartermaster's Terms of Reference from EO M323.01 (Perform Corps Duties, Chapter 4, Section 15), and
- Quartermaster Reference Guide from EO M323.01 (Perform Corps Duties, Chapter 4, Section 15).

#### **ASSESSMENT ACTIVITY LAYOUT**

The quartermaster will stand duty in the immediate vicinity of the brow (main entrance) and shall not leave the area except to carry out duties required of them as quartermaster.

## ASSESSMENT ACTIVITY INSTRUCTIONS

Each cadet will be required to perform the duties of quartermaster throughout the training year, by performing the following:

- running colours and sunset, to include:
  - organizing the colour party;
  - piping the still; and
  - piping the carry on;
- maintaining the corps' routine and controlling of the corps' broadcast system, to include:
  - ringing the ship's bell; and
  - making pipes or using the corps' broadcast system;
- controlling the brow, to include:
  - identifying all personnel coming aboard or leaving the ship (training location);
  - ensuring that no unauthorized material is taken ashore; and
  - controlling the ship's log; and
- ensuring the cleanliness of the brow area.

---

## POST ASSESSMENT INSTRUCTIONS

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### RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the assessment checklist as:
  - a. **Incomplete.** If anything on the checklist was not demonstrated;
  - b. **Completed With Difficulty.** If all items on the checklist were demonstrated but some were demonstrated with difficulty or assistance;
  - c. **Completed Without Difficulty.** If all items on the checklist were demonstrated without difficulty or without the need for assistance; or
2. Record notes and observations in the assessor's feedback section of the assessment checklist.
3. Sign and date the assessment checklist.
4. Ensure a copy of the Performance Assessment Form is attached to the cadet's training file.
5. The overall result will be recorded on the Phase Three Qualification Record located at [Annex C](#).

### PROVIDING ASSESSMENT FEEDBACK

As this PC is ongoing, feedback should be provided to the cadets on a regular basis to inform them of their progress. This is accomplished through direct/immediate feedback during training activities, group debriefings at the end of individual training activities and one-on-one interviews as required.

Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.



### 323 PC ASSESSMENT CHECKLIST

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

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

	Incomplete	Completed With Difficulty	Completed Without Difficulty
	The item was not attempted or completed.	The item was completed with some difficulty or assistance.	The item was completed without difficulty or the need for assistance.
<b>Run Colours and Sunset</b>			
Organize the Colour Party			
Pipe the Still			
Pipe the Carry On			
<b>Run Colours and Sunset (Check One)</b>			

<b>Maintain the Corps Routine and Control the Corps' Broadcast System</b>			
Ring the Ship's Bell			
Make Pipes/Use the Corps Broadcast System			
<b>Maintain the Corps Routine and Control the Corps' Broadcast System (Check One)</b>			

<b>Control the Brow</b>			
Identify All Personnel Coming Aboard or Leaving the Ship (Training Location)			
Ensure no Unauthorized Material is Taken Ashore			
Control the Ship's Log			
Ensure the Brow is Clean and Tidy			
<b>Control the Brow (Check One)</b>			

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**Assessor's Feedback:**

	EC Results		
	Incomplete	Completed With Difficulty	Completed Without Difficulty
323 EC 01			

Check One	PO 323 Overall Assessment					
	Incomplete		Completed With Difficulty		Completed Without Difficulty	Exceeded Standard
<b>Overall Performance</b>	The cadet has not achieved the performance standard by not completing at least one of the required skills.		The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty.		The cadet has achieved the performance standard by completing all objectives without difficulty.	N/A

**Assessor's Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*This form shall be reproduced locally.*

## **324 EC 01 – ASSESSMENT INSTRUCTIONS**

---

### **PREPARATION**

---

#### **PRE-ASSESSMENT INSTRUCTIONS**

Review the assessment plan, assessment instructions and assessment tool(s) and become familiar with the material prior to conducting the assessment.

#### **PRE-ASSESSMENT ASSIGNMENT**

N/A.

#### **ASSESSMENT METHOD**

Performance assessment and personal communication were chosen to assess the cadet's reasoning and required knowledge to safely prepare for sailing.

---

### **CONDUCT OF ASSESSMENT**

---

#### **PURPOSE**

The purpose of this EC is to assess the cadet's ability to prepare themselves and their sailboat prior to sailing IAW CYA White Sail Level II standards.

#### **RESOURCES**

IAW EO M324.02 (Prepare for Sailing, Chapter 4, Section 16) and EO M324.04 (Rig a Sailboat, Chapter 4, Section 16).

#### **ASSESSMENT ACTIVITY LAYOUT**

N/A.

#### **ASSESSMENT ACTIVITY INSTRUCTIONS**

This EC can be conducted on an ongoing basis, at any point following the completion of training related to EO M324.02 (Prepare for Sailing, Chapter 4, Section 16) and EO M324.04 (Rig a Sailboat, Chapter 4, Section 16). The EC is intended to be conducted during regular training time while cadets are preparing to go sailing. Completion of this EC is tracked using the group checklists found in this appendix.

1. Observe each cadet while rigging their sailboats to determine whether they understand the functions of the of the different parts and equipment that they are handling;
2. Ask each cadet to identify and explain in basic terms, the function of each part on the checklist;
3. Ask each cadet to define, in the own words, the meaning of the terms found on the checklist; and
4. Ask each cadet to provide the approximate wind speed based on the four types of wave conditions.

---

### **POST-ASSESSMENT INSTRUCTIONS**

---

#### **RECORDING ASSESSMENT RESULTS**

Upon completion of the assessment the results are to be transposed onto the corresponding section of 324 PC Assessment Checklist (CYA White Sail Level II Practical Skills Checklist, [Appendix 10](#)).

## **ASSESSMENT FEEDBACK**

As this EC is intended to be ongoing, feedback should be provided to the cadets on a regular basis to inform them of their progress. This is accomplished through direct/immediate feedback during training activities, group debriefings at the end of individual training activities and one-on-one interviews as required.

324 EC 01 ASSESSMENT CHECKLIST – PART 1 (PARTS AND FUNCTIONS)

Name	Parts of the Hull											Parts of the Rigging								Parts of the Sails									
	Hull	Bow	Stern	Transom	Fairlead	Rudder	Centreboard/ Daggerboard	Tiller	Tiller Extension	Auto Bailer	Painter	Hiking Strap	Mast	Boom	Block	Shackle	Cleat	Shroud	Boom Vang	Traveler/Bridge	Spreader	Forestay	Goose Neck	Main sail	Jib Sail	Mainsheet	Jib Sheet	Main Halyard	Jib Halyard
1.																													
2.																													
3.																													
4.																													
5.																													
6.																													
7.																													
8.																													
9.																													
10.																													
11.																													
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18.																													
19.																													
20.																													
21.																													
22.																													
23.																													
24.																													
Coach fills in boxes with:												D = Demonstrated				DC = Demonstrated Consistently													

324 EC 01 CHECKLIST – PART 2 (TERMINOLOGY, WIND AND WAVES)

Name	Terminology													Wind and Waves	
	Heading Up	Luffing	Head to Wind	Heeling	Hiking	Tacking	Beating	Bearing Away	Gybing	Windward	Leeward	Skipper	Crew	Helmsman	Judge Wind Speed Given the Wave Conditions
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															
14.															
15.															
16.															
17.															
18.															
19.															
20.															
21.															
22.															
23.															
24.															
Coach fills in boxes with:															DC = Demonstrated Consistently
															D = Demonstrated
															ND = Not Demonstrated

## 324 EC 02 – ASSESSMENT INSTRUCTIONS

---

### PREPARATION

---

#### PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and assessment tool(s) and become familiar with the material prior to conducting the assessment.

#### PRE-ASSESSMENT ASSIGNMENT

N/A.

#### ASSESSMENT METHOD

Product assessment was chosen to assess the correctness of the knots and hitches that the cadet ties.

---

### CONDUCT OF ASSESSMENT

---

#### PURPOSE

The purpose of this EC is to assess the cadet's ability to tie knots and hitches IAW CYA White Sail Level II standards.

#### RESOURCES

IAW EO M324.03 (Tie a Hitch and a Bend, Chapter 4, Section 16).

#### ASSESSMENT ACTIVITY LAYOUT

N/A.

#### ASSESSMENT ACTIVITY INSTRUCTIONS

This EC can be conducted on an ongoing basis, at any point following the completion of training related to EO M324.03 (Tie a Hitch and a Bend, Chapter 4, Section 16). The EC is intended to be conducted during regular training time while cadets are preparing to go sailing. Completion of this EC is tracked using the group checklists found in this appendix.

1. Observe each cadet while rigging their sailboats and ask them to tie rolling hitch and a sheet bend; and
  2. Ask each cadet to describe what the rolling hitch and sheet bend are used for.
- 

### POST-ASSESSMENT INSTRUCTIONS

---

#### RECORDING ASSESSMENT RESULTS

Upon completion of the assessment the results are to be transposed onto the corresponding section of 324 PC Assessment Checklist (CYA White Sail Level II Practical Skills Checklist, [Appendix 10](#)).

#### ASSESSMENT FEEDBACK

As this EC is intended to be ongoing, feedback should be provided to the cadets on a regular basis to inform them of their progress. This is accomplished through direct/immediate feedback during training activities, group debriefings at the end of individual training activities and one-on-one interviews as required.

**324 EC 02 ASSESSMENT CHECKLIST (KNOTS, BENDS AND HITCHES)**

Name	Rolling Hitch		Sheet Bend	
	Tie in 10 Seconds	Describe Use	Tie in 10 Seconds	Describe Use
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
Coach fills in boxes with:				
ND = Not Demonstrated		D = Demonstrated	DC = Demonstrated Consistently	



## 324 EC 03 – ASSESSMENT INSTRUCTIONS

---

### PREPARATION

---

#### PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and assessment tool(s) and become familiar with the material prior to conducting the assessment.

#### PRE-ASSESSMENT ASSIGNMENT

N/A.

#### ASSESSMENT METHOD

Personal communication and/or performance assessment were chosen to assess the cadet's knowledge of points of sail.

---

### CONDUCT OF ASSESSMENT

---

#### PURPOSE

The purpose of this EC is to assess the cadet's ability to describe the points of sail IAW CYA White Sail Level II standards.

#### RESOURCES

IAW EO M324.08 (Adjust to Points of Sail, Chapter 4, Section 16).

#### ASSESSMENT ACTIVITY LAYOUT

N/A.

#### ASSESSMENT ACTIVITY INSTRUCTIONS

This EC is intended to be carried out during the conduct of lessons related to EO M324.08 (Chapter 4, Section 16), however, it can be conducted on an ongoing basis, at any point following said lessons. The EC is intended to be conducted during regular training time. Completion of this EC is tracked using the group checklists found in this appendix.

1. Ask each cadet to identify each point of sail using a diagram;
2. Ask each cadet to describe the sail and centreboard/daggerboard adjustment required for each point of sail; and/or
3. Observe each cadet making the required centreboard/daggerboard adjustments while sailing.

---

### POST-ASSESSMENT INSTRUCTIONS

---

#### RECORDING ASSESSMENT RESULTS

Upon completion of the assessment the results are to be transposed onto the corresponding section of 324 PC Assessment Checklist (CYA White Sail Level II Practical Skills Checklist, [Appendix 10](#)).

#### ASSESSMENT FEEDBACK

Feedback should be provided to the cadets on a regular basis to inform them of their progress. This is accomplished through direct/immediate feedback during training activities, group debriefings at the end of individual training activities and one-on-one interviews as required.

**324 EC 03 ASSESSMENT CHECKLIST (POINTS OF SAIL)**

Name	Points of Sail						
	Irons	Close Hauled	Close Reach	Beam Reach	Broad Reach	Running Free	Sailing by the Lee
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
<p><b>Coach fills in boxes with:</b></p> <p><b>ND = Not Demonstrated      D = Demonstrated      DC = Demonstrated Consistently</b></p>							

## 324 PC – ASSESSMENT INSTRUCTIONS

---

### PREPARATION

---

#### PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and assessment tool(s) and become familiar with the material prior to conducting the assessment.

#### PRE-ASSESSMENT ASSIGNMENT

N/A.

#### ASSESSMENT METHOD

Performance assessment was chosen to observe cadets performing the required skill(s) and make a judgement on the quality of the performance.

---

### CONDUCT OF ASSESSMENT

---

#### PURPOSE

The purpose of this PC is to assess the cadet's ability to perform all sailing skills associated with CYA White Sail Level II.

#### RESOURCES

IAW PO 324 (Sail a Sailboat IAW the Canadian Yachting Association [CYA] White Sail Level II, Chapter 4, [Section 16](#)).

#### ASSESSMENT ACTIVITY LAYOUT

N/A.

#### ASSESSMENT ACTIVITY INSTRUCTIONS

This PC is ongoing. Coaches observe the cadets during the conduct of activities during training. Coaches use the checklist found in this appendix as a guide and maintain notes on each cadet to track skill progression. A group checklist is also available on the CYA website that may also be used in concert with the coaches notes to track the progress of the cadets as a group.

As the PC is ongoing and deals with progressive skill development, the practice of limiting the number of attempts a cadet has to complete the PC does not apply.

---

### POST-ASSESSMENT INSTRUCTIONS

---

#### RECORDING ASSESSMENT RESULTS

Upon completion of the assessment, the checklist is completed and signed by the coach.

The overall result will be recorded on the Phase Three Qualification Record located at [Annex C](#). Indicate the overall performance assessment on the qualification record as:

- **Did Not Participate.** If the cadet did not participate in sail training;
- **In Progress.** If the cadet participated in sail training and has demonstrated some of the items on the checklist, making progress toward achievement of the CYA White Sail Level II standard;

- **Completed With Difficulty.** If all items on the checklist were demonstrated but less than 60% were demonstrated consistently;
- **Completed Without Difficulty.** If all items on the checklist were demonstrated and 60% or more were demonstrated consistently; or
- **Exceeded Standard.** If all items on the checklist were demonstrated consistently.

#### **ASSESSMENT FEEDBACK**

As this PC is ongoing, feedback should be provided to the cadets on a regular basis to inform them of their progress. This is accomplished through direct/immediate feedback during training activities, group debriefings at the end of individual training activities and one-on-one interviews as required.

Upon completion of the PC each cadet shall be debriefed on their results and provided with a copy of the completed checklist.



CANADIAN YACHTING ASSOCIATION

MARCH 2003

### WHITE SAIL II PRACTICAL SKILLS CHECKLIST

Date:	Training Hours:	Name:
Average Wind Speed:		Boat Type:
D.O.B: (D/M/Y)		Evaluation:      WS II      or      WS II IP

The LTS/R committee recommends that sailors spend a minimum of 20 hours completing the skills below before moving on to the white sail III skills. Advancement prior to completion of the 20-hour practice time is authorized when a sailor can demonstrate all skills consistently.

SKILLS		- Not Demonstrated (ND) - Demonstrated (D) - Demonstrated Consistently (DC)						
ASHORE		ND	D	DC		ND	D	DC
Parts of the Hull	Hull				Daggerboard			
	Bow				Tiller			
	Stern				Tiller Extension			
	Transom				Auto bailer			
	Fairlead				Painter			
	Rudder				Hiking Strap			
Rigging Items	Mast				Boom Vang			
	Boom				Traveller/Bridle			
	Block				Spreader			
	Shackle				Forestay			
	Cleat				Goose Neck			
	Shroud							
Sails	Mainsail				Jib Sheet			
	Jib Sail				Main Halyard			
	Mainsheet				Jib Halyard			
Knots	Tie a rolling hitch in 10 sec.				Tie a sheet bend in 10 sec.			
<b>Comments</b>								
SKILLS					Not Demonstrated	Demonstrated	Demonstrated Consistently	
<b>AFLOAT</b>								
Leave Dock	Skipper identifies the wind direction.							
	Good route planning & control.							
	Proper skipper commands.							
	Crew assist skipper.							
Returning to a Dock	Good route planning & control.							
	Proper skipper commands.							
	Sails are lower prior to docking.							
	Approaches head to wind.							
	Soft contact with dock.							
<b>Comments</b>								



SKILLS		- Not Demonstrated (ND) - Demonstrated (D) - Demonstrated Consistently (DC)						
AFLOAT		ND	D	DC		ND	D	DC
Helming Skills	Beating				Close Reach			
	Running				Beam Reach			
	Tacking				Broad Reach			
	Gybing				Starboard Tack			
	Stopping				Port Tack			
	Hiking				Bearing Away			
	Luffing				Heading Up			
Crewing Skills	Sail Trim				Daggerboard			
	Boat Trim				Lookout			
<b>Comments</b>								
SKILLS					Not Demonstrated	Demonstrated	Demonstrated Consistently	
Sailing by the Lee	Skipper maintains a straight course.							
	Crew prevents the boom from gybing.							
Waves	Identify the four general types of waves conditions.							
	Identify the wind speed given the waves.							
Terminology	Point to windward.							
	Point to leeward.							
	Point to the skipper.							
	Point to the helmsperson.							
<b>Comments</b>								
Recovery of a Turtled boat	Check the crew.							
	Maintain a grasp of the boat.							
	Crew to bow.							
	Skipper grasp jib sheet to right.							
	Skipper to dagger/centerboard.							
	Sailboat kept head to wind.							
	Right boat under control.							
	Quick entry over transom area.							
	Bail Sailboat.							
Recover paddles and bailer.								
<b>Comments</b>								

Head Instructor: \_\_\_\_\_ Instr #: \_\_\_\_\_

Instructor: \_\_\_\_\_ Instr #: \_\_\_\_\_

### 324 PC RESULTS

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

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

**Assessor's Feedback:**

Check One	PO 324 Overall Assessment									
	Did Not Participate		In Progress		Completed With Difficulty		Completed Without Difficulty		Exceeded Standard	
<b>Overall Performance</b>	The cadet has not achieved the performance standard by not participating in sail training.		The cadet has achieved the performance standard by completing the assessment and making progress toward achievement of the CYA White Sail Level II standard.		The cadet has achieved the performance standard by completing the assessment and achieved the CYA White Sail Level II standard. All items on the checklist were demonstrated but less than 60% were demonstrated consistently.		The cadet has achieved the performance standard by completing the assessment and achieved the CYA White Sail Level II standard. All items on the checklist were demonstrated and 60% or more were demonstrated consistently.		The cadet has achieved the performance standard by completing the assessment and achieved the CYA White Sail Level II standard. All items on the checklist were demonstrated consistently.	

**Assessor's Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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### PHASE THREE QUALIFICATION RECORD

Cadet's Name: \_\_\_\_\_ Corps: \_\_\_\_\_ Division: \_\_\_\_\_

**POs That Are Evaluated as "Completed" or "Incomplete":**

Topic	PO	Performance Statement	PO Assessment	
			Incomplete	Completed
Citizenship	301	Recognize the Purpose of Service Groups Within Canada		
Community Service	302	Perform Community Service		
Personal Fitness and Healthy Living	304	Update Personal Activity Plan		
Recreational Sports	305	Participate in Recreational Sports		
Marksmanship	306	Fire the Cadet Air Rifle During Recreational Marksmanship		
General Cadet Knowledge	307	Serve in a Sea Cadet Corps		
Canadian Navy and Maritime Community	320	Describe Aspects of the Canadian Navy		

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POs That Recognize Proficiency Level Achievement

Topic	PO	Performance Statement	PO Assessment			
			Did Not Achieve the Standard	Baseline Proficiency		Enhanced Proficiency
			Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Leadership	303	Perform the Role of a Team Leader				
Drill	308	Direct a Squad Prior to a Parade				
Instructional Techniques	309	Instruct a Lesson				
Ropework	321	Rig a Lifting Device				
Ship's Operations	323	Serve in a Naval Environment				

Topic	PO	Performance Statement	PO Assessment			
			Did Not Achieve the Standard	Baseline Proficiency		Enhanced Proficiency
			Did Not Participate	In Progress	Completed With Difficulty	Completed Without Difficulty
Sailing	324	Sail a Sailboat IAW Canadian Yachting Association (CYA) White Sail Level II				

Qualification Achieved	Yes	Training Officer Signature:		Date:
	No			

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## CADET INTERVIEW GUIDELINES

### PREPARATION FOR A PROGRESS INTERVIEW

#### PRE-INTERVIEW INSTRUCTIONS

Review the interview guidelines and the cadet interview form in [Appendix 1](#) and become familiar with the material prior to conducting the interview.

Where discussion is being directed towards specific topic areas, ensure that any required support materials are prepared in advance and distributed to the cadet to review. This could include: training schedules, the Assessment of Learning Plan ([Annex B](#)), PC assessment instruments, etc.

Schedule interviews to allow approximately 10-15 minutes per cadet.

#### PRE-INTERVIEW ASSIGNMENT

Have the cadets review any support materials so they are able to attend the interview prepared to discuss the specific topic areas, as well as their expectations and personal goals.

### CONDUCT OF A PROGRESS INTERVIEW

#### PURPOSE

The purpose of conducting a progress interview is to discuss the cadet's learning progress towards their qualification (assessment for learning) and to provide feedback on overall performance.

#### RESOURCES

- Note paper,
- Pen/pencil, and
- Suitable interview location.

#### INTERVIEW LAYOUT

Set up the interview location so that both the interviewer and cadet will be comfortable.

#### INTERVIEW INSTRUCTIONS



Tips for a successful interview:

- Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.
- Manage time by ensuring the cadet stays on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadet time to respond to your questions.

1. Have the cadet enter the area of the interview;
2. Ask the cadet how they feel they are progressing in the Phase Level;

3. Give the cadet feedback on their progress and their overall performance highlighting any gaps that may exist between the cadet's self-assessment and the officer's observations;
4. Help the cadet make an action plan that takes into consideration the cadet's goals and the requirements of the qualification. Action plans should be realistic and achievable and written using positive language.



The action plan is a negotiated set of steps that the cadet commits to taking to reach their goals. The officer should not dictate steps or goals, but should guide the cadet towards a mutually agreed upon plan of action that meets both the needs of the cadet and the needs of the Cadet Program. The action plan must be achievable for the cadet, provide the cadet with guidelines on the action they must take to be successful and be written using positive language.

5. Have the cadet sign the Cadet Interview Form, Section 2.
6. Sign the Cadet Interview Form, Section 2.

---

### **POST-INTERVIEW INSTRUCTIONS**

---

Meet with the cadet throughout the training year to discuss their progress towards achieving the qualification and to revise their action plan.

---

### **PREPARATION FOR FINAL INTERVIEW**

---

#### **PRE-INTERVIEW INSTRUCTIONS**

Review the interview guidelines and Cadet Interview Form and become familiar with the material prior to conducting the interview.

Review the cadet's completed Qualification Record and related assessment instruments as well as the completed Section 1 and 2 of any Cadet Progress Interview Forms.

Schedule interviews to allow approximately 10 - 15 minutes per cadet.

#### **PRE-INTERVIEW ASSIGNMENT**

Have the cadets review the personal goals they established at the beginning of the training year, any action plans, and come to the interview prepared to discuss their success in reaching those goals. Have the cadet think about their personal goals for the summer and following training year.

---

### **CONDUCT OF FINAL INTERVIEW**

---

#### **PURPOSE**

The purpose of the final interview is to discuss: the completed Qualification Record, the cadet's goals that were discussed during the initial interview, and new goals for the summer and following training year.

#### **RESOURCES**

- Final Interview form,
- Pen/pencil,
- Suitable interview location.

## INTERVIEW LAYOUT

Set up the interview location so that both the cadet and the interviewer will be comfortable.

## INTERVIEW INSTRUCTIONS



Tips for a successful interview:

- Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.
- Manage time by ensuring the cadet stays on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadet time to respond to your questions.

1. Ask the cadet questions in Section 3 of the Cadet Interview Form;
2. Provide the cadet with a copy of their completed Qualification Record and discuss their learning progress towards course objectives. Where a cadet has been granted a waiver explain to the cadet what this means and what they will be required to do in the following year to meet the current qualification requirements;
3. Ask the cadet the remaining questions on the form;
4. Have the cadet sign the final interview form.
5. Sign the final interview form.

---

## POST-INTERVIEW INSTRUCTIONS

---

Ensure the Cadet Certificate of Qualification, CF 558 (NSN 7530-21-870-7685), is awarded to cadets who successfully complete the qualification. This should be done in a manner that highlights the cadet's achievement, eg, a graduation parade or other formal event.

Ensure the completed Qualification Record for each cadet is placed in the cadet's DND 2399, Cadet Personnel Record.

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### CADET PERFORMANCE INTERVIEW FORM

SECTION 1 – CADET PARTICULARS		
Surname:	Name:	
Phase:	Division:	Rank:
SECTION 2 – INITIAL INTERVIEW		
Cadet's Responses	Officer's Notes	
1. How do you feel about your progress in the Phase Level? Are there any areas of excitement or concern you would like to highlight?	Note any gaps between the cadet's perception of their performance and observed performance:	
2. What are some areas you would like to improve during the training year? What personal goals would you like to establish for Phase level?	Work with the cadet to develop an action plan, listing the steps that will help the cadet meet both the training requirements and their personal goals. 1. 2. 3. 4. 5. 6. 7. 8.	
Cadet Signature:		
Course Officer's Signature:		Date:

SECTION 3 – FINAL INTERVIEW	
<p>1. How did you enjoy the Phase level?</p> <p>2. What were some of your likes and dislikes about the training activities?</p> <p>Likes:</p> <p>Dislikes:</p> <p>3. How can you apply what you have learned this training year in the future inside and outside of cadets?</p> <p>4. What are some new personal goals you will establish for your CSTC training (if applicable) or for the next training year.</p> <p>5. What training opportunities are you interested in for the next training year?</p>	<p>Additional Comments</p>
Cadet Signature:	
Course Officer's Signature:	Date:



## TRAINING COUNSELLING SESSION GUIDELINES

### PREPARATION

#### PRE-COUNSELLING SESSION INSTRUCTIONS

Review the counselling instructions and Training Counselling Session Form and become familiar with the material prior to conducting the Training Counselling Session.

### CONDUCT OF TRAINING COUNSELLING SESSION

#### PURPOSE

The purpose of the Training Counselling Session is to formally meet with a cadet who is having difficulty achieving and/or maintaining qualification standards and to create an action plan to assist this cadet.

#### RESOURCES

- Training Counselling Session Form,
- Pen/pencil, and
- Suitable counselling room.

#### COUNSELLING SESSION LAYOUT

Set up a table with chairs for the cadet, Course Officer and Training Officer.

#### COUNSELLING SESSION INSTRUCTIONS



Tips for a successful interview:

- Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.
- Manage time by ensuring the cadet stays on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadet time to respond to your questions.

1. Have the cadet enter the counselling room.
2. Inform the cadet of the situation; the cadet is not achieving and/or maintaining qualification standards.
3. Determine the following:
  - a. the seriousness of the failure,
  - b. areas of difficulty,
  - c. exceptional circumstances affecting the training progress,
  - d. the behaviour of the cadet,
  - e. the effort and motivation of the cadet, and
  - f. whether or not sufficient training support was provided.

4. Create an action plan with the cadet that addresses the reasons for the failure and the action the cadet should take to be successful.



The action plan must be achievable for the cadet, address the reasons for the failure and provide the cadet with guidelines on the action they must take to be successful.

5. Brief the cadet on the consequences should no improvement be noticed.
6. Have the cadet sign the Training Counselling Session Form.
7. Sign the Training Counselling Session Form.

---

#### **POST-COUNSELLING INSTRUCTIONS**

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The goal of conducting training counselling is to guide a cadet towards success in the cadet program. Following the training counselling session the Training Officer shall meet with the Commanding Officer to discuss the outcome of the session and any further steps required.

The Commanding Officer shall contact the parent to open the lines of dialogue and include them in the action plan.

**TRAINING COUNSELLING SESSION FORM**

<b>SECTION 1 – CADET PERS INFORMATION</b>	
Surname:	Name:
Division:	Phase:
Circumstances requiring TCS convening:	
<b>SECTION 3 – SESSION FINDINGS</b>	
<p>(To include training progression to date, effort and motivation of cadet, training support provided, exceptional circumstances, etc)</p> <p>Seriousness of failure:</p> <p>Performance in related POs:</p> <p>Previous difficulties and action taken:</p> <p>Overall course performance:</p> <p>Exceptional circumstances affecting training progress:</p> <p>Behaviour of cadet:</p>	

## SECTION 4 – SESSION RECOMMENDATIONS (ACTION PLAN)

Cadet Signature:

Training Officer's Signature:

Date:

## SECTION 5 – COMMANDING OFFICER REVIEW

Record any discussion with parents regarding the progress of the cadet.

Commanding Officer's Signature:

Date:

**CHAPTER 4**  
**PERFORMANCE OBJECTIVES**  
**SECTION 1**  
**PERFORMANCE OBJECTIVES AND TRAINING PLAN**

**PURPOSE**

1. The purpose of this chapter is to outline the specific POs associated with the Phase Three qualification.

**PERFORMANCE OBJECTIVES**

2. POs are a description of the cadet's ability after training is complete. They include a description, in performance terms, of what the individual must do, the conditions under which the performance must be completed, and the standard to which the performance must conform. These three elements are respectively defined as:

- a. a performance statement,
- b. a conditions statement, and
- c. a standard.

3. This chapter also details the training plan that is designed to assist cadets to achieve the required POs using EOs and Lesson Specifications (LS) that are the key reference used for development of A-CR-CCP-603/PF-001.

**ENABLING OBJECTIVES**

4. EOs are a description of the cadet's ability after each unit of learning is complete and constitute a major step towards achieving the PO. EOs may correspond to the major components identified in the first round of deconstructing POs or they may result from grouping several related components. They are composed of three essential parts:

- a. a performance statement,
- b. a conditions statement, and
- c. a standard.

**LESSON SPECIFICATIONS**

5. LSs describe the instructional strategy to be applied to each EO, and include:

- a. supporting teaching points,
- b. references,
- c. learning activities (methods, media and environment),
- d. estimated timings,
- e. assessment directions, and
- f. any remarks that further clarify the design intent.

## **ASSESSMENT FOR LEARNING**

6. Formative evaluation, or assessment for learning, takes place during a phase of instruction and helps cadets and instructors recognize progress or lapses in learning. These assessments can also provide cadets with opportunities to practice PCs. This helps to diagnose cadet needs, eg, corrective action or remedial instruction, plan the next steps in instruction and provide cadets with feedback they can use to improve. It also reinforces learning so that it can be retained longer. Details for Phase Three assessment for learning are outlined within the applicable lesson specifications located within this chapter.

**SECTION 2****PO 301 – RECOGNIZE THE PURPOSE OF SERVICE GROUPS WITHIN CANADA**

1. **Performance.** Recognize the Purpose of Service Groups Within Canada.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet will recognize the purpose of service groups within Canada is to:
  - a. build a sense of inclusion for each member;
  - b. help others within the community; and
  - c. represent specific group interests.
4. **Remarks.** N/A.
5. **Complementary Material.** Complementary material associated with PO 301 is designed to enhance the cadet's knowledge of citizenship, to include:
  - a. EO C301.01 (Discuss the Three Branches of the Canadian Government),
  - b. EO C301.02 (Discuss Current Events),
  - c. EO C301.03 (Tour a Local Community Service Group), and
  - d. EO C301.04 (Participate in a Presentation Given by a Guest Speaker From a Local Community Service Group).

**EO M301.01 – DISCUSS COMMUNITY SERVICE GROUPS**

1. **Performance.** Discuss Community Service Groups.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall discuss community service groups, to include:
  - a. types, and
  - b. purposes.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss community service groups by: <ol style="list-style-type: none"> <li>a. brainstorming types of community service groups;</li> <li>b. brainstorming the purpose of these groups; and</li> <li>c. creating a definition of a community service group.</li> </ol>	Group Discussion	10 min	
TP2	Discuss the purposes of community service groups, to include: <ol style="list-style-type: none"> <li>a. providing community service;</li> <li>b. developing better citizens; and</li> <li>c. creating a sense of belonging and acceptance.</li> </ol>	Interactive Lecture	5 min	
TP3	Describe types of community service groups, to include: <ol style="list-style-type: none"> <li>a. emphasis, to include:               <ol style="list-style-type: none"> <li>(1) age,</li> <li>(2) fundraising,</li> <li>(3) interest,</li> <li>(4) religion,</li> <li>(5) service, and</li> <li>(6) special need; and</li> </ol> </li> </ol>	Interactive Lecture	10 min	



TP	Description	Method	Time	Ref
	b. sphere of influence, to include: (1) local, to include: (a) school, (b) corps, and (c) community; (2) regional, (3) national, and (4) international.			

5. **Time**

- |    |                      |        |
|----|----------------------|--------|
| a. | Introduction:        | 5 min  |
| b. | Group Discussion:    | 10 min |
| c. | Interactive Lecture: | 15 min |
| d. | Total:               | 30 min |

6. **Substantiation**

- a. A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge and experiences about community service groups. This helps develop a rapport by allowing the instructor to evaluate the cadets' responses in a non-threatening way while helping them refine their ideas. A group discussion also helps the cadets improve their listening skills and develop as members of a team.
- b. An interactive lecture was chosen for TPs 2 and 3 to give an overview of community service groups.

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

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area.

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

10. **Test Details.** N/A.

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

**EO C301.01 – DISCUSS THE THREE BRANCHES OF THE CANADIAN GOVERNMENT**

1. **Performance.** Discuss the Three Branches of the Canadian Government.
2. **Conditions**
  - a. Given:
    - (1) Handout on the three branches of the Canadian Government,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall discuss the three branches of the Canadian Government, to include:
  - a. judiciary,
  - b. executive, and
  - c. legislative.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss the judiciary branch of the Canadian Government, to include: <ol style="list-style-type: none"> <li>a. role,</li> <li>b. responsibilities, and</li> <li>c. components, to include:               <ol style="list-style-type: none"> <li>(1) courts, and</li> <li>(2) judges.</li> </ol> </li> </ol>	Interactive Lecture	10 min	C3-042 (p. 32, p. 33, p. 35)
TP2	Discuss the executive branch of the Canadian Government, to include: <ol style="list-style-type: none"> <li>a. role,</li> <li>b. responsibilities, and</li> <li>c. components, to include:               <ol style="list-style-type: none"> <li>(1) the Queen (King),</li> <li>(2) the Governor General,</li> <li>(3) the Prime Minister, and</li> <li>(4) the Cabinet.</li> </ol> </li> </ol>	Interactive Lecture	10 min	C3-042 (pp. 5–6, p. 34, p. 35, pp. 38–41)
TP3	Discuss the legislative branch of the Canadian Government, to include: <ol style="list-style-type: none"> <li>a. role,</li> <li>b. responsibilities, and</li> </ol>	Interactive Lecture	10 min	C3-042 (pp. 34–37)

TP	Description	Method	Time	Ref
	c. components, to include: (1) the Senate, and (2) the House of Commons.			
TP4	The cadets will participate in the activity <i>Political Power Play</i> .	In-Class Activity	20 min	C3-250

## 5. Time

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Interactive Lecture:     | 30 min |
| c. | In-Class Activity:       | 20 min |
| d. | Total:                   | 60 min |

## 6. Substantiation

- An interactive lecture was chosen for TPs 1 to 3 to introduce the three branches of the Canadian Government.
- An in-class activity was chosen for TP 4 as it is an interactive way to reinforce the three branches of the Canadian Government and confirm the cadets' comprehension of the material.

## 7. References

- C3-042 Forsey, E. (2005). *How Canadians Govern Themselves*. Retrieved November 20, 2006, from [http://www.parl.gc.ca/information/library/idb/forsey/pdfs/How\\_Canadians\\_Govern\\_Themselves-6ed.pdf](http://www.parl.gc.ca/information/library/idb/forsey/pdfs/How_Canadians_Govern_Themselves-6ed.pdf).
- C3-250 Canadian Heritage. (2008). *Activity 7 Political Power Play*. Retrieved February 14, 2008, from [http://www.pch.gc.ca/special/gouv-gov/section2/activ7\\_e.pdf](http://www.pch.gc.ca/special/gouv-gov/section2/activ7_e.pdf).

## 8. Training Aids

- Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area,
- Handout on the three branches of the Canadian Government, and
- Political Power Play* activity, to include:
  - directions,
  - worksheet, and
  - answer key.

## 9. Learning Aids

- Handout on the three branches of the Canadian Government, and
- Activity worksheet.

10. **Test Details.** N/A.
11. **Remarks.** The activity worksheet may be used as is or as part of a more in-depth activity IAW reference C3-250.

**EO C301.02 – DISCUSS CURRENT EVENTS**

1. **Performance.** Discuss Current Events.

2. **Conditions**

a. Given:

- (1) News articles,
- (2) Supervision, and
- (3) Assistance as required.

b. Denied: N/A.

c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard.** The cadet, as a member of a group, shall discuss current events by:

a. analyzing the details in news articles, to include:

- (1) the type of each event,
- (2) the scope of each event, and
- (3) the possible consequences resulting from each event; and

b. reflecting on the relevance of each event.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Have the cadet, as a member of a group, analyze the details of two news articles, to include: <ul style="list-style-type: none"> <li>a. the type of each event,</li> <li>b. the scope of each event, and</li> <li>c. the possible consequences resulting from each event.</li> </ul>	Group Discussion	10 min	
TP2	Have the cadet reflect on the relevance (personal) of each event analyzed and then discuss the ideas generated.	Group Discussion	15 min	

5. **Time**

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

6. **Substantiation.** A group discussion was chosen for this lesson as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about current events. This helps develop rapport by allowing the instructor to evaluate the cadets' responses in a non-threatening way while helping them refine their ideas. A group discussion also helps the cadets improve their listening skills and develop as members of a team.

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

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area, and
- b. News articles.

9. **Learning Aids.** News articles.

10. **Test Details.** N/A.

11. **Remarks**

- a. During TP 1 the cadets should be divided into groups of three to six.
- b. During TP 2 the cadets will be one group.
- c. Two current event news articles should be chosen with each group analyzing the same two articles.
- d. News articles chosen should be short and should represent varying degrees of relevance to the cadets.
- e. The topics covered in the news articles shall not have any partisan political association, be seen to promote or support any single religious denomination or belief system or be controversial in nature as these may disrupt the lesson.

**EO C301.03 – TOUR A LOCAL COMMUNITY SERVICE GROUP**

1. **Performance.** Tour a Local Community Service Group.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: The corps Commanding Officer shall determine the conditions suitable for this training.
3. **Standard.** The cadet shall tour a local community service group to gain an awareness these groups play in their community.
4. **Teaching Points.** The tour guide/community service group member is asked to:
  - a. describe the community service group of which they are a member, to include:
    - (1) the history,
    - (2) membership criteria,
    - (3) how citizens can become involved,
    - (4) organization,
    - (5) role within the community,
    - (6) examples of activities undertaken, and
    - (7) future activities;
  - b. facilitate a question and answer period.
5. **Time**

a.	Introduction/Conclusion:	10 min
b.	Field Trip:	80 min
c.	Total:	90 min
6. **Substantiation.** A field trip was chosen for this lesson as it will reinforce the cadets' knowledge of material previously taught in EO M301.01 (Discuss Community Service Groups) through participation in a tour.
7. **References.** N/A.
8. **Training Aids.** N/A.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.

**11. Remarks**

- a. Examples of possible tours include:
  - (1) Alzheimer Society of Canada,
  - (2) Arthritis Society of Canada,
  - (3) Big Brothers Big Sisters of Canada,
  - (4) Canadian Cancer Society,
  - (5) Canadian Red Cross,
  - (6) Hospital committees,
  - (7) Lions Clubs International,
  - (8) Local environmental groups,
  - (9) Local food bank,
  - (10) Religious service groups,
  - (11) The Children's Wish Foundation of Canada,
  - (12) The Kinsmen Club,
  - (13) The Kiwanis Club,
  - (14) The Rotary Club,
  - (15) The Royal Canadian Legion, and
  - (16) United Way of Canada.
- b. There is no instructional guide for this EO.



## **EO C301.04 – PARTICIPATE IN A PRESENTATION GIVEN BY A GUEST SPEAKER FROM A LOCAL COMMUNITY SERVICE GROUP**

1. **Performance.** Participate in a Presentation Given by a Guest Speaker From a Local Community Service Group.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given by a guest speaker from a local community service group.
4. **Teaching Points.** The community service group guest speaker is asked to:
  - a. describe the community service group of which they are a member, to include:
    - (1) the history,
    - (2) membership criteria,
    - (3) how citizens can become involved,
    - (4) organization,
    - (5) role within the community,
    - (6) examples of activities undertaken, and
    - (7) future activities;
  - b. describe their duties within the group; and
  - c. facilitate a question and answer period.
5. **Time**

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	50 min
c.	Total:	60 min
6. **Substantiation.** An interactive lecture was chosen for this lesson to review, clarify, emphasize and summarize the teaching points.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area.

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

### SECTION 3

#### PO 302 – PERFORM COMMUNITY SERVICE

1. **Performance.** Perform Community Service.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard.** The cadet will participate in a community service activity that:
  - a. provides a direct benefit to the community (eg, support of a non-profit group's fundraising event, community cleanup, or trail maintenance project); and
  - b. promotes good citizenship.
4. **Remarks**
  - a. Community service may be conducted as nine periods during a supported day or over three sessions of three periods each.
  - b. 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.
  - c. Corps should consult their sponsor in the selection of community service activities.
  - d. The community service selected shall not directly benefit the cadet corps or the cadet corps' sponsor.
5. **Complementary Material**
  - a. Complementary material associated with PO 302 is designed to provide opportunities for cadets to perform community service through a number of activities.
  - b. No new complementary training will be added in Phase Three.
  - c. Some complementary training offered in previous levels may be selected as complementary training in Phase Three, specifically:
    - (1) EO C102.01 (Participate in a Ceremonial Parade, A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets – Phase One – Qualification Standard and Plan*, Chapter 4, Section 2), and
    - (2) EO C102.02 (Perform Community Service, A-CR-CCP-601/PG-001, Chapter 4, Section 2).
  - d. When selecting complementary material from previous levels, training staff will review the applicable performance objective, lesson specification, and instructional guide.
  - e. Complementary training associated with PO 302 is limited to a total of nine periods which may be conducted during sessions or on a supported day. No more than three periods may be used in support of EO C102.01 (Participate in a Ceremonial Parade, A-CR-CCP-601/PG-001, Chapter 4, Section 2). Corps are not required to use all nine periods.

## EO M302.01 – PERFORM COMMUNITY SERVICE

1. **Performance.** Perform Community Service.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environment: Any.
3. **Standard.** The cadet shall perform a community service activity that:
  - a. provides a direct benefit to the community (eg, support of a non-profit group's fundraising event, community cleanup, trail maintenance project); and
  - b. promotes good citizenship attributes.
4. **Teaching Points.** The community service activity should be structured as follows:
  - a. The cadets are to be briefed by the activity organizer prior to the start of the activity. This may be done by a representative from the community group being assisted. This briefing should include an explanation of:
    - (1) the objectives and importance of the activity;
    - (2) the resources that may be required to perform the activity;
    - (3) the set-up of the activity; and
    - (4) any safety guidelines that must be followed while performing the activity.
  - b. The cadet shall participate in the activity and where possible, perform the duties of a team leader.
  - c. Following participation in the activity, the cadets are to be debriefed, ideally by a representative from the community group being assisted. The cadets should be asked:
    - (1) how they felt about the activity;
    - (2) what they felt they accomplished;
    - (3) what benefit the community received from their participation; and
    - (4) how they can be more active citizens based on this experience.
  - d. If cadets are assigned as team leaders, they will be debriefed on their performance as part of PO 303 (Perform the Role of a Team Leader, [Section 4](#)).
5. **Time**

a. Introduction/Conclusion:	10 min
b. Experiential Learning:	80 min
c. Subtotal:	90 min
d. Total (Three sessions):	270 min

6. **Substantiation.** The experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge through a direct experience. This approach allows cadets to actively participate in their community and experience the positive outcomes that are derived from that participation. Where available, Silver Star cadets will act as a team leader to experience a leadership opportunity while performing community service. Cadets can then define their experiences at a personal level, and through reflection on the experience, derive an understanding of how their individual efforts may benefit their community in future projects.
7. **References**
  - a. A0-010 Director Cadets 2. (2006). CATO 11-03 *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.
  - b. C0-014 The Royal Canadian Legion. (2002). *The Royal Canadian Legion: Responding to the Needs of Canadian Communities*. Retrieved May 25, 2006, from [http://www.legion.ca/asp/docs/about/community\\_e.asp](http://www.legion.ca/asp/docs/about/community_e.asp).
  - c. C0-015 Kiwanis International. (2008). *Facts About Kiwanis*. Retrieved March 12, 2008, from <http://www.kiwanis.org/whatwedo/factsaboutkiwanis/tabid/532/default.aspx>.
  - d. C0-016 Lions Club International. (2006). *Lions Clubs International History*. Retrieved May 25, 2006, from [http://www.lionsclubs.org/en/content/lions\\_history.shtml](http://www.lionsclubs.org/en/content/lions_history.shtml).
  - e. C0-017 Rotary International. (2005). *About Rotary*. Retrieved May 25, 2006, from <http://www.rotary.org/aboutrotary/index.html>.
  - f. C0-044 UNESCO. (2006). *Canadian Commission for UNESCO*. Retrieved August 16, 2006, from <http://www.unesco.ca>.
8. **Training Aids.** N/A.
9. **Learning Aids.** Appropriate equipment/material for the activity.
10. **Test Details.** N/A.
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 of Canada,
    - (4) Hospital committees,
    - (5) Alzheimer Society of Canada,
    - (6) Canadian Cancer Society,
    - (7) Arthritis Society of Canada,
    - (8) Big Brothers Big Sisters of Canada,
    - (9) The Royal Canadian Legion,
    - (10) The Rotary Club,

- (11) The Kinsmen Club,
  - (12) The Kiwanis Club,
  - (13) Lions Clubs International,
  - (14) Local food bank,
  - (15) Canadian Red Cross,
  - (16) United Way of Canada, and
  - (17) The United Nations Educational, Scientific and Cultural Organization (UNESCO).
- b. Additional information should be obtained from the chosen group to assist the instructor in the development of the initial briefing, and to provide information, as required, for specific activities.
  - c. This activity may be conducted over a day (nine periods), or in three sessions of three periods each, 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.
  - f. When developing the corps training plan, training staff are to review the similar instructional periods found in all levels of the training program, and are encouraged to pool resources between star levels when possible.
  - g. While it is not necessary for a Silver Star cadet to participate in this EO as a team leader, this activity provides an opportunity for assessment of PO 303 (Perform the Role of a Team Leader, [Section 4](#)).

**SECTION 4****PO 303 – PERFORM THE ROLE OF A TEAM LEADER**

1. **Performance.** Perform the Role of a Team Leader.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any.
3. **Standard.** The cadet will perform the role of a team leader, to include:
  - a. defining the role of a team leader, to include:
    - (1) recognizing their position within the leadership team;
    - (2) describing the core leadership qualities of a cadet;
    - (3) describing the core leadership competencies; and
    - (4) identifying the responsibilities of a team leader;
  - b. setting leadership goals for the training year;
  - c. leading an assigned team, to include:
    - (1) setting a positive example;
    - (2) fostering teamwork by contributing to positive team dynamics;
    - (3) communicating clearly the task(s) to be accomplished;
    - (4) supervising cadets;
    - (5) solving problems, as required;
    - (6) debriefing the team; and
    - (7) reporting to superiors; and
  - d. participating in a mentoring relationship.
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material associated with PO 303 is designed to enhance the cadet's ability to perform as a team leader, to include:
    - (1) EO C303.01 (Lead a Team-Building Activity), and
    - (2) EO C303.02 (Deliver a Presentation About a Leader).

- b. Some complementary training offered in previous levels may be selected as complementary training in the Phase Three Program, specifically:
  - (1) EO C103.03 (Participate in Team-Building Activities, A-CR-CCP-601/PG-001, Chapter 4, Section 3),
  - (2) EO C203.01 (Record Entries in a Reflective Journal, A-CR-CCP-602/PG-001, *Royal Canadian Sea Cadets – Phase Two – Qualification Standard and Plan*, Chapter 4, Section 3),
  - (3) EO C203.02 (Employ Problem Solving, A-CR-CCP-602/PG-001, Chapter 4, Section 3),
  - (4) EO C203.04 (Participate in a Presentation Given by a Leader, A-CR-CCP-602/PG-001, Chapter 4, Section 3),
  - (5) EO C203.05 (Participate in Trust-Building Activities, A-CR-CCP-602/PG-001, Chapter 4, Section 3), and
  - (6) EO C203.06 (Participate in Problem-Solving Activities, A-CR-CCP-602/PG-001, Chapter 4, Section 3).
- c. When selecting complementary material from previous levels, training staff shall review the applicable performance objective, lesson specification, and instructional guide.
- d. Complementary training associated with PO 303 is limited to a total of nine periods, which may be conducted during sessions or on a supported day. Corps are not required to use all nine periods.



**EO M303.01 – DEFINE THE ROLE OF A TEAM LEADER**

1. **Performance.** Define the Role of a Team Leader.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall define the role of a team leader, to include:
  - a. recognizing their position within the leadership team model;
  - b. describing the core leadership qualities of a cadet; and
  - c. recognizing the core leadership competencies, to include:
    - (1) intrapersonal management,
    - (2) interpersonal management,
    - (3) teamwork,
    - (4) effective communication,
    - (5) applied leadership, and
    - (6) mentorship.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the leadership team model and the position the year three cadet holds within the leadership team.	Interactive Lecture	10 min	
TP2	Describe core leadership competencies, to include: <ol style="list-style-type: none"> <li>a. intrapersonal management,</li> <li>b. interpersonal management,</li> <li>c. teamwork,</li> <li>d. effective communication,</li> <li>e. applied leadership, and</li> <li>f. mentorship.</li> </ol>	Interactive Lecture	5 min	
TP3	Explain the components of intrapersonal management, to include: <ol style="list-style-type: none"> <li>a. identifying and satisfying personal needs;</li> </ol>	Interactive Lecture	5 min	C0-270

TP	Description	Method	Time	Ref
	<ul style="list-style-type: none"> <li>b. exercising self-control;</li> <li>c. exercising self-management;</li> <li>d. pursuing self-improvement; and</li> <li>e. establishing a positive identity.</li> </ul>			
TP4	<p>Explain the components of interpersonal management, to include:</p> <ul style="list-style-type: none"> <li>a. interacting positively within the cadet community;</li> <li>b. interacting positively with others; and</li> <li>c. dealing with interpersonal conflict in a respectful way.</li> </ul>	Interactive Lecture	5 min	C0-271
TP5	<p>Explain the components of teamwork, to include:</p> <ul style="list-style-type: none"> <li>a. participating in the stages of team development;</li> <li>b. displaying positive team dynamics; and</li> <li>c. participating in team-building activities.</li> </ul>	Interactive Lecture	5 min	C0-114 (p. 12) C0-268 (pp.3-4)
TP6	<p>Explain the components of effective communication, to include:</p> <ul style="list-style-type: none"> <li>a. receiving information;</li> <li>b. interpreting information; and</li> <li>c. responding to information.</li> </ul>	Interactive Lecture	5 min	C0-115 (pp. 42–44)
TP7	<p>Explain the components of applied leadership, to include:</p> <ul style="list-style-type: none"> <li>a. setting an example for others to follow;</li> <li>b. participating in leadership assignments;</li> <li>c. conducting the leadership assignment while supervising the team;</li> <li>d. leading team-building activities;</li> <li>e. debriefing the team; and</li> <li>f. presenting an after-assignment report to their leader.</li> </ul>	Interactive Lecture	5 min	C0-240 (p. 19) C0-245 (p. 70–71) C0-256 (p. 54–55)
TP8	<p>Explain the components of mentorship, to include:</p> <ul style="list-style-type: none"> <li>a. the role of a cadet being mentored; and</li> <li>b. the role of a mentor.</li> </ul>	Interactive Lecture	5 min	C0-258 (p. 2)
TP9	<p>Identify the Phase Three team leader opportunities, to include:</p> <ul style="list-style-type: none"> <li>a. performing the role of a mentor; and</li> </ul>	Interactive Lecture	5 min	

TP	Description	Method	Time	Ref
	b. completing a leadership assignment.			

5. **Time**

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

6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadets to the leadership team model, core leadership competencies and leadership opportunities for a Phase Three cadet.

7. **References**

- a. C0-114 (ISBN 0-02-863656-2) Pell, A. R. (1999). *The Complete Idiot's Guide to Team Building*. Indianapolis, IN: Alpha Books.
- b. C0-115 (ISBN 0-7879-4059-3) van Linden, J. A., & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- c. C0-240 (ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. Beverly, MA: Project Adventure, Inc.
- d. C0-245 (ISBN 1-58062-513-4) Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.
- e. C0-256 (ISBN 0-7894-4863-7) Heller, R. (1999). *Achieving Excellence*. New York, NY: DK Publishing, Inc.
- f. C0-258 (ISBN 978-1-59869-450-5) Nigro, N. (2008). *The Everything Coaching and Mentoring Book*. (2<sup>nd</sup> ed.). Avon, MA: F+W Publications Company.
- g. C0-268 (ISBN 978-1-57542-265-7) MacGregor, M. S. (2008). *Teambuilding With Teens: Activities for Leadership, Decision Making and Group Success*. Minneapolis, MN: Free Spirit Publishing.
- h. C0-270 Maslow, A. H. (1943). A Theory of Human Motivation. *Psychological Review*, Vol. 50, No. 4, pp.370–396.
- i. C0-271 Farthing, D. (2001). *Peacebuilders 1: Conflict Resolution Youth Reference Guide*. Ottawa, ON: YouCAN.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area.

9. **Learning Aids**

- a. Handout of the Leadership Team Model, and
- b. Handout of the Expectations of a Phase Three cadet.

10. **Test Details.** N/A.

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

**EO M303.02 – PARTICIPATE IN A MENTORING RELATIONSHIP**

1. **Performance.** Participate in a Mentoring Relationship.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a mentoring relationship.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the mentoring relationship, to include: <ol style="list-style-type: none"> <li>a. recognizing the purpose of a mentoring relationship;</li> <li>b. identifying the benefits of participating in a mentoring relationship;</li> <li>c. contributing to a mentoring match;</li> <li>d. being open to new things;</li> <li>e. being responsive to suggestions and constructive criticism;</li> <li>f. providing feedback to the mentor;</li> <li>g. learning from the mentor's example;</li> <li>h. participating in mentoring activities; and</li> <li>i. appreciating the mentoring relationship.</li> </ol>	Interactive Lecture	15 min	C0-258 (pp.15–21, pp. 37–48, pp. 70–73)
TP2	Conduct a group discussion about mentoring, to include: <ol style="list-style-type: none"> <li>a. self-reflection,</li> <li>b. self-assessment or recording in a journal as required, and</li> <li>c. mentoring sessions.</li> </ol>	Group Discussion	10 min	C0-258 (pp. 37–48) C2-109 (p. 36)

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the mentoring relationship, to generate interest and present basic material.
- b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the mentoring relationship.

7. **References**

- a. C0-258 (ISBN 978-1-59869-450-5) Nigro, N. (2008). *The Everything Coaching and Mentoring Book*. (2<sup>nd</sup> ed.). Avon, MA: F+W Publications Company.
- b. C2-109 (ISBN 0-7872-6561-6) Sugarman, D., Doherty, K., Garvey, D., & Gass, M. (2000). *Reflective Learning: Theory and Practice*. Dubuque, IO: Kendall/Hunt Publishing Company.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area.

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

10. **Test Details.** N/A.

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

**EO M303.03 – PRACTICE SELF-ASSESSMENT**

1. **Performance.** Practice Self-Assessment.
2. **Conditions**
  - a. Given:
    - (1) Self-assessment rubrics,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall practice self-assessment by:
  - a. reflecting on abilities;
  - b. setting goals;
  - c. seeking feedback as required; and
  - d. seeking assistance as required.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Define reflection and self-assessment.	Interactive Lecture	5 min	C0-237 C0-242 (pp. 9–11)
TP2	Have the cadet conduct self-assessment activities about: <ol style="list-style-type: none"> <li>a. their core leadership qualities, and</li> <li>b. how they contribute to positive team dynamics.</li> </ol>	In-Class Activity	10 min	
TP3	Conduct a group discussion on how and when to seek feedback and assistance.	Group Discussion	10 min	C0-258 (p.97–98)

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Interactive Lecture: 5 min
  - c. In-Class Activity: 10 min
  - d. Group Discussion: 10 min
  - e. Total: 30 min

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to define reflection and self-assessment.
- b. An in-class activity was chosen for TP 2 as an interactive way to provoke thought, to stimulate an interest among cadets and to conduct self-assessments.
- c. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the benefits of seeking feedback and assistance.

7. **References**

- a. C0-237 (ISBN 0-19-541816-6) Barber, K. (Ed.). (2004). *Canadian Oxford Dictionary* (2<sup>nd</sup> ed.). Don Mills, ON: Oxford University Press Canada.
- b. C0-242 (ISBN 978-0-9682160-2-1) Gregory, K., Cameron, C., & Davies, A. (2000). *Knowing What Counts: Self-Assessment and Goal Setting*. Courtenay, BC: Building Connections Publishing Inc.
- c. C0-258 (ISBN 978-1-59869-450-5) Nigro, N. (2008). *The Everything Coaching and Mentoring Book*. (2<sup>nd</sup> ed.). Avon, MA: F+W Publications Company.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area.

9. **Learning Aids**

- a. Self-assessment rubric for core leadership qualities, and
- b. Self-assessment rubric for positive team dynamics.

10. **Test Details.** N/A.

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

**EO M303.04 – COMMUNICATE AS A TEAM LEADER**

1. **Performance.** Communicate as a Team Leader.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall communicate as a team leader by:
  - a. recognizing verbal and non-verbal communication;
  - b. applying the process of communication, to include:
    - (1) receiving;
    - (2) interpreting; and
    - (3) responding; and
  - c. identifying the barriers to effective communication.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain verbal and non-verbal communication.	Interactive Lecture	5 min	C0-022 (pp. 97–101, pp. 103–118) C0-254 (p. 9)
TP2	Explain hearing and listening and their impact on communicating, to include: <ol style="list-style-type: none"> <li>a. the definition of hearing,</li> <li>b. the definition of listening,</li> <li>c. active listening,</li> <li>d. poor listening habits, and</li> <li>e. the impact that listening and hearing have on communication.</li> </ol>	Interactive Lecture	15 min	C0-022 (pp.129–135) C0-144 (pp. 12–14, p. 17) C0-237 (p. 698, p. 896) C0-262 (p. 237, p. 239)
TP3	Describe the process of communication, to include: <ol style="list-style-type: none"> <li>a. receiving information;</li> <li>b. interpreting information; and</li> <li>c. responding to information.</li> </ol>	Interactive Lecture	5 min	C0-115 (pp. 42–45)



TP	Description	Method	Time	Ref
TP4	Identify the barriers to effective communication, to include: a. intrapersonal factors, to include: (1) stress, (2) emotion, (3) misinterpretation, (4) poor listening habits, (5) closed-mindedness, and (6) prejudice; b. distractions factors, to include: (1) visual, and (2) auditory; and c. delivery, to include: (1) language, (2) mixed messages, and (3) information overload.	Interactive Lecture	10 min	C0-022 (pp. 77–80, p. 129, p. 130)
TP5	Conduct an activity that demonstrates the process of communication and barriers to effective communication.	In-Class Activity	15 min	C0-022 (pp. 77–80, p. 129, p. 130) C0-115 (pp. 42–45)

## 5. Time

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	35 min
c.	In-Class Activity:	15 min
d.	Total:	60 min

## 6. Substantiation

- An interactive lecture was chosen for TPs 1 to 4 to orient the cadets to communicating as a team leader.
- An in-class activity was chosen for TP 5 as an interactive way to provoke thought and stimulate interest among cadets about the process of communication and the barriers to communication.

## 7. References

- C0-022 (ISBN 0-02864-207-4) Cole, K. (2002). *The Complete Idiot's Guide to Clear Communication*. Indianapolis, IN: Alpha Books.
- C0-115 (ISBN 0-7879-4059-3) van Linden, J. A., & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- C0-144 Colver, E., & Reid, M. (2001). *Peacebuilders 2: Peer Helping*. Ottawa, ON: YouCAN.

- d. C0-237 (ISBN 0-19-541816-6) Barber, K. (Ed.). (2004). *Canadian Oxford Dictionary* (2<sup>nd</sup> ed.). Don Mills, ON: Oxford University Press Canada.
- e. C0-262 MacDonald, K. (2002). *Interpersonal Conflict Resolution Skills for Youth. Module 1: Fundamentals of Conflict Resolution*. New Westminster, BC: Centre for Conflict Resolution.
- f. C0-268 (ISBN 1-57542-265-4) MacGregor, M. (2008). *Teambuilding With Teens: Activities for Leadership, Decision Making and Group Success*. Minneapolis, MN: Free Spirit Publishing, Inc.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area, and
- b. Stopwatch.

9. **Learning Aids**

- a. Communication Puzzles,
- b. Scissors,
- c. Resealable plastic bags, and
- d. Envelopes.

10. **Test Details.** N/A.

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

**EO M303.05 – SUPERVISE CADETS**

1. **Performance.** Supervise Cadets.

2. **Conditions**

a. Given:

(1) Supervision, and

(2) Assistance as required.

b. Denied: N/A.

c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard.** The cadet shall supervise other cadets while leading an assigned team.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the purposes of supervision, to include: a. to provide protection; b. to provide support; and c. to provide quality assurance.	Interactive Lecture	10 min	C0-272 (p. 4)
TP2	Explain how to supervise, to include: a. ensuring safety; b. ensuring the well-being of cadets; c. encouraging cadets; d. adjusting responsibilities as required; e. maintaining control of cadets; f. correcting errors as required; g. reporting misconduct as required; and h. ensuring completion of responsibilities assigned to cadets as required.	Interactive Lecture	10 min	C0-249 (p. 36–37) C0-273 (p. 44, p. 88–90) C0-274 (p. 19, p. 32) A0-107
TP3	Conduct a group discussion on supervision.	Group Discussion	15 min	
TP4	Discuss the supervision requirements at the corps.	Group Discussion	15 min	

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 2 to introduce the cadets to supervision.
- b. A group discussion was chosen for TPs 3 and 4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about supervision.

7. **References**

- a. A0-107 Director Cadets. (2007). CATO 14-31 *Director Cadets and Junior Canadian Rangers General Safety Program*. Ottawa, ON: Department of National Defence.
- b. C0-249 (ISBN 0-7894-2890-3) Heller, R. (1998). *How to Delegate*. New York, NY: DK Publishing, Inc.
- c. C0-272 Coleridge Education, College of St. Mark and St. John. (2002). *A Consultation of Supervision Provision and Training Requirements Across Connexions Partnerships in England*. Retrieved March 17, 2008 from <http://www.connexions.gov.uk/partnerships/publications/uploads/cp/Supervisory%20Skills%20Exec%20Sum.pdf>.
- d. C0-273 (ISBN 978-1-56414-363-1) Ladew, D. P. (1998). *How to Supervise People: Techniques for Getting Results Through Others*. Franklin Lakes, NJ: Career Press.
- e. C0-274 (ISBN 1-4134-1294-7) Sargent, G. (2003). *The Little Black Book of Supervision*. USA: Xlibris Corporation.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area.

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

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 1](#) (303 PC).

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

**EO M303.06 – SOLVE PROBLEMS**

1. **Performance.** Solve Problems.

2. **Conditions**

a. Given:

(1) Supervision, and

(2) Assistance as required.

b. Denied: N/A.

c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard.** The cadet shall:

a. describe problem-solving methods;

b. select a problem-solving method; and

c. solve a problem using the selected method.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Review the steps for logical analysis, to include: a. confirming the task; b. identifying the problem; c. determining the critical factor; d. developing alternative solutions; e. comparing alternative solutions; f. determining the best solution; g. implementing the solution; and h. evaluating the plan and the implementation.	Interactive Lecture	5 min	C0-135 (pp. 221–223)
TP2	Explain the steps in the IRISE method of problem solving, to include: a. identifying the problem; b. researching all of the options; c. identifying the consequences of the options; d. selecting the most appropriate option; and e. evaluating the decision.	Interactive Lecture	10 min	C0-115 (p. 96)
TP3	Explain the steps in the TEACH method of problem solving, to include: a. time,	Interactive Lecture	10 min	C0-134 (p. 101)

TP	Description	Method	Time	Ref
	b. exposure, c. assistance, d. creativity, and e. hit it.			
TP4	Conduct an activity where the cadets will select a problem-solving method and apply it to a scenario.	In-Class Activity	25 min	C0-115 (p. 45, p. 46)

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Interactive Lecture:     | 25 min |
| c. | In-Class Activity:       | 25 min |
| d. | Total:                   | 60 min |

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 to 3 to review logical analysis and orient the cadets to additional problem-solving methods.
- b. An in-class activity was chosen for TP 4 as an interactive way to provoke thought and stimulate interest among cadets about problem solving.

7. **References**

- a. C0-115 (ISBN 0-7879-4059-3) van Linden, J. A., & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- b. C0-134 (ISBN 0-7852-7440-5) Maxwell, J. (1999). *The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow*. Nashville, TN: Thomas Nelson Publishers.
- c. C0-135 (ISBN 0-7645-5176-0) Loeb, M., & Kindel, S. (1999). *Leadership for Dummies*. New York, NY: Hungry Minds, Inc.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area, and
- b. Problem-solving scenarios.

9. **Learning Aids**

- a. Problem-solving scenarios, and
- b. Pen/pencil.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 1](#) (303 PC).

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

**EO M303.07 – LEAD CADETS THROUGH A LEADERSHIP ASSIGNMENT**

1. **Performance.** Lead Cadets Through a Leadership Assignment.
2. **Conditions**
  - a. Given:
    - (1) Sample leadership assignment,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
  - a. plan for a leadership assignment; and
  - b. lead a team of cadets through a leadership assignment by:
    - (1) preparing for the assignment;
    - (2) introducing the assignment;
    - (3) conducting the assignment while supervising the team;
    - (4) debriefing the team; and
    - (5) presenting an after-assignment report to the team leader.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss and demonstrate the process of preparing for a leadership assignment, to include: <ol style="list-style-type: none"> <li>a. ensuring the goal is understood;</li> <li>b. ensuring the required resources are available;</li> <li>c. completing a time appreciation; and</li> <li>d. making a plan.</li> </ol>	Demonstration	10 min	C0-114 (p. 16) C0-243 C0-248 (p. 20, p. 21) C0-253 (p. 24) C0-255 (p. 86–89)
TP2	Discuss and demonstrate the process of introducing a leadership assignment, to include: <ol style="list-style-type: none"> <li>a. stating the assignment to be completed;</li> <li>b. stating the goal of the assignment;</li> <li>c. identifying the resources required for the assignment;</li> <li>d. communicating the overall plan;</li> <li>e. assigning tasks to team members as applicable; and</li> </ol>	Demonstration	10 min	C0-114 (p. 36, p. 99) C0-245 (p. 70, p. 71) C0-247 (p. 133–136) C0-254 (p. 34, p. 35)

TP	Description	Method	Time	Ref
	f. ensuring the team members understand the assignment.			
TP3	Discuss and demonstrate the process for conducting a leadership assignment, to include: a. supervising peers; b. maintaining team control; c. ensuring the assignment is progressing according to the time allotted; and d. modifying the plan as required.	Demonstration	10 min	C0-256 (p. 54, p. 55)
TP4	Discuss and demonstrate the process for debriefing a team following leadership assignment, to include: a. reviewing the goal; b. providing feedback; and c. re-motivating the team.	Demonstration	10 min	C0-240 (p. 19)
TP5	Explain the after-assignment report.	Interactive Lecture	5 min	C0-243
TP6	Discuss how to plan for a leadership assignment.	In-Class Activity	5 min	C0-255 (p. 267, p. 269)

## 5. Time

a.	Introduction/Conclusion:	10 min
b.	Demonstration:	40 min
c.	Interactive Lecture:	5 min
d.	In-Class Activity:	5 min
e.	Total:	60 min

## 6. Substantiation

- A demonstration was chosen for TPs 1 to 4 as it allows the instructor to explain and demonstrate the format of a leadership assignment in a safe, controlled environment.
- An interactive lecture was chosen for TP 5 to give direction on the procedure for completing an after-assignment report.
- An in-class activity was chosen for TP 6 as it is an interactive way to provoke thought and stimulate interest among cadets.

## 7. References

- C0-114 (ISBN 0-02-863656-2) Pell, A. R. (1999). *The Complete Idiot's Guide to Team Building*. Indianapolis, IN: Alpha Books.
- C0-240 (ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. Beverly, MA: Project Adventure, Inc.



- c. C0-243 Clark, D. (2007). *After Action Reviews*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leadaar.html>.
- d. C0-243 Clark, D. (2007). *Leadership & Direction*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leaddir.html>.
- e. C0-245 (ISBN 1-58062-513-4) Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.
- f. C0-247 (ISBN 0-14-024272-4) Rosen, R. H., & Brown, P. B. (1997). *Leading People*. New York, NY: Penguin Books.
- g. C0-248 (ISBN 0-7894-4862-9) Heller, R. (1999). *Learning to Lead*. New York, NY: DK Publishing, Inc.
- h. C0-253 (ISBN 0-7894-8006-9) Bruce, A., & Langdon, K. (2001). *Do It Now!* New York, NY: DK Publishing, Inc.
- i. C0-254 (ISBN 0-7894-3244-7) Heller, R. (1998). *Communicate Clearly*. New York, NY: DK Publishing, Inc.
- j. C0-255 (ISBN 0-7645-5408-5) Brounstein, M. (2002). *Managing Teams for Dummies*. Indianapolis, IN: Wiley Publishing, Inc.
- k. C0-256 (ISBN 0-7894-4863-7) Heller, R. (1999). *Achieving Excellence*. New York, NY: DK Publishing, Inc.

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

- a. Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area,
- b. Handout of the leadership assignment format,
- c. Handout of leadership assignment assessment form,
- d. Handout of the after-assignment report,
- e. Sample leadership assignment, and
- f. Resources for the sample leadership assignment as required.

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

- a. Handout of the leadership assignment format,
- b. Handout of the leadership assignment assessment form,
- c. Handout of the after-assignment report,
- d. Leadership assignment, and
- e. Pen/pencil.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B, Appendix 1](#) (303 PC).

11. **Remarks.** A minimum of two leadership assignments shall be selected from those listed in Chapter 3, [Annex B, Appendix 1](#) (303 PC).

**EO C303.01 – LEAD A TEAM-BUILDING ACTIVITY**

1. **Performance.** Lead a Team-Building Activity.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall lead the following components of a team-building activity:
  - a. the introduction,
  - b. the activity, and
  - c. the debriefing.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Demonstrate and have the cadets participate in an introduction to a team-building activity.	In-Class Activity	5 min	
TP2	Have the cadets analyze the elements of an introduction: <ol style="list-style-type: none"> <li>a. getting the team's attention;</li> <li>b. explaining the goal of the activity;</li> <li>c. explaining the activity;</li> <li>d. assigning tasks as necessary;</li> <li>e. setting time limits;</li> <li>f. relaying safety concerns as necessary; and</li> <li>g. motivating the team.</li> </ol>	Group Discussion	10 min	C0-028 (pp. xxiii–xxvii) C0-238 (pp. 22–23) C0-268 (p. 3)
TP3	Demonstrate and have the cadets participate in the selected team-building activity.	In-class Activity	10 min	
TP4	Discuss the following responsibilities of the leader while conducting a team-building activity: <ol style="list-style-type: none"> <li>a. starting the activity;</li> <li>b. supervising the team;</li> <li>c. ensuring the goal is achieved;</li> <li>d. stopping the activity if required; and</li> <li>e. ending the activity within the time limit.</li> </ol>	Group Discussion	10 min	C0-238 (p. 26) C0-240 (p. 17)

TP	Description	Method	Time	Ref
TP5	Demonstrate and have the cadets participate in the debriefing component of the selected team-building activity.	In-Class Activity	5 min	
TP6	Discuss the following elements of a debriefing: a. reviewing the goal; b. providing feedback; and c. re-motivating the team.	Group Discussion	10 min	C0-238 (pp. 27–30) C0-240 (p. 19)
TP7	Have small groups of cadets share responsibilities of leading a team-building activity.	Practical Activity	30 min	

#### 5. Time

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | In-Class Activity:       | 20 min |
| c. | Group Discussion:        | 30 min |
| d. | Practical Activity:      | 30 min |
| e. | Total:                   | 90 min |

#### 6. Substantiation

- An in-class activity was chosen for TPs 1, 3 and 5 as it is an interactive way to provoke thought and stimulate interest among cadets.
- A group discussion was chosen for TPs 2, 4 and 6 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the components of team-building activities.
- A practical activity was chosen for TP 7 as it is an interactive way to allow the cadets to experience team-building activities in a safe and controlled environment.

#### 7. References

- C0-028 (ISBN 0-07-046513-4) Newstrom, J., & Scannell, E. (1998). *The Big Book of Team Building Games*. New York, NY: McGraw-Hill.
- C0-238 (ISBN 0-7879-4835-7) Sugar, S., & Takacs, G. (2000). *Games That Teach Teams: 21 Activities to Super-Charge Your Group!* San Francisco, CA: Jossey-Bass/Pfeiffer.
- C0-240 (ISBN 0-934387-05-2) Collard, M. (2005). *No Props: Great Games With No Equipment*. Beverly, MA: Project Adventure, Inc.
- C0-268 (ISBN 1-57542-265-4) MacGregor, M. G. (2008). *Teambuilding With Teens*. Minneapolis, MN: Free Spirit Publishing Inc.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area,
- b. Marker,
- c. Sticky notes, and
- d. Activity equipment as required.

9. **Learning Aids**

- a. Activity equipment as required,
- b. Handout of team-building activities, and
- c. Handout of team-building planning guide.

10. **Test Details.** N/A.

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

**EO C303.02 – DELIVER A PRESENTATION ABOUT A LEADER**

1. **Performance.** Deliver a Presentation About a Leader.
2. **Conditions**
  - a. Given:
    - (1) Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector),
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall deliver a presentation about a leader, to include:
  - a. an introduction of the leader,
  - b. the body of the presentation, to include:
    - (1) interesting points in the leader's career, and
    - (2) the core leadership qualities displayed by the leader; and
  - c. a conclusion.
4. **Teaching Points.** Supervise cadets delivering a presentation about a leader.
5. **Time**
  - a. Introduction/Conclusion: 10 min
  - b. Practical Activity: 50 min
  - c. Total: 60 min
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow cadets to experience giving a presentation in a safe and controlled environment. This activity contributes to the development of leadership skills and knowledge in fun and challenging setting.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP/multimedia projector) appropriate for the classroom/training area.
9. **Learning Aids.** Handout of Outline for Delivering a Presentation About a Leader.
10. **Test Details.** N/A.
11. **Remarks**
  - a. It is recommended that this lesson be scheduled after all other lessons in PO 309 ([Section 10](#)).
  - b. If the corps has more than nine Phase Three cadets, divide the cadets into groups of nine if facilities are available.

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**SECTION 5**  
**PO 304 – UPDATE PERSONAL ACTIVITY PLAN**

1. **Performance.** Update Personal Activity Plan.
2. **Conditions**
  - a. Given:
    - (1) Cadet Fitness Assessment Scoresheet,
    - (2) Cadet Fitness Assessment results,
    - (3) Personal activity plan handout,
    - (4) Supervision, and
    - (5) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group and suitable for conducting the Cadet Fitness Assessment.
3. **Standard.** The cadet will update their personal activity plan by:
  - a. participating in the Cadet Fitness Assessment; and
  - b. setting new short-term and long-term personal goals for the training year.
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material associated with PO 304 is designed to enhance the cadet's knowledge of personal fitness and healthy living through a number of activities:
    - (1) EO C304.01 (Participate in the Cadet Fitness Assessment),
    - (2) EO C304.02 (Evaluate Personal Activity Plan), and
    - (3) EO C304.03 (Describe Stress).
  - b. Some complementary training offered in previous phases may be conducted as complementary training in Phase Three, specifically:
    - (1) EO C204.02 (Develop a Personal Nutrition Plan, A-CR-CCP-602/PG-001, Chapter 4, Section 4), and
    - (2) EO C104.01 (Create Team Goals, A-CR-CCP-601/PG-001, Chapter 4, Section 4).
  - c. When selecting training from previous phases, training staff will review the applicable performance objective, lesson specification(s) and instructional guide(s).

**EO M304.01 – DESCRIBE THE COMPONENTS OF PHYSICAL FITNESS**

1. **Performance.** Describe the Components of Physical Fitness.
2. **Conditions**
  - a. Given:
    - (1) Cadet Fitness Assessment Scoresheet,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
  - a. describe the components of physical fitness, to include:
    - (1) cardiovascular endurance,
    - (2) muscular strength, and
    - (3) muscular flexibility; and
  - b. identify fitness and sports activities that may help to improve physical fitness.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the components of physical fitness, to include: <ol style="list-style-type: none"> <li>a. cardiovascular endurance,</li> <li>b. muscular strength, and</li> <li>c. muscular flexibility.</li> </ol>	Interactive Lecture	5 min	C0-104 C0-167
TP2	Conduct an activity where the cadets will identify fitness and sports activities that may help to improve: <ol style="list-style-type: none"> <li>a. cardiovascular endurance,</li> <li>b. muscular strength, and</li> <li>c. muscular flexibility.</li> </ol>	In-Class Activity	10 min	C0-104 C0-167
TP3	Demonstrate how to conduct and score the following components of the Cadet Fitness Assessment: <ol style="list-style-type: none"> <li>a. muscular strength, to include:               <ol style="list-style-type: none"> <li>(1) the curl-up, and</li> <li>(2) the push-up; and</li> </ol> </li> <li>b. muscular flexibility, to include:</li> </ol>	Demonstration	10 min	C0-167



TP	Description	Method	Time	Ref
	(1) the trunk lift, (2) the shoulder stretch, and (3) the back-saver sit and reach.  <b>Note:</b> Choose two of the muscular flexibility components to be conducted for the Cadet Fitness Assessment.			

#### 5. Time

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min  |
| b. | Interactive Lecture:     | 5 min  |
| c. | In-Class Activity:       | 10 min |
| d. | Demonstration:           | 10 min |
| e. | Total:                   | 30 min |

#### 6. Substantiation

- An interactive lecture was chosen for TP 1 to orient the cadets and to generate an interest in the components of physical fitness.
- An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest in fitness and sports activities among cadets.
- A demonstration was chosen for TP 3 as it allows the instructor to demonstrate how to conduct and score the components of the Cadet Fitness Assessment.

#### 7. References

- C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (n.d.). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.
- C0-167 (ISBN 0-7360-5866-4) Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram/Activitygram: Test Administration Manual* (3<sup>rd</sup> ed.). Windsor, ON: Human Kinetics.

#### 8. Training Aids

- Cadet Fitness Assessment Scoresheet,
- Gym mats,
- 30-cm (12-inch) ruler, and
- Cardboard box.

#### 9. Learning Aids. Cadet Fitness Assessment Scoresheet.

#### 10. Test Details. N/A.

#### 11. Remarks. This lesson shall be conducted prior to EO M304.02 (Participate in the Cadet Fitness Assessment).

## **EO M304.02 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT**

1. **Performance.** Participate in the Cadet Fitness Assessment.
2. **Conditions**
  - a. Given:
    - (1) Cadet Fitness Assessment Scoresheet, and
    - (2) Supervision.
  - b. Denied: Assistance.
  - c. Environmental: Sports field, gymnasium or training area large enough to accommodate the entire group.
3. **Standard.** IAW Meredith, M., & Welks, G., *Fitnessgram/Activitygram: Test Administration Manual* (3<sup>rd</sup> ed.), Human Kinetics, the cadet shall participate in the Cadet Fitness Assessment.
4. **Teaching Points**
  - a. Conduct a warm-up session, composed of light cardiovascular exercises, meant to:
    - (1) stretch the muscles;
    - (2) gradually increase respiratory action and heart rate;
    - (3) expand the muscles' capillaries to accommodate the increase in blood circulation; and
    - (4) raise muscle temperature to facilitate reactions in muscle tissue.
  - b. Supervise while the cadets perform and score:
    - (1) the Progressive Aerobic Cardiovascular Endurance Run (PACER),
    - (2) the curl-up,
    - (3) the push-up, and
    - (4) two of the following:
      - (a) the trunk lift,
      - (b) the shoulder stretch, and
      - (c) the back-saver sit and reach.
  - c. Conduct a cool-down session, composed of light cardiovascular exercises, meant to:
    - (1) allow the body to slowly recover from physical activity and help to prevent injury;
    - (2) prepare the respiratory and cardiovascular systems to return to their normal state; and
    - (3) stretch the muscles.

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min  |
| b. | Practical Activity:      | 25 min |
| c. | Subtotal:                | 30 min |
| d. | Total (2 periods):       | 60 min |

6. **Substantiation.** A practical activity was chosen for this lesson as it allows the cadets to participate in the Cadet Fitness Assessment in a safe and controlled environment.

7. **References**

- a. C0-095 (ISBN 0-7360-5962-8) The Cooper Institute. (n.d.). *Fitnessgram/Activitygram Test Administration Kit: Fitnessgram 8.0 Stand-Alone Test Kit*. Windsor, ON: Human Kinetics.
- b. C0-167 (ISBN 0-7360-5866-4) Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram/Activitygram: Test Administration Manual* (3<sup>rd</sup> ed.). Windsor, ON: Human Kinetics.

8. **Training Aids**

- a. PACER Test CD,
- b. Cadet Fitness Assessment Scoresheet,
- c. Pylons,
- d. Measuring tape,
- e. Gym mats,
- f. CD Player,
- g. 30-cm (12-inch) ruler, and
- h. Cardboard box.

9. **Learning Aids.** Cadet Fitness Assessment Scoresheet.

10. **Test Details.** N/A.

11. **Remarks**

- a. The Cadet Fitness Assessment is an individual assessment used to set personal fitness goals. Results from this assessment shall not be used for competition or classification among cadets.
- b. The Cadet Fitness Assessment shall be set up prior to conducting this EO.
- c. This EO shall be conducted at the start and the end of the training year.

### EO M304.03 – UPDATE PERSONAL ACTIVITY PLAN

1. **Performance.** Update Personal Activity Plan.
2. **Conditions**
  - a. Given:
    - (1) Cadet Fitness Assessment results,
    - (2) Personal activity plan handout,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall update their personal activity plan for the training year by:
  - a. reviewing Cadet Fitness Assessment results;
  - b. listing current involvement in fitness and sports activities; and
  - c. creating goals for the training year.
4. **Teaching Points.** Have the cadets update their personal activity plan from Phase Two, to include:
  - a. reviewing Cadet Fitness Assessment results;
  - b. listing current involvement in fitness and sports activities; and
  - c. creating goals for the training year.
5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Practical Activity: 25 min
  - c. Total: 30 min
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to update their personal activity plan. This activity contributes to the development of personal fitness goals in a fun and challenging setting.
7. **References**
  - a. C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (1998). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.
  - b. C0-105 (ISBN 0-662-32897-3) Public Health Agency of Canada. (2002). *Teacher's Guide to Physical Activity for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
  - c. C0-106 (ISBN 0-662-32899-X) Public Health Agency of Canada. (2002). *Let's Get Active! Magazine for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

- d. C0-167 (ISBN 0-7360-5866-4) Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram/Activitygram: Test Administration Manual* (3<sup>rd</sup> ed.). Windsor, ON: Human Kinetics.
  - e. C0-174 (ISBN 978-0-7360-6828-4) Masurier, G., Lambdin, D., & Corbin, C. (2007). *Fitness for Life: Middle School: Teacher's Guide*. Windsor, ON: Human Kinetics.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.
9. **Learning Aids**
- a. Cadet Fitness Assessment results, and
  - b. Personal activity plan handout.
10. **Test Details.** N/A.
11. **Remarks**
- a. This lesson shall follow the start of year Cadet Fitness Assessment (EO M304.02 [Participate in the Cadet Fitness Assessment]).
  - b. Physical fitness resources can be printed or ordered from <http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html>, through the Public Health Agency of Canada to be given as handouts to the cadets.

## EO M304.04 – EVALUATE PERSONAL ACTIVITY PLAN

1. **Performance.** Evaluate Personal Activity Plan.
2. **Conditions**
  - a. Given:
    - (1) Cadet Fitness Assessment results,
    - (2) Personal activity plan,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall evaluate their personal activity plan by:
  - a. comparing start and end of year Cadet Fitness Assessment results;
  - b. comparing actual and planned fitness and sports activities; and
  - c. creating new goals.
4. **Teaching Points.** Have the cadets evaluate their personal activity plan by:
  - a. comparing start and end of year Cadet Fitness Assessment results;
  - b. comparing actual and planned fitness and sports activities; and
  - c. creating new goals based on Cadet Fitness Assessment results and participation in fitness and sports activities.
5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Practical Activity: 25 min
  - c. Total: 30 min
6. **Substantiation.** A practical activity was chosen for this lesson as it allows the cadets to evaluate their personal activity plan in a safe and controlled environment.
7. **References**
  - a. C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (1998). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.
  - b. C0-105 (ISBN 0-662-32897-3) Public Health Agency of Canada. (2002). *Teacher's Guide to Physical Activity for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
  - c. C0-106 (ISBN 0-662-32899-X) Public Health Agency of Canada. (2002). *Let's Get Active! Magazine for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

- d. C0-167 (ISBN 0-7360-5866-4) Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram/Activitygram: Test Administration Manual* (3<sup>rd</sup> ed.). Windsor, ON: Human Kinetics.
  - e. C0-174 (ISBN 978-0-7360-6828-4) Masurier, G., Lambdin, D., & Corbin, C. (2007). *Fitness for Life: Middle School: Teacher's Guide*. Windsor, ON: Human Kinetics.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.
9. **Learning Aids**
- a. Cadet Fitness Assessment results, and
  - b. Personal activity plan from start of training year.
10. **Test Details.** N/A.
11. **Remarks**
- a. This lesson shall follow the end of year Cadet Fitness Assessment (EO M304.02 [Participate in the Cadet Fitness Assessment]).
  - b. Physical fitness resources can be printed or ordered from <http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html> through the Public Health Agency of Canada to be given as handouts to the cadets.

## **EO C304.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT**

1. **Performance.** Participate in the Cadet Fitness Assessment.
2. **Conditions**
  - a. Given:
    - (1) Cadet Fitness Assessment Scoresheet, and
    - (2) Supervision.
  - b. Denied: Assistance.
  - c. Environmental: Sports field, gymnasium or training area large enough to accommodate the entire group.
3. **Standard.** IAW Meredith, M., & Welk, G., *Fitnessgram/Activitygram: Test Administration Manual* (3<sup>rd</sup> ed.), Human Kinetics, the cadet shall participate in the Cadet Fitness Assessment.
4. **Teaching Points**
  - a. Conduct a warm-up session, composed of light cardiovascular exercises, meant to:
    - (1) stretch the muscles;
    - (2) gradually increase respiratory action and heart rate;
    - (3) expand the muscles' capillaries to accommodate the increase in blood circulation; and
    - (4) raise muscle temperature to facilitate reactions in muscle tissue.
  - b. Supervise while the cadets perform and score:
    - (1) the Progressive Aerobic Cardiovascular Endurance Run (PACER),
    - (2) the curl-up,
    - (3) the push-up, and
    - (4) two of the following:
      - (a) the trunk lift,
      - (b) the shoulder stretch, and
      - (c) the back-saver sit and reach.
  - c. Conduct a cool-down session, composed of light cardiovascular exercises, meant to:
    - (1) allow the body to slowly recover from physical activity and help to prevent injury;
    - (2) prepare the respiratory and cardiovascular systems to return to their normal state; and
    - (3) stretch the muscles.



5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min  |
| b. | Practical Activity:      | 25 min |
| c. | Total:                   | 30 min |

6. **Substantiation.** A practical activity was chosen for this lesson as it allows the cadets to participate in the Cadet Fitness Assessment in a safe and controlled environment.

7. **References**

- a. C0-095 (ISBN 0-7360-5962-8) The Cooper Institute. (n.d.). *Fitnessgram/Activitygram Test Administration Kit: Fitnessgram 8.0 Stand-Alone Test Kit*. Windsor, ON: Human Kinetics.
- b. C0-167 (ISBN 0-7360-5866-4) Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram/Activitygram: Test Administration Manual* (3<sup>rd</sup> ed.). Windsor, ON: Human Kinetics.

8. **Training Aids**

- a. PACER Test CD,
- b. Cadet Fitness Assessment Scoresheet,
- c. Pylons,
- d. Measuring tape,
- e. Gym mats,
- f. CD Player,
- g. 30-cm (12-inch) ruler, and
- h. Cardboard box.

9. **Learning Aids.** Cadet Fitness Assessment Scoresheet.

10. **Test Details.** N/A.

11. **Remarks**

- a. The Cadet Fitness Assessment is an individual assessment used to set personal fitness goals. Results from this assessment shall not be used for competition or classification among cadets.
- b. The Cadet Fitness Assessment shall be set up prior to conducting this EO.
- c. This EO shall be conducted at the middle of the training year.

## EO C304.02 – EVALUATE PERSONAL ACTIVITY PLAN

1. **Performance.** Evaluate Personal Activity Plan.
2. **Conditions**
  - a. Given:
    - (1) Cadet Fitness Assessment results,
    - (2) Personal activity plan,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall evaluate their personal activity plan by:
  - a. comparing start and mid-year Cadet Fitness Assessment results;
  - b. comparing actual and planned fitness and sports activities; and
  - c. creating new goals.
4. **Teaching Points.** Have the cadets evaluate their personal activity plan by:
  - a. comparing start and mid-year Cadet Fitness Assessment results;
  - b. comparing actual and planned fitness and sports activities; and
  - c. creating new goals based on Cadet Fitness Assessment results and participation in fitness and sports activities.
5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Practical Activity: 25 min
  - c. Total: 30 min
6. **Substantiation.** A practical activity was chosen for this lesson as it allows the cadets to evaluate their personal activity plan in a safe and controlled environment.
7. **References**
  - a. C0-104 (ISBN 0-662-26628-5) Public Health Agency of Canada. (n.d.). *Handbook for Canada's Physical Activity Guide to Healthy Active Living*. Ottawa, ON: Public Health Agency of Canada.
  - b. C0-105 (ISBN 0-662-32897-3) Public Health Agency of Canada. (2002). *Teacher's Guide to Physical Activity for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
  - c. C0-106 (ISBN 0-662-32899-X) Public Health Agency of Canada. (2002). *Let's Get Active! Magazine for Youth 10–14 Years of Age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

- d. C0-167 (ISBN 0-7360-5866-4) Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram/Activitygram: Test Administration Manual* (3<sup>rd</sup> ed.). Windsor, ON: Human Kinetics.
  - e. C0-174 (ISBN 978-0-7360-6828-4) Masurier, G., Lambdin, D., & Corbin, C. (2007). *Fitness for Life: Middle School: Teacher's Guide*. Windsor, ON: Human Kinetics.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.
9. **Learning Aids**
- a. Start and mid-year Cadet Fitness Assessment results, and
  - b. Personal activity plan.
10. **Test Details.** N/A.
11. **Remarks**
- a. This lesson shall follow the mid-year Cadet Fitness Assessment (EO C304.01 [Participate in the Cadet Fitness Assessment]).
  - b. Physical fitness resources can be printed or ordered from <http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html> through the Public Health Agency of Canada to be given as handouts to the cadets.

**EO C304.03 – DESCRIBE STRESS**

1. **Performance.** Describe Stress.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall describe stress by:
  - a. defining stress;
  - b. listing the types of stress;
  - c. listing triggers of stress;
  - d. listing the physical and emotional effects of stress; and
  - e. identifying methods to manage stress.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Define stress and the types of stress, to include: <ol style="list-style-type: none"> <li>a. eustress (good stress), and</li> <li>b. distress (bad stress).</li> </ol>	Interactive Lecture	10 min	C0-191 (p. 293–294)
TP2	Conduct a group discussion on the triggers of stress (stressors), to include: <ol style="list-style-type: none"> <li>a. emotional stressors,</li> <li>b. physical stressors, and</li> <li>c. social stressors.</li> </ol>	Group Discussion	10 min	C0-191 (p. 294, p. 295)
TP3	Describe the emotional and physical effects of distress.	Interactive Lecture	5 min	C0-191 (p. 295)
TP4	Describe methods to manage distress.	Interactive Lecture	10 min	C0-191 (p. 297)

TP	Description	Method	Time	Ref
TP5	Demonstrate and have the cadets perform the following relaxation exercises for managing distress: a. rag doll, b. neck roll, c. body board, and d. jaw stretch.	Demonstration and Performance	15 min	C0-191 (p. 300, p. 301)

5. **Time**

- |    |                                |        |
|----|--------------------------------|--------|
| a. | Introduction/Conclusion:       | 10 min |
| b. | Interactive Lecture:           | 25 min |
| c. | Group Discussion:              | 10 min |
| d. | Demonstration and Performance: | 15 min |
| e. | Total:                         | 60 min |

6. **Substantiation**

- An interactive lecture was chosen for TPs 1, 3 and 4 to orient the cadets to the concept of stress and methods to manage stress.
- A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the triggers of stress.
- Demonstration and performance was chosen for TP 5 as it allows the instructor to demonstrate relaxation exercises while providing an opportunity for the cadets to practice under supervision.

7. **References.** C0-191 (ISBN 978-0-7360-6675-4) Corbin, C., & Lindsey, R. (2007). *Fitness for Life: Updated Fifth Edition*. Windsor, ON: Human Kinetics.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.

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

10. **Test Details.** N/A.

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

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## SECTION 6

### PO 305 – PARTICIPATE IN RECREATIONAL SPORTS

1. **Performance.** Participate in Recreational Sports.
2. **Conditions**
  - a. Given:
    - (1) Sports equipment,
    - (2) Safety equipment,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Sports field or training area large enough to accommodate the entire group.
3. **Standard.** The cadet will:
  - a. attend a briefing on the selected sport's rules;
  - b. participate in a warm-up;
  - c. play the selected sport; and
  - d. participate in a cool-down.
4. **Remarks.** Recreational sports may be conducted as nine periods during a supported day or over three sessions of three periods each.
5. **Complementary Material**
  - a. Complementary training offered in Phase One may be selected as complementary training in Phase Three, specifically:
    - (1) EO C105.01 (Participate in an Organized Sports Tabloid, A-CR-CCP-601/PG-001, Chapter 4, Section 5),
    - (2) EO C105.02 (Participate in an Organized Intramural Sports Event, A-CR-CCP-601/PG-001, Chapter 4, Section 5), and
    - (3) EO C105.03 (Participate in an Orienteering Event, A-CR-CCP-601/PG-001, Chapter 4, Section 5).
  - b. When selecting complementary training from Phase One, training staff will review the applicable performance objective, lesson specification and instructional guide.
  - c. Complementary training associated with PO 305 is limited to a total of nine periods conducted during sessions or on a supported day. If PO 305 is conducted as sessions, it will be comprised of three periods of training per session. If recreational sports are conducted as a full day activity, it will be comprised of nine periods.

**EO M305.01 – PARTICIPATE IN ORGANIZED RECREATIONAL TEAM SPORTS**

1. **Performance.** Participate in Organized Recreational Team Sports.
2. **Conditions**
  - a. Given:
    - (1) Sports equipment,
    - (2) Safety equipment,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Sports field or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
  - a. attend a briefing on the selected sport's rules;
  - b. participate in a warm-up;
  - c. play the selected sport; and
  - d. participate in a cool-down.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Introduce the cadets to the selected sport's rules, 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 exercises, meant to: <ol style="list-style-type: none"> <li>a. stretch the muscles;</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 the muscle temperature to facilitate reactions in muscle tissue.</li> </ol>	Practical Activity	10 min	C0-002 (pp.109–113) C0-089



TP	Description	Method	Time	Ref
TP3	Supervise while the cadets play the selected sport.	Practical Activity	50 min	C0-001 C0-030 C0-031 C0-034 C0-074
TP4	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: <ul style="list-style-type: none"> <li>a. allow the body time to slowly recover from physical activity and to help prevent injury;</li> <li>b. prepare the respiratory and cardiovascular systems to return to their normal state; and</li> <li>c. stretch the muscles.</li> </ul>	Practical Activity	10 min	C0-002 (pp. 109–113) C0-089

## 5. Time

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	10 min
c.	Practical Activity:	70 min
d.	Subtotal:	90 min
e.	Total (three sessions):	270 min

## 6. Substantiation

- a. An interactive lecture was chosen for TP 1 to introduce the cadets to the rules of the selected sport.
- b. A practical activity was chosen for TPs 2 to 4 as it allows cadets to participate in sports activities in a safe and controlled environment. This activity contributes to the development of sports skills in a fun and challenging setting.

## 7. References

- a. C0-001 (ISBN 0-88011-807-5) Hanlon, T. (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., & Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON: Mosaic Press.
- c. C0-030 Ringette Canada. (2006). *How Ringette Is Played*. Retrieved October 30, 2006, from <http://www.ringette.ca/e/about/played.htm>.
- d. C0-031 What Is Ultimate Frisbee? (2006). *What Is Ultimate – The Game*. Retrieved October 30, 2006, from [http://www.whatisultimate.com/what/what\\_game\\_en.html](http://www.whatisultimate.com/what/what_game_en.html).
- e. C0-034 About Ultimate. (2006). *About Ultimate*. Retrieved October 30, 2006, from <http://www.upa.org/ultimate>.
- f. C0-074 Norris, G. (Ed.). (1998). *National Football Federation: Touch Football Rule Book 2004*. Ottawa, ON: National Football Federation.

- g. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.

8. **Training Aids**

- a. Sports/safety equipment for the selected sport,
- b. First aid kit,
- c. Whistles, and
- d. Stopwatch.

9. **Learning Aids.** Sports/safety equipment for the selected sport.

10. **Test Details.** N/A.

11. **Remarks**

- a. The CCO list of approved sports is located at A-CR-CCP-603/PF-001, Chapter 5, Annex A.
- b. Recreational sports may be carried out as nine periods during a supported day or over three sessions of three periods each.

## SECTION 7

### PO 306 – FIRE THE CADET AIR RIFLE DURING RECREATIONAL MARKSMANSHIP

1. **Performance.** Fire the Cadet Air Rifle During Recreational Marksmanship.
2. **Conditions**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Cadet air rifle sling,
    - (3) Air rifle pellets,
    - (4) Target frame,
    - (5) Suitable target,
    - (6) Shooting mat,
    - (7) Safety glasses/goggles,
    - (8) Supervision, and
    - (9) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, Chapter 1, Section 8.
3. **Standard.** IAW A-CR-CCP-177/PT-001, the cadet will fire the cadet air rifle during recreational marksmanship by:
  - a. carrying out safety precautions;
  - b. applying basic marksmanship techniques; and
  - c. following the rules of commands given on a range.
4. **Remarks.** All range practices must be conducted by a Range Safety Officer (RSO).
5. **Complementary Material**
  - a. Complementary material associated with PO 306 is designed to enhance the cadet's air rifle marksmanship experience, to include:
    - (1) EO C306.01 (Identify Civilian Marksmanship Organizations),
    - (2) EO C306.02 (Correct Marksmanship Error), and
    - (3) EO C306.03 (Adopt the Standing Position With the Cadet Air Rifle).
  - b. Some complementary training offered in previous levels may be selected as complementary training in Phase Three, specifically:
    - (1) EO C106.01 (Participate in a Recreational Shoot Using the Cadet Air Rifle, A-CR-CCP-601/PG-001, Chapter 4, Section 6),

- (2) EO C206.01 (Practice Holding Techniques, A-CR-CCP-602/PG-001, Chapter 4, Section 6),
  - (3) EO C206.02 (Practice Aiming Techniques, A-CR-CCP-602/PG-001, Chapter 4, Section 6),  
and
  - (4) EO C206.03 (Practice Firing Techniques, A-CR-CCP-602/PG-001, Chapter 4, Section 6).
- c. When selecting complementary material from previous levels, training staff shall review the applicable performance objective, lesson specification, and instructional guide.
  - d. Complementary training associated with PO 306 is limited to a total of ten periods conducted during sessions or on a supported day. Corps are not required to use all ten periods.
  - e. It is not necessary to conduct these EOs in sequential order; however, corps choosing to capitalize on marksmanship training should complete EOs C206.01 (A-CR-CCP-602/PG-001, Chapter 4, Section 6) to C206.03 (A-CR-CCP-602/PG-001, Chapter 4, Section 6), marksmanship techniques, prior to conducting EO C106.01 (Participate in a Recreational Shoot Using the Cadet Air Rifle, A-CR-CCP-601/PG-001, Chapter 4, Section 6).
  - f. Corps choosing to enhance the recreational marksmanship program through EO C306.03 (Adopt the Standing Position With the Cadet Air Rifle) are encouraged to follow this training with EO C106.01 (Participate in a Recreational Shoot Using the Cadet Air Rifle, A-CR-CCP-601/PG-001, Chapter 4, Section 6) from the standing position.

**EO M306.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY**

1. **Performance.** Participate in a Recreational Marksmanship Activity.
2. **Conditions**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Cadet air rifle sling,
    - (3) Air rifle pellets,
    - (4) Target frame,
    - (5) Suitable target,
    - (6) Shooting mat,
    - (7) Safety glasses/goggles,
    - (8) Supervision, and
    - (9) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** The cadet shall participate in a recreational marksmanship activity.
4. **Teaching Points**
  - a. Conduct a range briefing, to include:
    - (1) explaining pertinent sections of range standing orders;
    - (2) reviewing general rules observed on all ranges;
    - (3) reviewing commands used on an air rifle range;
    - (4) describing the layout of the range; and
    - (5) reviewing hand-washing procedures on completion of firing.
  - b. Supervise the participation of the cadet in a recreational marksmanship activity, choosing from the following categories:
    - (1) classification,
    - (2) fun activities,
    - (3) timed activities, and
    - (4) competitive team/individual activities.

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Practical Activity:      | 80 min |
| c. | Total:                   | 90 min |

6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow the cadet to experience recreational marksmanship in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

7. **References**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- b. A0-041 Director Cadets 4. (2007). *CATO 14-41 Marksmanship, Rifles and Ammunition*. Ottawa ON: Department of National Defence.

8. **Training Aids**

- a. Cadet air rifle,
- b. Cadet air rifle sling,
- c. Air rifle pellets,
- d. Target frame,
- e. Suitable target,
- f. Shooting mat, and
- g. Safety glasses/goggles.

9. **Learning Aids**

- a. Cadet air rifle,
- b. Cadet air rifle sling,
- c. Air rifle pellets,
- d. Target frame,
- e. Suitable target,
- f. Shooting mat, and
- g. Safety glasses/goggles.

10. **Test Details.** N/A.

11. **Remarks**

- a. Hand-washing stations must be available for cleanup after the activity is completed.
- b. Cadets may fire in the standing position if they have previously received the training during C306.03 (Adopt the Standing Position With the Cadet Air Rifle).

**EO C306.01 – IDENTIFY CIVILIAN MARKSMANSHIP ORGANIZATIONS**

1. **Performance.** Identify Civilian Marksmanship Organizations.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall identify civilian marksmanship organizations, to include:
  - a. local,
  - b. provincial,
  - c. national, and
  - d. biathlon.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss local civilian marksmanship organizations.	Interactive Lecture	5 min	
TP2	Discuss the applicable provincial rifle organization from: <ol style="list-style-type: none"> <li>a. Alberta Provincial Rifle Association,</li> <li>b. British Columbia Rifle Association,</li> <li>c. Manitoba Provincial Rifle Association,</li> <li>d. Newfoundland Provincial Rifle Association,</li> <li>e. Nova Scotia Rifle Association,</li> <li>f. Ontario Provincial Rifle Association,</li> <li>g. Prince Edward Island Rifle Association,</li> <li>h. Province of Quebec Rifle Association,</li> <li>i. Royal New Brunswick Rifle Association, and</li> <li>j. Saskatchewan Provincial Rifle Association.</li> </ol>	Interactive Lecture	10 min	C2-086
TP3	Discuss national marksmanship organizations, to include: <ol style="list-style-type: none"> <li>a. The Dominion of Canada Rifle Association, and</li> <li>b. The Shooting Federation of Canada.</li> </ol>	Interactive Lecture	5 min	A0-119 (p. 3) C2-086

TP	Description	Method	Time	Ref
TP4	Identify the applicable national/provincial biathlon organizations, from: a. Biathlon Canada, b. Biathlon Alberta, c. Biathlon British Columbia, d. Biathlon Manitoba, e. Biathlon New Brunswick, f. Biathlon Nova Scotia, g. Biathlon Newfoundland and Labrador, h. Biathlon Ontario, i. Biathlon Quebec, j. Biathlon Saskatchewan, k. Biathlon Yukon, or l. Northwest Territories Biathlon.	Interactive Lecture	5 min	C0-149

5. **Time**

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

6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadet to opportunities to enhance their marksmanship training with civilian organizations.

7. **References**

- A0-119 Shooting Federation of Canada. (2007). *Shooting Federation of Canada*. Retrieved November 2, 2007, from <http://www.sfc-ftc.ca/document.cfm?sectionID=39>.
- C0-149 Biathlon Canada. (2005). *Biathlon Bears: Community Coaching*. Ottawa, ON: Biathlon Canada.
- C2-086 Dominion of Canada Rifle Association. (2007). Retrieved October 4, 2007, from <http://www.dkra.ca/welcome.htm>.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.

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

10. **Test Details.** N/A.

11. **Remarks.** Have the cadets identify only the applicable national, provincial and local marksmanship organizations.



**EO C306.02 – CORRECT MARKSMANSHIP ERROR**

1. **Performance.** Correct Marksmanship Error.
2. **Conditions**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** The cadet shall correct marksmanship error by adjusting:
  - a. elevation, and
  - b. windage.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain centring the group, to include: <ol style="list-style-type: none"> <li>a. the theory of a group, and</li> <li>b. mean point of impact (MPI).</li> </ol>	Interactive Lecture	10 min	C2-097 (p. 29)
TP2	Explain sight adjustment, to include: <ol style="list-style-type: none"> <li>a. the purpose of sight adjustment,</li> <li>b. elevation,</li> <li>c. windage, and</li> <li>d. a zeroed cadet air rifle.</li> </ol>	Interactive Lecture	10 min	C2-098 (p. 303, p. 304)
TP3	Explain the increments of sight adjustment, to include: <ol style="list-style-type: none"> <li>a. sight adjustment of the cadet air rifle;</li> <li>b. lowering and raising the elevation; and</li> <li>c. moving the windage left and right.</li> </ol>	Interactive Lecture	5 min	A0-027 (p. 2-11)
TP4	Conduct a sight adjustment exercise as follows: <ol style="list-style-type: none"> <li>a. Give the cadet a sight adjustment handout. Each target has a distinctive set of pellet impacts off-centre from the bull's eye.</li> <li>b. Have the cadet determine where the MPI of each target is located.</li> </ol>	Practical Activity	30 min	

TP	Description	Method	Time	Ref
	c. Have the cadet determine the increments of sight adjustment required to move the MPI to the bull's eye.			
	d. Have the cadet adjust the sights on the cadet air rifle.			

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 5 min  |
| b. | Interactive Lecture:     | 25 min |
| c. | Practical Activity:      | 30 min |
| d. | Total:                   | 60 min |

6. **Substantiation**

- An interactive lecture was chosen for TPs 1 to 3 to give an overview of the theories and the practice of adjusting sights.
- A practical activity was chosen for TP 4 as it is an interactive way to introduce and allow cadets to experience adjusting sights on the cadet air rifle in a controlled environment. This activity contributes to the development of sight adjustment skills and knowledge in a fun and challenging setting.

7. **References**

- A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- C2-097 Ontario Rifle Association. (2003). *Ontario Rifle Association Handbook for New Member*. Haliburton County, ON: MilCun Marksmanship Complex.
- C2-098 Constantine, R. (1998). *Modern Highpower Competition: From Beginner to Master*. Manchester, CT: Precision Shooting Inc.

8. **Training Aids**

- Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- Cadet air rifle, and
- Sight adjustment handout.

9. **Learning Aids**

- Cadet air rifle,
- Sight adjustment handout, and
- Pen/pencil.

10. **Test Details.** N/A.

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

**EO C306.03 – ADOPT THE STANDING POSITION WITH THE CADET AIR RIFLE**

1. **Performance.** Adopt the Standing Position With the Cadet Air Rifle.
2. **Conditions**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Rifle rest,
    - (3) Target frame,
    - (4) Suitable target,
    - (5) Raised target platform,
    - (6) Safety glasses/goggles,
    - (7) Supervision, and
    - (8) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8.
3. **Standard.** IAW A-CR-CCP-177/PT-001, the cadet shall:
  - a. adopt the standing position with the cadet air rifle by:
    - (1) standing 90 degrees to the target with feet shoulder width apart;
    - (2) holding the cadet air rifle pointed down range with:
      - (a) the butt plate high in the shoulder pocket,
      - (b) the left hand under the rifle stock, and
      - (c) the right hand on the small of the butt; and
  - b. adjust position as required.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the objectives of the standing position, to include: <ol style="list-style-type: none"> <li>a. obtaining a good position;</li> <li>b. using a rifle rest; and</li> <li>c. maintaining a centre of gravity.</li> </ol>	Interactive Lecture	5 min	A0-027 (p. 1-6-1, p. 1-6-2)

TP	Description	Method	Time	Ref
TP2	<p>Explain and demonstrate adopting the standing position by positioning the following:</p> <ul style="list-style-type: none"> <li>a. body,</li> <li>b. feet,</li> <li>c. legs,</li> <li>d. hips,</li> <li>e. back,</li> <li>f. arms,</li> <li>g. head, and</li> <li>h. cadet air rifle.</li> </ul>	Demonstration	5 min	C2-146 (p. 171, pp. 192–197)
TP3	<p>Explain and demonstrate adjusting the aim, to include:</p> <ul style="list-style-type: none"> <li>a. higher,</li> <li>b. lower, and</li> <li>c. left and right.</li> </ul>	Demonstration	5 min	A0-027 (p. 1-6-7) C2-146 (p. 196)
TP4	<p>Explain and demonstrate natural alignment by:</p> <ul style="list-style-type: none"> <li>a. adopting the standing position;</li> <li>b. acquiring a sight picture;</li> <li>c. closing both eyes;</li> <li>d. taking 3 to 4 normal breaths to relax the muscles;</li> <li>e. after 10 seconds, opening the eyes to inspect the sight picture; and</li> <li>f. adjusting body position to acquire a sight picture.</li> </ul>	Demonstration	5 min	A0-027 (p. 1-6-7)
TP5	<p>Have the cadet adopt the standing position by positioning the following:</p> <ul style="list-style-type: none"> <li>a. body,</li> <li>b. feet,</li> <li>c. legs,</li> <li>d. hips,</li> <li>e. back,</li> <li>f. arms,</li> <li>g. head, and</li> <li>h. cadet air rifle.</li> </ul>	Practical Activity	30 min	C2-146 (pp. 192–197)

**5. Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Interactive Lecture:     | 5 min  |
| c. | Demonstration:           | 15 min |
| d. | Practical Activity:      | 30 min |
| e. | Total:                   | 60 min |

**6. Substantiation**

- a. An interactive lecture was chosen for TP 1 to give an overview of the objectives of the standing position.
- b. Demonstration was chosen for TPs 2 to 4 as it allows the instructor to explain and demonstrate aspects of the standing position.
- c. A practical activity was chosen for TP 5 as it is an interactive way to allow the cadet to experience the standing position in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

**7. References**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- b. C2-146 (ISBN 0-9655780-0-3) Pullum, B. & Hanenkrat, F. (1997). *The New Position Rifle Shooting: A Comprehensive Guide to Better Target Shooting*. Oak Harbor, OH: Target Sports Education Center.

**8. Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Cadet air rifle,
- c. Rifle rest,
- d. Target frame,
- e. Suitable target,
- f. Raised target platform,
- g. Safety glasses/goggles, and
- h. Six-foot table.

**9. Learning Aids**

- a. Cadet air rifle,
- b. Rifle rest,
- c. Target frame,
- d. Raised target platform, and
- e. Safety glasses/goggles.

10. **Test Details.** N/A.
11. **Remarks.** Cadets who have completed this lesson may participate in EO M306.01 (Participate in a Recreational Marksmanship Activity) from the standing position.

**SECTION 8**  
**PO 307 – SERVE IN A SEA CADET CORPS**

1. **Performance.** Serve in a Sea Cadet Corps.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet will serve in a Sea Cadet Corps, to include:
  - a. participating in year three training;
  - b. exploring year three CSTC training opportunities; and
  - c. recognizing the partnership between the Navy League of Canada (NLC) and the Department of National Defence (DND) in support of the Canadian Cadet Movement (CCM).
4. **Remarks**
  - a. EO M307.01 (Identify Phase Three Training Opportunities) shall be conducted at the beginning of the training year.
  - b. EO M307.02 (Identify Year Three CSTC Training Opportunities) shall be conducted prior to the CSTC application deadline.
5. **Complementary Material.** Complementary material associated with PO 307 is designed to enhance the cadet's knowledge of serving in a Sea Cadet Corps through a number of activities:
  - a. EO C307.01 (Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit [RCSU]),
  - b. EO C307.02 (Participate in a Presentation Given by the Cadet Liaison Officer [CLO]), and
  - c. EO C307.03 (Participate in a Presentation Given by a Guest Speaker from the Navy League of Canada [NLC]).

**EO M307.01 – IDENTIFY PHASE THREE TRAINING OPPORTUNITIES**

1. **Performance.** Identify Phase Three Training Opportunities.
2. **Conditions**
  - a. Given:
    - (1) Handout of the Performance Objectives (POs) and Enabling Objectives (EOs) for Phase Three training,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall identify Phase Three training opportunities, to include:
  - a. mandatory, and
  - b. complementary.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify Phase Three mandatory training opportunities, to include: <ol style="list-style-type: none"> <li>a. training common to the sea, army, and air elements of the CCO, to include:               <ol style="list-style-type: none"> <li>(1) citizenship,</li> <li>(2) community service,</li> <li>(3) leadership,</li> <li>(4) personal fitness and healthy living,</li> <li>(5) recreational sports,</li> <li>(6) air rifle marksmanship,</li> <li>(7) general cadet knowledge,</li> <li>(8) drill, and</li> <li>(9) instructional techniques; and</li> </ol> </li> <li>b. sea elemental training, to include:               <ol style="list-style-type: none"> <li>(1) Canadian Navy and maritime community,</li> <li>(2) ropework,</li> <li>(3) ship's operations,</li> <li>(4) sailing, and</li> <li>(5) seamanship inter-divisional competition.</li> </ol> </li> </ol>	In-Class Activity	10 min	A0-096



TP	Description	Method	Time	Ref
TP2	Identify Phase Three complementary training opportunities.	Interactive Lecture	5 min	Refer to Remarks paragraph 11a.
TP3	Conduct an activity where the cadets will identify Phase Three training opportunities.	In-Class Activity	10 min	

5. **Time**

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

6. **Substantiation**

- An in-class activity was chosen for TPs 1 and 3 as it is an interactive way to provoke thought and stimulate an interest in Phase Three training opportunities among the cadets.
- An interactive lecture was chosen for TP 2 to orient the cadets and generate an interest in Phase Three complementary training opportunities.

7. **References.** A0-096 Director Cadets 3. (2007). CATO 11-04 *Cadet Program Outline*. Ottawa, ON: Department of National Defence.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.

9. **Learning Aids**

- Phase Three POs and EOs handout,
- Flip chart paper, and
- Markers/pencil crayons.

10. **Test Details.** N/A.

11. **Remarks**

- For Phase Three complementary training opportunities in TP 2, refer to the corps' annual training plan.
- This EO should be scheduled as early as possible in the training year.

**EO M307.02 – IDENTIFY YEAR THREE CSTC TRAINING OPPORTUNITIES**

1. **Performance.** Identify Year Three CSTC Training Opportunities.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall identify year three CSTC training opportunities, to include:
  - a. specialty areas,
  - b. courses within each specialty area, and
  - c. prerequisites for the courses within each specialty area.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Conduct a group discussion on specialty areas for year three CSTC training, to include: <ol style="list-style-type: none"> <li>a. air rifle marksmanship,</li> <li>b. fitness and sports,</li> <li>c. music,</li> <li>d. sail,</li> <li>e. seamanship, and</li> <li>f. drill and ceremonial.</li> </ol>	Group Discussion	10 min	A0-010 A1-019
TP2	Describe year three CSTC courses, to include: <ol style="list-style-type: none"> <li>a. common courses:               <ol style="list-style-type: none"> <li>(1) Air Rifle Marksmanship Instructor,</li> <li>(2) Fitness and Sports Instructor, and</li> <li>(3) Military Band–Intermediate Musician;</li> </ol> </li> <li>b. elemental courses:               <ol style="list-style-type: none"> <li>(1) Intermediate Sail,</li> <li>(2) Ship’s Boat Operator, and</li> <li>(3) Drill and Ceremonial Instructor; and</li> </ol> </li> <li>c. prerequisites for each six-week course.</li> </ol>	Interactive Lecture	15 min	A0-010 A0-033 A1-019

5. **Time**

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

6. **Substantiation**

- a. A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their experiences, opinions and feelings about year three CSTC training opportunities.
- b. An interactive lecture was chosen for TP 2 to orient the cadets to year three CSTC training opportunities and to generate interest.

7. **References**

- a. A0-010 Director Cadets 2. (2006). CATO 11-03 *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.
- b. A0-033 Director Cadets 3. (2004). CATO 14-21 *Music Training and Education With the Canadian Cadet Organizations*. Ottawa, ON: Department of National Defence.
- c. A1-019 Director Cadets 3. (2006). CATO 31-03 *Sea Cadet Program Outline*. Ottawa, ON: Department of National Defence.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.

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

10. **Test Details.** N/A.

11. **Remarks**

- a. This EO should be conducted before the summer training application deadline.
- b. It is recommended that the summer training application forms be completed during a training session after this EO has been conducted.

**EO M307.03 – RECOGNIZE THE PARTNERSHIP BETWEEN THE NAVY LEAGUE OF CANADA (NLC) AND THE DEPARTMENT OF NATIONAL DEFENCE (DND) IN SUPPORT OF THE CANADIAN CADET MOVEMENT (CCM)**

1. **Performance.** Recognize the Partnership Between the Navy League of Canada (NLC) and the Department of National Defence (DND) in Support of the Canadian Cadet Movement (CCM).
2. **Conditions**
  - a. Given:
    - (1) Handout of the responsibilities of the NLC and DND,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall recognize the partnership between the NLC and DND in support of the CCM, to include:
  - a. the three levels of the NLC,
  - b. the responsibilities of the NLC, and
  - c. the responsibilities of DND.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the three levels of the NLC, to include: <ol style="list-style-type: none"> <li>a. national,</li> <li>b. divisions, and</li> <li>c. branches.</li> </ol>	Interactive Lecture	5 min	A0-040 (p. 6, p. 8) C1-069 (pp. 7–12)
TP2	Describe the responsibilities of: <ol style="list-style-type: none"> <li>a. the NLC, to include:               <ol style="list-style-type: none"> <li>(1) recruiting cadets;</li> <li>(2) recruiting Cadet Instructor Cadre (CIC) officers;</li> <li>(3) fundraising;</li> <li>(4) providing awards and medals;</li> <li>(5) providing corps training facilities;</li> <li>(6) organizing/conducting recreational programs;</li> <li>(7) providing funds for directed optional/ optional training activities; and</li> <li>(8) providing equipment to cadet corps;</li> </ol> </li> </ol>	Interactive Lecture	10 min	A0-040 (pp. 10–38) C1-069 (pp. 16–20)

TP	Description	Method	Time	Ref
	b. DND, to include: <ol style="list-style-type: none"> <li>(1) training CIC officers;</li> <li>(2) providing Qualification Standards and Plans (QSPs) and Instructional Guides (IGs) for cadet training;</li> <li>(3) providing funds for mandatory training and support activities;</li> <li>(4) developing policy regarding CIC officers, Civilian Instructors (CIs) and cadets;</li> <li>(5) issuing equipment to cadet corps IAW with scales of issue (eg, uniforms);</li> <li>(6) providing pay for CIC officers and civilian instructors;</li> <li>(7) selecting cadets for cadet summer training centres (CSTCs); and</li> <li>(8) providing facilities and staff for CSTCs; and</li> </ol> c. both the NLC and DND, to include: <ol style="list-style-type: none"> <li>(1) forming or disbanding cadet corps;</li> <li>(2) developing community and media relationships;</li> <li>(3) supervising and administering cadet corps; and</li> <li>(4) providing reviewing parties for Annual Ceremonial Reviews (ACRs).</li> </ol>			
TP3	Conduct an activity where the cadets will describe the partnership between the NLC and DND in support of the CCM.	In-Class Activity	10 min	

## 5. Time

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

## 6. Substantiation

- a. An interactive lecture was chosen for TPs 1 and 2 to introduce the cadets to the three levels of the NLC and the responsibilities of the NLC and DND in support of the CCM, as it allows the instructor to deliver new information while encouraging the cadets to become actively involved by asking and responding to questions.

- b. An in-class activity was chosen for TP 3 as it is an interactive way to involve the cadets in describing the partnership between the NLC and DND in support of the CCM.

7. **References**

- a. A0-040 (ISBN 2005-113124) Director Cadets. (2005). *Memorandum of Understanding Between DND and the Leagues*. Ottawa, ON: Department of National Defence.
- b. C1-069 Navy League of Canada. (2002). *Guide for Local Branches: Part Two*. Ottawa, ON: Navy League of Canada.
- c. C1-097 Navy League of Canada. (2008). *Scholarships & Awards*. Retrieved April 7, 2008, from <http://www.navyleague.ca/eng/seacadets/awards.asp>.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area, and
- b. Tape.

9. **Learning Aids.** Handout of the responsibilities of the NLC and DND.

10. **Test Details.** N/A.

11. **Remarks.** It is recommended that this EO be scheduled early in the training year.

**EO C307.01 – PARTICIPATE IN A PRESENTATION GIVEN BY A GUEST SPEAKER FROM THE REGIONAL CADET SUPPORT UNIT (RCSU)**

1. **Performance.** Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit (RCSU).
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given by a guest speaker from the RCSU.
4. **Teaching Points.** The guest speaker is asked to:
  - a. discuss their role at the RCSU; and
  - b. describe how the RCSU assists the corps.
5. **Time**

a.	Introduction/Conclusion:	5 min
b.	Interactive Lecture:	55 min
c.	Total:	60 min
6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadets to the role of the RCSU.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/ presentation area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Training aids should be determined by contacting the guest speaker prior to the presentation.
  - b. This EO may be scheduled with a staff assistance visit (SAV).
  - c. There is no instructional guide for this EO.

**EO C307.02 – PARTICIPATE IN A PRESENTATION GIVEN BY THE CADET LIAISON OFFICER (CLO)**

1. **Performance.** Participate in a Presentation Given by the Cadet Liaison Officer (CLO).
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given by the CLO to identify the relationship between the Canadian Cadet Organization (CCO) and the Canadian Forces (CF).
4. **Teaching Points.** The guest speaker is asked to:
  - a. discuss any previous cadet experience;
  - b. describe their role as a liaison between the corps and the CF; and
  - c. describe their position within the CF.
5. **Time**

a. Introduction/Conclusion:	5 min
b. Interactive Lecture:	55 min
c. Total:	60 min
6. **Substantiation.** An interactive lecture was chosen for this lesson to introduce the CLO and to orient the cadets to the relationship between the CCO and the CF.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/presentation area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Training aids should be determined by contacting the CLO prior to the presentation.
  - b. There is no instructional guide for this EO.



### EO C307.03 – PARTICIPATE IN A PRESENTATION GIVEN BY A GUEST SPEAKER FROM THE NAVY LEAGUE OF CANADA (NLC)

1. **Performance.** Participate in a Presentation Given by a Guest Speaker From the Navy League of Canada (NLC).
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given by a guest speaker from the NLC to identify the partnership between the NLC, the Department of National Defence (DND) and the corps.
4. **Teaching Points.** The guest speaker is asked to:
  - a. discuss the role of the NLC;
  - b. discuss the opportunities offered to cadets by the NLC;
  - c. describe their role within the NLC; and
  - d. describe any previous cadet or military experience.
5. **Time**

a. Introduction/Conclusion:	5 min
b. Interactive Lecture:	55 min
c. Total:	60 min
6. **Substantiation.** An interactive lecture was chosen for this lesson to orient the cadets to the NLC.
7. **References.** N/A.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/ presentation area.
9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks**
  - a. Training aids should be determined by contacting the guest speaker prior to the presentation.
  - b. There is no instructional guide for this EO.

**EO C307.04 – PARTICIPATE IN A PRESENTATION ON THE DUKE OF EDINBURGH AWARD PROGRAM**

1. **Performance.** Participate in a Presentation on the Duke of Edinburgh Award Program.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a presentation given on the Duke of Edinburgh Award program to gain awareness of the objectives of the program.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the different levels of the program, to include: <ol style="list-style-type: none"> <li>a. bronze,</li> <li>b. silver, and</li> <li>c. gold.</li> </ol>	Interactive Lecture	5 min	C0-196 C0-197
TP2	Explain the five sections of the program, to include: <ol style="list-style-type: none"> <li>a. service,</li> <li>b. adventurous activity,</li> <li>c. skills,</li> <li>d. physical recreation, and</li> <li>e. residential project.</li> </ol>	Interactive Lecture	10 min	C0-196 C0-197
TP3	Describe the relationship between the corps, CSTC programs and the Duke of Edinburgh Award program.	Interactive Lecture	5 min	C0-196 C0-197
TP4	Facilitate a question and answer period.	Interactive Lecture	5 min	

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Interactive Lecture: 25 min
  - c. Total: 30 min
6. **Substantiation.** An interactive lecture was chosen for this lesson to introduce, clarify, emphasize and summarize the objectives of the Duke of Edinburgh Award program.

7. **References**

- a. C0-196 Duke of Edinburgh Award. (2008). *The Award*. Retrieved February 12, 2008, from <http://www.dukeofed.org/Award.htm>.
- b. C0-197 Duke of Edinburgh Award. (2007). *Participant's Record Book*. Marham, ON: Langstaff Reed Printing Ltd.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.

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

10. **Test Details.** N/A.

11. **Remarks**

- a. Training aids should be determined by contacting the speaker prior to the presentation.
- b. Cadets may participate in the Duke of Edinburgh Award program as an optional activity.
- c. A member of the corps staff may present this lesson if a Duke of Edinburgh Award program representative is unavailable.

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## SECTION 9

### PO 308 – DIRECT A SQUAD PRIOR TO A PARADE

1. **Performance.** Direct a Squad Prior to a Parade.
2. **Conditions**
  - a. Given:
    - (1) Words of command,
    - (2) Nominal roll,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or outdoor parade square in favourable weather.
3. **Standard.** IAW A-PD-201-000/PT-000, the cadet will direct a squad prior to a parade, to include:
  - a. forming up;
  - b. calling the roll;
  - c. sizing;
  - d. dressing;
  - e. performing an inspection; and
  - f. handing over the squad.
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material associated with PO 308 is designed to allow additional opportunities for corps with an interest in drill to develop the cadet's skill in this area, specifically:
    - (1) EO C308.01 (Execute Flag Drill),
    - (2) EO C308.02 (Deliver Words of Command).
  - b. Some complementary training offered in previous levels may be selected as complementary training in Phase Three, specifically:
    - (1) EO C208.01 (Practice Ceremonial Drill as a Review, A-CR-CCP-602/PG-001, Chapter 4, Section 8), and
    - (2) EO C208.02 (Execute Drill with Arms, A-CR-CCP-602/PG-001, Chapter 4, Section 8).
  - c. Complementary training associated with PO 308 is limited to a total of nine periods, of which a maximum of two periods may be used in support of EO C208.01 (Practice Ceremonial Drill as a Review, A-CR-CCP-602/PG-001, Chapter 4, Section 8), to be conducted during sessions or on a supported day. Corps are not required to use all nine periods.

**EO M308.01 – PREPARE A SQUAD FOR PARADE**

1. **Performance.** Prepare a Squad for Parade.
2. **Conditions**
  - a. Given:
    - (1) Drill sequence handout,
    - (2) Aide-mémoire card,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard.** IAW A-PD-201-000/PT-001, the cadet shall prepare a squad for parade, to include:
  - a. discussing drill theory;
  - b. falling in;
  - c. calling the roll;
  - d. sizing in a single rank and reforming in threes (twos);
  - e. dressing;
  - f. inspecting; and
  - g. handing over.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain drill theory, to include: <ol style="list-style-type: none"> <li>a. squad formations, to include:               <ol style="list-style-type: none"> <li>(1) single rank,</li> <li>(2) two ranks, and</li> <li>(3) three ranks;</li> </ol> </li> <li>b. company formations, to include:               <ol style="list-style-type: none"> <li>(1) line,</li> <li>(2) column of threes, and</li> <li>(3) column of route;</li> </ol> </li> <li>c. location of parade appointments, to include:               <ol style="list-style-type: none"> <li>(1) coxswain,</li> <li>(2) regulating petty officer,</li> <li>(3) divisional petty officer,</li> </ol> </li> </ol>	Interactive Lecture	20 min	A0-002 (pp. 1-1-1 to 1-1-5, pp. 7-3-2 to 7-3-5)

TP	Description	Method	Time	Ref
	(4) assistant divisional petty officer, and (5) division marker.			
TP2	<p>Explain, demonstrate and have the cadet assume the role of a team leader in preparing a squad for parade, to include:</p> <ul style="list-style-type: none"> <li>a. falling in;</li> <li>b. calling the roll;</li> <li>c. sizing in a single rank and reforming threes (twos);</li> <li>d. dressing;</li> <li>e. inspecting; and</li> <li>f. handing over.</li> </ul> <p><b>Note:</b> If the time allotted is not sufficient for all cadets to assume the role of a team leader in preparing a squad for parade, additional time during weekly colours and sunset parades shall be used to provide all cadets the opportunity for performance.</p>	Demonstration and Performance	60 min	A0-002 (p. 1A-6, p. 2-1, pp. 2-15 to 2-16, pp. 2-28 to 2-29, p. 2-18, pp. 1-1-11 to 1-1-12, p. 7-25)

#### 5. Time

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	20 min
c.	Demonstration and Performance:	60 min
d.	Total:	90 min

#### 6. Substantiation

- a. An interactive lecture was chosen for TP 1 to introduce drill theory to the cadet.
- b. Demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate preparing a squad for a parade while providing an opportunity for the cadets to practice the skill under supervision.

#### 7. References. A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.

#### 8. Training Aids

- a. Drill sequence handout.
- b. Aide-mémoire card.

#### 9. Learning Aids

- a. Drill sequence handout located at A-CR-CCP-603/PF-001, Chapter 8, Annex A.
- b. Aide-mémoire card located at A-CR-CCP-603/PF-001, Chapter 8, Annex B.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B, Appendix 2](#) (308 PC).

11. **Remarks**

- a. Cadets shall perform these skills and be given feedback during weekly colours and sunset parades, and ceremonial parades.
- b. Assistant instructors may be required for this lesson.



**EO M308.02 – DELIVER WORDS OF COMMAND**

1. **Performance.** Deliver Words of Command.
2. **Conditions**
  - a. Given:
    - (1) Aide-mémoire card,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard.** The cadet shall deliver words of command by:
  - a. using the following parts of a command:
    - (1) cautionary, and
    - (2) executive; and
  - b. applying vocal techniques.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the following parts of a command: <ol style="list-style-type: none"> <li>a. cautionary, and</li> <li>b. executive.</li> </ol>	Interactive Lecture	10 min	A0-002 (pp. 1-1-8 to 1-1-10)
TP2	Demonstrate and explain the following requirements for a well-delivered command: <ol style="list-style-type: none"> <li>a. voice, to include:               <ol style="list-style-type: none"> <li>(1) volume,</li> <li>(2) projection,</li> <li>(3) distinctness,</li> <li>(4) inflection, and</li> <li>(5) snap;</li> </ol> </li> <li>b. accuracy,</li> <li>c. confidence,</li> <li>d. correct posture, and</li> <li>e. breathing control.</li> </ol>	Demonstration	15 min	A0-002 (p. 1-1-8) C0-022 (pp. 98–101) C0-241 C0-269 (pp. 13–15)

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the parts of a command and to generate interest.
- b. Demonstration was chosen for TP 2 as it allows the instructor to demonstrate the voice techniques the cadets are expected to acquire.

7. **References**

- a. A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: Department of National Defence.
- b. C0-022 (ISBN 0-02-864207-4) Cole, K. (2002). *The Complete Idiot's Guide to Clear Communication*. Indianapolis, IN: Alpha Books.
- c. C0-241 Optimal Breathing. (2007). *Posture and Breathing*. Retrieved February 12, 2008, from <http://breathing.com/articles/posture.htm>.
- d. C0-269 AFMAN 36-2203 Department of the Air Force. (1996). *Drill and Ceremonies*. Lackland, AFB, TX: Secretary of the Air Force.

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

9. **Learning Aids.** Aide-mémoire card.

10. **Test Details.** N/A.

11. **Remarks**

- a. Cadets shall be provided the opportunity to deliver words of command and be given feedback during weekly colours and sunset parades, and ceremonial parades.
- b. Additional time for this EO is available in EO C308.02 (Deliver Words of Command).

**EO C308.01 – EXECUTE FLAG DRILL**

1. **Performance.** Execute Flag Drill.
2. **Conditions**
  - a. Given:
    - (1) Flag with pike,
    - (2) Colour carrying belt,
    - (3) Words of command,
    - (4) Supervision, and
    - (5) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard.** IAW specified references, the cadet, as a member of a flag party, shall execute flag drill.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain details of the following: <ol style="list-style-type: none"> <li>a. flags,</li> <li>b. the pike,</li> <li>c. the colour carrying belt, and</li> <li>d. the composition of a flag party.</li> </ol>	Interactive Lecture	10 min	A0-002 (p. 8-1-1) (pp. 8-2-1 to 8-2-40) A0-099 (p. 4-1-7, p. 4-1-8)
TP2	Demonstrate, explain and have the cadets practice adopting the following positions with a flag: <ol style="list-style-type: none"> <li>a. the order,</li> <li>b. stand at ease from the order,</li> <li>c. stand easy from stand at ease,</li> <li>d. stand at ease from stand easy, and</li> <li>e. order from stand at ease.</li> </ol>	Demonstration and Performance	15 min	A0-002 (pp. 8-3-1 to 8-3-3)
TP3	Demonstrate, explain and have the cadets practice adopting the following positions with a flag: <ol style="list-style-type: none"> <li>a. carry from the order, and</li> <li>b. order from the carry,</li> <li>c. let fly from the carry, and</li> <li>d. catch the flag from the let fly.</li> </ol>	Demonstration and Performance	25 min	A0-002 (pp. 8-3-3 to 8-3-7)

TP	Description	Method	Time	Ref
TP4	Demonstrate, explain and have the cadets practice the following movements: a. marching and halting in quick time with flags, and b. spiral countermarching with flags.	Demonstration and Performance	35 min	A0-002 (pp. 3-6 to 3-8) A0-031 (p. 3-3-1, p. 3-3-2)
TP5	Demonstrate, explain and have the cadets practice forming to the right and left with flags, to include: a. changing direction by forming at the halt, and b. changing direction by forming on the march.	Demonstration and Performance	40 min	A0-002 (pp. 8-3-3 to 8-3-7) (pp. 8-3-14 to 8-3-18)
TP6	Demonstrate, explain and have the cadets practice marching on and marching off the flags.	Demonstration and Performance	45 min	A0-002 (pp. 8-6-1 to 8-6-3)

## 5. Time

- |    |                                |         |
|----|--------------------------------|---------|
| a. | Introduction/Conclusion:       | 10 min  |
| b. | Interactive Lecture:           | 10 min  |
| c. | Demonstration and Performance: | 160 min |
| d. | Total:                         | 180 min |

## 6. Substantiation

- An interactive lecture was chosen for TP 1 to present basic background material on flags and flag parties.
- Demonstration and performance was chosen for TPs 2 to 6 as it allows the instructor to demonstrate and explain the skills the cadets are expected to acquire while providing an opportunity for the cadets to practice flag drill under supervision.

## 7. References

- A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: Department of National Defence.
- A0-031 A-PD-202-001/FP-000 Director Ceremonial 2. (1993). *Canadian Forces Military Bands and Marches: Band Instructions*. Ottawa, ON: Department of National Defence.
- A0-099 A-AD-200-000/AG-000 Director History and Heritage. (1999). *The Honours, Flags and Heritage Structure of the Canadian Forces*. Ottawa, ON: Department of National Defence.
- A0-102 Director Cadets 5. (1999). *CATO 12-05 Cadet Flags and Banners*. Ottawa, ON: Department of National Defence.

## 8. Training Aids

- Flag with pike, and

- b. Colour carrying belt.

9. **Learning Aids**

- a. Flag with pike, and
- b. Colour carrying belt.

10. **Test Details.** N/A.

11. **Remarks.** It is recommended that this lesson be conducted in two separate sessions. Conduct TPs 1 to 4 in the first session and TPs 5 and 6 in the second session.

**EO C308.02 – DELIVER WORDS OF COMMAND**

1. **Performance.** Deliver Words of Command.

2. **Conditions**

- a. Given:
  - (1) Aide-mémoire card,
  - (2) Supervision, and
  - (3) Assistance as required.
- b. Denied: N/A.
- c. Environmental: Drill hall or outdoor parade square in favourable weather.

3. **Standard.** The cadet shall deliver words of command by:

- a. using the following parts of a command:
  - (1) cautionary, and
  - (2) executive; and
- b. applying vocal techniques.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Demonstrate and have the cadets practice delivering words of command IAW EO M308.02 (Deliver Words of Command).	Practical Activity	50 min	

5. **Time**

- a. Introduction/Conclusion: 10 min
- b. Practical Activity: 50 min
- c. Total: 60 min

6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to experience delivering words of command in a safe, controlled environment.

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

8. **Training Aids.** Aide-mémoire card.

9. **Learning Aids.** Aide-mémoire card.

10. **Test Details.** N/A.

11. **Remarks**

- a. Cadets shall be provided the opportunity to deliver words of command and be given feedback during weekly colours and sunset parades, and ceremonial parades.
- b. This EO will be used as additional practice time for EO M308.02 (Deliver Words of Command).

**SECTION 10**  
**PO 309 – INSTRUCT A LESSON**

1. **Performance.** Instruct a Lesson.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet will instruct a 15-minute lesson to a group of peers using:
  - a. a written lesson plan,
  - b. an appropriate method(s) of instruction, and
  - c. an appropriate instructional aid(s).
4. **Remarks.** N/A.
5. **Complementary Material.** Complementary material associated with PO 309 is designed to enhance the cadet's ability to instruct a lesson through a number of activities:
  - a. EO C309.01 (Deliver a One-Minute Verbal Presentation),
  - b. EO C309.02 (Plan a Lesson),
  - c. EO C309.03 (Instruct a 15-Minute Lesson),
  - d. EO C309.04 (Identify Formations for Drill Instruction),
  - e. EO C309.05 (Plan a Drill Lesson), and
  - f. EO C309.06 (Instruct a 15-Minute Drill Lesson).

**EO M309.01 – EXPLAIN THE PRINCIPLES OF INSTRUCTION**

1. **Performance.** Explain the Principles of Instruction.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall explain the principles of instruction by:
  - a. listing the principles of instruction; and
  - b. identifying how they are applied within a lesson.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the principles of instruction, to include: <ol style="list-style-type: none"> <li>a. interest,</li> <li>b. comprehension,</li> <li>c. emphasis,</li> <li>d. participation,</li> <li>e. accomplishment, and</li> <li>f. confirmation.</li> </ol>	Interactive Lecture	10 min	A0-055 (p. 13, p. 14)
TP2	Conduct an activity where the cadets will apply the principles of instruction.  <b>Note:</b> A minimum of three learning stations shall be set up to include information about the application of the principles of instruction.	In-Class Activity	40 min	A0-055 (p. 13, p. 14)

5. **Time**
  - a. Introduction/Conclusion: 10 min
  - b. Interactive Lecture: 10 min
  - c. In-Class Activity: 40 min
  - d. Total: 60 min
6. **Substantiation**
  - a. An interactive lecture was chosen for TP 1 to present the principles of instruction and to generate interest.



- b. An in-class activity was chosen for TP 2 as it is an interactive for the cadets to apply the principles of instruction.
- 7. **References.** A0-055 A-P9-050-000/PT-006 Canadian Forces Individual Training and Education System. (1997). *Conduct of Instructional Programmes* (Vol. 6). Ottawa, ON: Department of National Defence.
- 8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area.
- 9. **Learning Aids**
  - a. ICEPAC Information Sheet,
  - b. ICEPAC Worksheet
  - c. Paper, and
  - d. Pen/pencil.
- 10. **Test Details.** N/A.
- 11. **Remarks**
  - a. The learning stations must be set up prior to beginning this lesson.
  - b. The cadets will be divided into six groups and will rotate through the stations during the in-class activity in TP 2.

**EO M309.02 – IDENTIFY METHODS OF INSTRUCTION**

1. **Performance.** Identify Methods of Instruction.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
  - a. define the following types of lessons:
    - (1) knowledge, and
    - (2) skill;
  - b. list the following methods of instruction:
    - (1) interactive lecture,
    - (2) demonstration and performance,
    - (3) in-class activity,
    - (4) practical activity,
    - (5) game, and
    - (6) field trip; and
  - c. select an appropriate method of instruction appropriate for a given topic.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe types of lessons, to include: a. knowledge, and b. skill.	Interactive Lecture	5 min	A0-055 (pp. 17–22) A0-056 (Annex E)
TP2	Conduct an activity where the cadets will describe methods of instruction, to include: a. interactive lecture, b. demonstration and performance, c. in-class activity,	In-Class Activity	25 min	A0-055 (pp. 17–22)

TP	Description	Method	Time	Ref
	d. practical activity, e. game, and f. field trip.			
TP3	Conduct an activity where the cadets will select an appropriate method of instruction for a given topic.	In-Class Activity	20 min	

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Interactive Lecture:     | 5 min  |
| c. | In-Class Activity:       | 45 min |
| d. | Total:                   | 60 min |

6. **Substantiation**

- An interactive lecture was chosen for TP 1 to describe types of lessons as it allows the instructor to deliver new information while encouraging the cadets to actively participate by asking and responding to questions.
- An in-class activity was chosen for TPs 2 and 3 as it is an interactive way to reinforce the topic and confirm the cadets' comprehension of types of lessons and methods of instruction.

7. **References**

- A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces Individual Training and Education System* (Vol. 6). Ottawa, ON: Department of National Defence.
- A0-056 A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces Individual Training and Education System* (Vol. 5). Ottawa, ON: Department of National Defence.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.

9. **Learning Aids**

- List of lesson topics, and
- Methods of Instruction Handout.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 3](#) (309 PC).

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

**EO M309.03 – DESCRIBE EFFECTIVE-SPEAKING TECHNIQUES**

1. **Performance.** Describe Effective-Speaking Techniques.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall describe the following effective-speaking techniques:
  - a. voice control,
  - b. physical presence, and
  - c. preparation.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain elements of voice control, to include: <ol style="list-style-type: none"> <li>a. pitch,</li> <li>b. tone,</li> <li>c. volume,</li> <li>d. speed,</li> <li>e. pause, and</li> <li>f. articulation.</li> </ol>	Interactive Lecture	10 min	C0-192 (p. 16, pp. 85–87, p. 188, p. 189)
TP2	Discuss elements of physical presence, to include: <ol style="list-style-type: none"> <li>a. body language, and</li> <li>b. dress and deportment.</li> </ol>	Group Discussion	10 min	C0-192 (p. 16, pp. 103–122, p. 194)
TP3	Explain effective-speaking preparation, to include: <ol style="list-style-type: none"> <li>a. practicing;</li> <li>b. controlling nervousness; and</li> <li>c. identifying a friendly face.</li> </ol>	Interactive Lecture	5 min	C0-192 (p. 85, p. 116, pp. 171–179, p. 188)

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 3 to present basic material and to orient the cadets to aspects of voice control and how to prepare for effective-speaking.
- b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about physical presence while speaking in front of a group.

7. **References.** C0-192 (ISBN 0-9695066-2-7) Bender, P. (2000). *Secrets of Power Presentations*. Toronto, ON: The Achievement Group.8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area.9. **Learning Aids**

- a. Paper, and
- b. Pen/pencil.

10. **Test Details.** N/A.11. **Remarks.** N/A.

**EO M309.04 – DESCRIBE QUESTIONING TECHNIQUES**

1. **Performance.** Describe Questioning Techniques.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall describe questioning techniques by:
  - a. listing the purposes of questioning;
  - b. listing the qualities of a good question;
  - c. defining types of questions, to include:
    - (1) lead-off,
    - (2) follow-up,
    - (3) overhead,
    - (4) direct, and
    - (5) reverse or relay.
  - d. listing the steps to posing questions while instructing.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the purposes of questioning.	Interactive Lecture	5 min	A0-194 (p. 37) A0-056 (pp. 1-47 to 1-48)
TP2	Describe the qualities of a good question.	Interactive Lecture	5 min	A0-056 (Annex G) A0-057 (1-49 to 1-52)
TP3	Describe types of questions, to include: <ol style="list-style-type: none"> <li>a. lead-off,</li> <li>b. follow-up,</li> <li>c. overhead,</li> <li>d. direct, and</li> <li>e. reverse or relay.</li> </ol>	Interactive Lecture	5 min	A0-056 (Annex G) A0-057 (pp. 1-48 to 1-49)

TP	Description	Method	Time	Ref
TP4	Conduct an activity where the cadets will practice posing questions using the pose, pause, pounce, ponder and praise sequence.	In-Class Activity	10 min	

5. **Time**

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

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 to 3 as it allows the instructor to describe the purposes, qualities and types of questions while encouraging the cadets to actively participate by asking and responding to questions.
- b. An in-class activity was chosen for TP 4 as it is an interactive way to reinforce the topic and confirm the cadets' comprehension of questioning techniques.

7. **References**

- a. A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces Individual Training and Education System* (Vol. 6). Ottawa, ON: Department of National Defence.
- b. A0-056 A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces Individual Training and Education System* (Vol. 5). Ottawa, ON: Department of National Defence.
- c. A0-057 A-CR-CCP-913/PT-001 Cadet Instructors List Training School. (1978). *Technique of Instruction*. Ottawa, ON: Department of National Defence.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.

9. **Learning Aids.** Posing Questions Sequence Handout.

10. **Test Details.** N/A.

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

**EO M309.05 – SELECT APPROPRIATE INSTRUCTIONAL AIDS**

1. **Performance.** Select Appropriate Instructional Aids.
2. **Conditions**
  - a. Given:
    - (1) Instructional aids information sheets,
    - (2) Worksheets,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
  - a. describe the use of instructional aids, to include:
    - (1) training, and
    - (2) learning;
  - b. list types of instructional aids, to include:
    - (1) verbal support,
    - (2) audiovisual,
    - (3) simulators, and
    - (4) training equipment; and
  - c. select an instructional aid appropriate for a given topic.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe instructional aids, to include: a. training, and b. learning.	Interactive Lecture	5 min	A0-056 (p. 12, p. 25) A0-058 (p. 15)
TP2	Conduct an activity where the cadets will identify types of instructional aids and select an instructional aid appropriate for a given topic.	In-Class Activity	45 min	A0-056 (Annex F) A0-058 (Annex E) A0-057 (pp. 29–40) C0-194 (pp. 1–6)



## 5. Time

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	5 min
c.	In-Class Activity:	45 min
d.	Total:	60 min

## 6. Substantiation

- a. An interactive lecture was chosen for TP 1 to introduce instructional aids, as it allows the instructor to deliver new information while encouraging the cadets to actively participate by asking and responding to questions.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to introduce the cadets to the different types of instructional aids and to confirm the cadets' comprehension of the material presented.

## 7. References

- a. A0-056 A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces Individual Training and Education System*. (Vol. 5). Ottawa, ON: Department of National Defence.
- b. A0-057 A-CR-CCP-913/PT-001 Cadet Instructors List Training School. (1978). *Technique of Instruction*. Ottawa, ON: Department of National Defence.
- c. A0-058 A-P9-050-000/PT-004 Director Training and Education Policy. (1999). *Canadian Forces Individual Training and Education System*. (Vol. 4). Ottawa, ON: Department of National Defence.
- d. C0-194 Dynamic Flight, Inc. *Instructional Aids and Training Technologies*. (2003). Retrieved March 20, 2008, from [http://www.dynamicflight.com/avcfibook/inst\\_aids/](http://www.dynamicflight.com/avcfibook/inst_aids/).

## 8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the training/classroom area,
- b. Stopwatch, and
- c. Signalling device.

## 9. Learning Aids

- a. Instructional aids information sheets,
- b. Worksheets,
- c. Flip chart paper,
- d. Coloured markers, and
- e. Pens/pencils.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 3](#) (309 PC).

11. **Remarks.** Samples of training aids available at the corps should be used during this lesson.

**EO M309.06 – PLAN A LESSON**

1. **Performance.** Plan a Lesson.
2. **Conditions**
  - a. Given:
    - (1) A lesson specification,
    - (2) An instructional guide,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
  - a. research lesson content; and
  - b. develop a lesson plan.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain how to research lesson content by identifying the following: <ol style="list-style-type: none"> <li>a. an enabling objective (EO) and lesson specification,</li> <li>b. an instructional guide, and</li> <li>c. references.</li> </ol>	Interactive Lecture	10 min	A0-056 (p. 22, p. 23)
TP2	Explain how to prepare for a lesson, by: <ol style="list-style-type: none"> <li>a. selecting a lesson location; and</li> <li>b. setting up the location.</li> </ol>	Interactive Lecture	5 min	C0-192 (pp. 171–179) C0-193 (p. 108, p. 109)
TP3	Describe the lesson plan format, to include: <ol style="list-style-type: none"> <li>a. the introduction,</li> <li>b. the body, and</li> <li>c. the conclusion.</li> </ol>	Interactive Lecture	10 min	
TP4	Supervise and provide assistance while the cadets plan a lesson.  <b>Note:</b> Cadets shall choose from the list of approved 15-minute topics.	Practical Activity	25 min	A0-056 (p. 22, p. 23, Annex E)

## 5. Time

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Interactive Lecture:     | 25 min |
| c. | Practical Activity:      | 25 min |
| d. | Total:                   | 60 min |

## 6. Substantiation

- a. An interactive lecture was chosen for TPs 1 to 3 to present basic material on how to research lesson content and how to prepare for a lesson.
- b. A practical activity was chosen for TP 4 to allow the cadets to plan a lesson in a structured and controlled environment. This activity contributes to the development of lesson-planning skills and will serve as preparation for EO M309.07 (Instruct a 15-Minute Lesson).

## 7. References

- a. A0-056 A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces Individual Training & Education System* (Vol. 5). Ottawa, ON: Department of National Defence.
- b. C0-192 (ISBN 0-9695066-2-7) Bender, P. (2000). *Secrets of Power Presentations*. Toronto, ON: The Achievement Group.
- c. C0-193 (ISBN 1-890460-02-8) Jenson, E. (1999). *Super Teaching: Mastering Strategies for Building Trainee Success*. San Diego, CA: The Brain Store Inc.

## 8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area, and
- b. List of approved 15-minute topics.

## 9. Learning Aids

- a. A lesson specification,
- b. An instructional guide,
- c. Plan a Lesson Checklist,
- d. Paper, and
- e. Pen/pencil.

## 10. Test Details. This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 3](#) (309 PC).

## 11. Remarks

- a. This EO should be scheduled at least one week prior to EO M309.07 (Instruct a 15-Minute Lesson).
- b. EO C309.02 (Plan a Lesson) may be scheduled as additional time for this EO.

## EO M309.07 – INSTRUCT A 15-MINUTE LESSON

1. **Performance.** Instruct a 15-Minute Lesson.
2. **Conditions**
  - a. Given: Supervision.
  - b. Denied: Assistance.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall instruct a 15-minute lesson to a group of peers using:
  - a. a written lesson plan,
  - b. an appropriate method(s) of instruction, and
  - c. an appropriate instructional aid(s).
4. **Teaching Points.** Have the cadets instruct a 15-minute lesson.
5. **Time**

a. Introduction/Conclusion:	5 min
b. Practical Activity:	85 min
c. Total:	90 min
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way for cadets to develop instructional skills in a safe and controlled environment.
7. **References.** A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces Manual of Individual Training and Education* (Vol. 6). Ottawa, ON: Department of National Defence.
8. **Training Aids.** Instructional Techniques Assessment Form.
9. **Learning Aids**
  - a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area, and
  - b. Instructional Techniques Assessment Form.
10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 3](#) (309 PC).
11. **Remarks.** Additional time for this EO is available in EO C309.03 (Instruct a 15-Minute Lesson).

**EO C309.01 – DELIVER A ONE-MINUTE VERBAL PRESENTATION**

1. **Performance.** Deliver a One-Minute Verbal Presentation.
2. **Conditions**
  - a. Given:
    - (1) List of approved topics, and
    - (2) Supervision.
  - b. Denied: Assistance.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall deliver a one-minute verbal presentation.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Review effective-speaking techniques, to include: <ol style="list-style-type: none"> <li>a. elements of voice control,</li> <li>b. elements of physical presence, and</li> <li>c. preparation.</li> </ol>	Group Discussion	15 min	C0-192 (pp. 85–98, pp. 99–124, pp. 183–210)
TP2	Explain the expectations of the one-minute verbal presentation.	Interactive Lecture	10 min	
TP3	Conduct an activity where the cadets will deliver a one-minute verbal presentation.	Practical Activity	25 min	

5. **Time**
  - a. Introduction/Conclusion: 10 min
  - b. Group Discussion: 15 min
  - c. Interactive Lecture: 10 min
  - d. Practical Activity: 25 min
  - e. Total: 60 min
6. **Substantiation**
  - a. A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about public speaking.
  - b. An interactive lecture was chosen for TP 2 as it allows the instructor to explain the expectations of the cadets for the one-minute verbal presentation.
  - c. A practical activity was chosen for TP 3 as it is an interactive way to help the cadets develop effective-speaking skills in a safe and controlled environment.
7. **References.** C0-192 (ISBN 0-9695066-2-7) Bender, P. (2000). *Secrets of Power Presentations*. Toronto, ON: The Achievement Group.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.
9. **Learning Aids**
  - a. List of approved topics, and
  - b. Verbal Presentation Feedback Form.
10. **Test Details.** N/A.
11. **Remarks**
  - a. TP 3 should be scheduled on a separate training night after TPs 1 and 2 have been conducted.
  - b. This EO should be scheduled after EO M309.03 (Describe Effective-Speaking Techniques) and before EO M309.06 (Plan a Lesson).

**EO C309.02 – PLAN A LESSON**

1. **Performance.** Plan a Lesson.
2. **Conditions**
  - a. Given:
    - (1) A lesson specification,
    - (2) An instructional guide,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
  - a. research lesson content;
  - b. choose a lesson plan format; and
  - c. develop a written lesson plan.
4. **Teaching Points.** Supervise and provide assistance while the cadets plan a lesson.
5. **Time**

a. Introduction/Conclusion:	10 min
b. Practical Activity:	50 min
c. Total:	60 min
6. **Substantiation.** A practical activity was chosen to allow the cadets to plan a lesson in a structured and controlled environment. This activity contributes to the development of lesson-planning skills and will serve as preparation for EO M309.07 (Instruct a 15-Minute Lesson).
7. **References**
  - a. A0-056 A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces Individual Training & Education System* (Vol. 5). Ottawa, ON: Department of National Defence.
  - b. C0-192 (ISBN 0-9695066-2-7) Bender, P. (2000). *Secrets of Power Presentations*. Toronto, ON: The Achievement Group.
  - c. C0-193 (ISBN 1-890460-02-8) Jenson, E. (1999). *Super Teaching: Mastering Strategies for Building Trainee Success*. San Diego, CA: The Brain Store Inc.
8. **Training Aids.** N/A.
9. **Learning Aids**
  - a. A lesson specification, and
  - b. An instructional guide.

10. **Test Details.** N/A.

11. **Remarks**

- a. This EO may be used as additional time for EO M309.06 (Plan a Lesson).
- b. There is no instructional guide for this EO.



**EO C309.03 – INSTRUCT A 15-MINUTE LESSON**

1. **Performance.** Instruct a 15-Minute Lesson.
2. **Conditions**
  - a. Given: Supervision.
  - b. Denied: Assistance.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall instruct a 15-minute lesson to a group of peers using:
  - a. a written lesson plan,
  - b. an appropriate method(s) of instruction, and
  - c. an appropriate instructional aid(s).
4. **Teaching Points.** Have the cadets instruct a 15-minute lesson.
5. **Time**

a. Introduction/Conclusion:	5 min
b. Practical Activity:	85 min
c. Total:	90 min
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way for cadets to develop instructional skills in a safe and controlled environment.
7. **References.** A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces Manual of Individual Training and Education* (Vol. 6). Ottawa, ON: Department of National Defence.
8. **Training Aids.** Instruction assessment form.
9. **Learning Aids**
  - a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area, and
  - b. Instruction assessment form.
10. **Test Details.** N/A.
11. **Remarks**
  - a. This EO may be used as additional time for EO M309.07 (Instruct a 15-Minute Lesson).
  - b. There is no instructional guide for this EO.

**EO C309.04 – IDENTIFY FORMATIONS FOR DRILL INSTRUCTION**

1. **Performance.** Identify Formations for Drill Instruction.

2. **Conditions**

a. Given:

(1) Supervision, and

(2) Assistance as required.

b. Denied: N/A.

c. Environmental: A drill hall or outdoor parade square in favourable weather.

3. **Standard.** The cadet shall identify the following formations for drill instruction:

a. single rank,

b. semicircle, and

c. hollow square.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the following formations for drill instruction: a. single rank, b. semicircle, and c. hollow square.	Interactive Lecture	5 min	A0-002 (p. 1-1-7)
TP2	Demonstrate the procedure for forming a hollow square and reforming a squad.	Demonstration	20 min	A0-002 (p. 3-22)

5. **Time**

a. Introduction/Conclusion: 5 min

b. Interactive Lecture: 5 min

c. Demonstration: 20 min

d. Total: 30 min

6. **Substantiation**

a. An interactive lecture was chosen for TP 1 to introduce the formations used for drill instruction.

b. A demonstration was chosen for TP 2 as it allows the instructor to demonstrate the procedures for forming a hollow square and reforming the squad.

7. **References.** A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: Department of National Defence.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.

9. **Learning Aids.** N/A.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

**EO C309.05 – PLAN A DRILL LESSON**

1. **Performance.** Plan a Drill Lesson.

2. **Conditions**

- a. Given:
  - (1) A lesson specification,
  - (2) An instructional guide,
  - (3) Supervision, and
  - (4) Assistance as required.
- b. Denied: N/A.
- c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard.** The cadet shall:

- a. identify the drill instruction sequence; and
- b. develop a written drill lesson plan.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the drill instruction sequence, to include: <ul style="list-style-type: none"> <li>a. introduction,</li> <li>b. body,</li> <li>c. end of lesson confirmation, and</li> <li>d. conclusion.</li> </ul>	Interactive Lecture	10 min	A0-002 (pp. 1-1-4 to 1-1-8)
TP2	Review the lesson-planning process.	Interactive Lecture	10 min	
TP3	Supervise and provide assistance while the cadets plan a drill lesson.	Practical Activity	30 min	

5. **Time**

- a. Introduction/Conclusion: 10 min
- b. Interactive Lecture: 20 min
- c. Practical Activity: 30 min
- d. Total: 60 min

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 2 to present the drill instruction sequence and to stimulate an interest in planning a drill lesson.

- b. A practical activity was chosen for TP 3 to guide the cadets through the process of planning a drill lesson.
- 7. **References.** A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: Department of National Defence.
- 8. **Training Aids**
  - a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area, and
  - b. List of approved 15-minute drill topics.
- 9. **Learning Aids**
  - a. Lesson Plan Handout,
  - b. Blank Drill Lesson Plan,
  - c. Plan a Drill Lesson Checklist,
  - d. A lesson specification, and
  - e. An instructional guide.
- 10. **Test Details.** N/A.
- 11. **Remarks.** This EO should be scheduled at least one week prior to EO C309.06 (Instruct a 15-Minute Drill Lesson).

## EO C309.06 – INSTRUCT A 15-MINUTE DRILL LESSON

1. **Performance.** Instruct a 15-Minute Drill Lesson.
2. **Conditions**
  - a. Given: Supervision.
  - b. Denied: Assistance.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** IAW A-PD-201-000/PT-001, the cadet shall instruct a 15-minute drill lesson to a group of peers using:
  - a. a written lesson plan, and
  - b. the drill instruction sequence.
4. **Teaching Points.** Supervise while the cadets instruct a 15-minute drill lesson.
5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Practical Activity: 85 min
  - c. Total: 90 min
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way for cadets to develop drill instructional skills in a safe and controlled environment.
7. **References.** A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids.** Drill Instructional Techniques Assessment Form.
9. **Learning Aids.** Drill Instructional Techniques Assessment Form.
10. **Test Details.** N/A.
11. **Remarks**
  - a. This EO shall be conducted after EO C309.04 (Identify Formations for Drill Instruction) and EO C309.05 (Plan a Drill Lesson).
  - b. Additional time may be required for class sizes greater than five cadets.

## SECTION 11

### PO 311 – PARTICIPATE IN A RECREATIONAL SUMMER BIATHLON ACTIVITY

1. **Performance.** Participate in a Recreational Summer Biathlon Activity.
2. **Conditions**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Safety glasses/goggles,
    - (3) Shooting mat,
    - (4) Air rifle pellets,
    - (5) Container to hold pellets,
    - (6) Biathlon air rifle target (BART),
    - (7) Supervision, and
    - (8) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental:
    - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8, and
    - (2) Running route of approximately 1000 m.
3. **Standard.** The cadet will participate in a recreational summer biathlon activity by:
  - a. running a route of approximately 1000 m;
  - b. firing five to eight rounds in an effort to knock down all five targets of the BART;
  - c. running a second route of approximately 1000 m;
  - d. firing five to eight rounds in an effort to knock down all five targets of the BART;
  - e. running a third route of approximately 1000 m; and
  - f. finishing the race.
4. **Remarks**
  - a. The cadet must have completed PO 111 (Participate in a Summer Biathlon Activity) and PO 211 (Participate in Competitive Summer Biathlon Activities, A-CR-CCP-602/PG-001, Chapter 4, Section 9) prior to participating in this PO.
  - b. Assistance may be given to cadets who have difficulty pumping the cadet air rifle.
5. **Complementary Material**
  - a. Complementary training offered in previous phases may be selected as complementary training in Phase Three, specifically:

- (1) PO 211 (Participate in Competitive Summer Biathlon Activities, A-CR-CCP-602/PG-001, Chapter 4, Section 9), and
  - (2) PO 111 (Participate in a Summer Biathlon Activity).
- b. PO 311 (Participate in a Recreational Summer Biathlon Activity) is a complementary package designed to provide an opportunity for the cadet to participate in recreational summer biathlon activities.
- c. POs 311, 211 and 111 are limited to a total of nine periods per training year.



**EO C311.01 – PRACTICE AIMING AND FIRING THE CADET AIR RIFLE FOLLOWING PHYSICAL ACTIVITY**

1. **Performance.** Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity.
2. **Conditions**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Safety glasses/goggles,
    - (3) Shooting mat,
    - (4) Biathlon air rifle target (BART),
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental:
    - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8, and
    - (2) Sports field, gymnasium, or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall aim and fire the cadet air rifle following physical activity practicing:
  - a. breathing techniques, and
  - b. natural alignment.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	IAW EO C206.02 (Practice Aiming Techniques, A-CR-CCP-602/PG-001, Chapter 4, Section 6), review: <ol style="list-style-type: none"> <li>a. the importance of controlled breathing in marksmanship, and</li> <li>b. how to achieve a controlled breathing sequence.</li> </ol>	Interactive Lecture	5 min	A0-027 (p. 2-12)
TP2	IAW EO C206.03 (Practice Firing Techniques, A-CR-CCP-602/PG-001, Chapter 4, Section 6), review natural sight alignment by: <ol style="list-style-type: none"> <li>a. adopting a comfortable prone position;</li> <li>b. acquiring a sight picture;</li> <li>c. closing both eyes;</li> <li>d. taking several normal breaths to relax the muscles;</li> </ol>	Interactive Lecture	5 min	A0-027 (p. 1-5-7)

TP	Description	Method	Time	Ref
	e. looking through sights when comfortable; f. adjusting body position until a proper sight picture is achieved; and g. proceeding to fire.			
TP3	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: a. stretch the muscles; 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.	Practical Activity	5 min	C0-002 (pp. 109–113) C0-089
TP4	Conduct an activity where cadets will aim and fire the cadet air rifle following physical activity practicing: a. breathing techniques, and b. natural alignment.	Practical Activity	60 min	C0-149
TP5	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: a. allow the body to slowly recover from physical activity and help to prevent injury; b. prepare the respiratory and cardiovascular systems to return to their normal state; and c. stretch the muscles.	Practical Activity	5 min	C0-002 (pp. 109–113) C0-089

## 5. Time

- |                             |        |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 10 min |
| b. Interactive Lecture:     | 10 min |
| c. Practical Activity:      | 70 min |
| d. Total:                   | 90 min |

## 6. Substantiation

- An interactive lecture was chosen for TPs 1 and 2 to review aiming and firing techniques.
- A practical activity was chosen for TPs 3 to 5 as it is an interactive way to allow the cadets to experience aiming and firing the cadet air rifle following physical activity.

## 7. References

- A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.

- b. C0-002 (ISBN 0-88962-630-8) LeBlanc, J., & Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON: Mosaic Press.
  - c. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
  - d. C0-149 Biathlon Canada. (2005). *Biathlon Bears: Community Coaching*. Ottawa, ON: Biathlon Canada.
8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.
9. **Learning Aids**
- a. Cadet air rifle,
  - b. Safety glasses/goggles,
  - c. Shooting mat,
  - d. Target frame,
  - e. BART, and
  - f. Coin.
10. **Test Details.** N/A.
11. **Remarks.** This lesson shall be taught prior to conducting EO C311.02 (Participate in a Recreational Summer Biathlon Activity).

## **EO C311.02 – PARTICIPATE IN A RECREATIONAL SUMMER BIATHLON ACTIVITY**

1. **Performance.** Participate in a Recreational Summer Biathlon Activity.
2. **Conditions**
  - a. Given:
    - (1) Cadet air rifle,
    - (2) Safety glasses/goggles,
    - (3) Shooting mat,
    - (4) Air rifle pellets,
    - (5) Container to hold pellets,
    - (6) Biathlon air rifle target (BART),
    - (7) Supervision, and
    - (8) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental:
    - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001, Part 1, Section 8, and
    - (2) Running route of approximately 1000 m.
3. **Standard.** The cadet shall participate in a recreational summer biathlon activity, to include:
  - a. running a route of approximately 1000 m;
  - b. firing five to eight rounds in an effort to knock down all five targets of the BART;
  - c. running a second route of approximately 1000 m;
  - d. firing five to eight rounds in an effort to knock down all five targets of the BART;
  - e. running a third route of approximately 1000 m; and
  - f. finishing the race.
4. **Teaching Points**
  - a. Explain the components of a recreational summer biathlon activity, to include:
    - (1) composition,
    - (2) course layout,
    - (3) rules and regulations,
    - (4) scoring,
    - (5) penalties, and
    - (6) out of bounds areas.

- b. Conduct a warm-up session composed of light cardiovascular exercises.
- c. Conduct a recreational summer biathlon activity IAW paragraph 3.
- d. Conduct a cool-down session composed of light cardiovascular exercises.

#### 5. **Time**

- a. Introduction/Conclusion: 10 min
- b. Practical Activity: 170 min
- c. Total: 180 min

6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way for the cadets to participate in recreational summer biathlon. This activity contributes to the development of biathlon skills and knowledge, and promotes physical fitness in a fun and challenging setting.

#### 7. **References**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2001). *Cadet Marksmanship Program: Reference Manual*. Ottawa, ON: Department of National Defence.
- b. A0-036 Cadets Canada. (n.d.). *Canadian Cadet Movement: Biathlon Championship Series*. Ottawa, ON: Department of National Defence.
- c. A0-098 Director Cadets 4. (2007). CATO 14-42, *Biathlon Common Program*. Ottawa, ON: Department of National Defence.
- d. C0-002 (ISBN 0-88962-630-8) LeBlanc, J., & Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON: Mosaic Press.
- e. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.

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

- a. Cadet air rifle,
- b. Safety glasses/goggles,
- c. Shooting mat,
- d. Biathlon scoresheets,
- e. Course control sheets,
- f. Range recording sheets,
- g. Air rifle pellets,
- h. Container to hold pellets,
- i. BART,
- j. Notice board, and
- k. Stopwatches.

9. **Learning Aids**

- a. Cadet air rifle,
- b. Cadet air rifle slings,
- c. Safety glasses/goggles,
- d. Shooting mat,
- e. Air rifle pellets,
- f. Container to hold pellets, and
- g. BART.

10. **Test Details.** N/A.

11. **Remarks.** EO C311.01 (Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity) shall be taught prior to conducting this activity.

## SECTION 12

### PO 320 – DESCRIBE ASPECTS OF THE CANADIAN NAVY

1. **Performance.** Describe Aspects of the Canadian Navy.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet will:
  - a. identify classes of Canadian naval ships;
  - b. describe the domestic role of the Canadian Forces (CF); and
  - c. describe the role of the CF within international institutions.
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material associated with PO 320 is designed to enhance the cadet's knowledge of the Canadian Navy through a number of activities:
    - (1) EO C320.01 (Participate in a Discussion/Presentation on a Naval Commemorative Event),
    - (2) EO C320.02 (Describe the Women's Royal Canadian Naval Services [WRCNS]), and
    - (3) EO C320.03 (Describe Canadian Naval Aviation).
  - b. Some complementary training offered in previous phases may be selected as complementary training in Phase Three, specifically:
    - (1) EO C220.01 (Recognize the Role of the Merchant Navy, A-CR-CCP-602/PG-001, Chapter 4, Section 10),
    - (2) EO C220.02 (Recognize Canada's Role in the Battle of the Atlantic, A-CR-CCP-602/PG-001, Chapter 4, Section 10),
    - (3) EO C220.03 (Recognize World War II [WW II] Naval Activities, A-CR-CCP-602/PG-001, Chapter 4, Section 10),
    - (4) EO C120.01 (Explore Canadian Naval Websites, A-CR-CCP-601/PG-001, Chapter 4, Section 9),
    - (5) EO C120.02 (Identify Types of Civilian Vessels, A-CR-CCP-601/PG-001, Chapter 4, Section 9), and
    - (6) EO C120.03 (Explore Canadian Naval History, A-CR-CCP-601/PG-001, Chapter 4, Section 9).

- c. When selecting training from previous phases, training staff will review the applicable performance objective, lesson specification(s) and instructional guide(s).
- d. Complementary training associated with PO 320 is limited to a total of four periods. Corps are not required to use all four periods.



**EO M320.01 – IDENTIFY CLASSES OF CANADIAN NAVAL SHIPS**

1. **Performance.** Identify Classes of Canadian Naval Ships.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall identify classes of Canadian naval ships.
4. **Teaching Points.** Conduct an in-class activity where the cadets will identify the different classes of Canadian naval ships.
5. **Time**

a. Introduction/Conclusion:	10 min
b. In-Class Activity:	50 min
c. Total:	60 min
6. **Substantiation.** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate an interest in the Canadian Navy as the cadets identify the different classes of Canadian naval ships.
7. **References**
  - a. A1-063 Department of National Defence. (n.d.). *Canadian Navy: The Fleet*. Retrieved April 23, 2008, from <http://www.navy.gc.ca>.
  - b. C1-134 Hazegray. (2006). *Current Canadian Ship Listing*. Retrieved February 7, 2008, from <http://www.hazegray.org/navhist/canada/current/>.
  - c. C1-150 Canadian Broadcasting Corporation. (2007). *Naval Frigates to Receive \$3.1 B Refit*. Retrieved April 24, 2008, from <http://www.cbc.ca/Canada/story/2007/07/05/harper-navy.html>.
8. **Training Aids**
  - a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
  - b. Stopwatch, and
  - c. Whistle.
9. **Learning Aids**
  - a. Naval ships information sheets,
  - b. Scavenger hunt worksheet, and
  - c. Pens/pencils.

10. **Test Details.** N/A.
11. **Remarks.** N/A.

**EO M320.02 – DESCRIBE THE DOMESTIC ROLE OF THE CANADIAN FORCES (CF)**

1. **Performance.** Describe the Domestic Role of the Canadian Forces (CF).
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall identify:
  - a. Canadian naval bases, stations and reserve units, and
  - b. the role of the CF in domestic operations, to include:
    - (1) assisting during domestic crises; and
    - (2) protecting Canadian sovereignty.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify Canadian naval bases, stations and reserve units.	Interactive Lecture	10 min	A1-043 A1-058 A1-060 A1-061 A2-020 A2-021
TP2	Conduct an activity where the cadets will describe a domestic operation in which the CF was deployed.	In-class Activity	40 min	A1-044 A1-045 A1-059 A1-062 A2-043 C1-135 C1-136 C1-137 C1-147 C1-148

**5. Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Interactive Lecture:     | 10 min |
| c. | In-class Activity:       | 40 min |
| d. | Total:                   | 60 min |

**6. Substantiation**

- a. An interactive lecture was chosen for TP 1 to introduce Canadian naval bases, stations and reserve units as it allows the instructor to deliver new information while encouraging the cadets to actively participate by asking and responding to questions.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to stimulate interest and provoke thought about the role of the CF in domestic operations.

**7. References**

- a. A1-043 Department of National Defence. (2007). *About DND/CF*. Retrieved February 12, 2008, from [http://www.dnd.ca/site/about/index\\_e.asp](http://www.dnd.ca/site/about/index_e.asp).
- b. A1-044 Department of National Defence. (2006). *Joint and Integrated CF Operation in Canada's Eastern Arctic*. Retrieved February 12, 2008, from [http://www.dnd.ca/site/newsroom/view\\_news\\_e.asp?id=2023](http://www.dnd.ca/site/newsroom/view_news_e.asp?id=2023).
- c. A1-045 Department of National Defence. (2007). *Canadian Forces Complete Largest Northern Operation*. Retrieved February 12, 2008, from [http://www.mdn.ca/site/newsroom/view\\_news\\_e.asp?id=2422](http://www.mdn.ca/site/newsroom/view_news_e.asp?id=2422).
- d. A1-058 Department of National Defence. (2008). *Naval Reserve Mission*. Retrieved March 21, 2008, from [http://www.navy.forces.gc.ca/navres/home/navres\\_home\\_e.asp?category=3](http://www.navy.forces.gc.ca/navres/home/navres_home_e.asp?category=3).
- e. A1-059 Department of National Defence. (2007). *Canada Command*. Retrieved April 10, 2008, from [http://www.canadacom.forces.gc.ca/en/index\\_e.asp](http://www.canadacom.forces.gc.ca/en/index_e.asp).
- f. A1-060 Department of National Defence. (2003). *Welcome to CFS St. John's*. Retrieved April 23, 2008, from [http://Halifax.mil.ca/n4mat/cfs\\_stjohns?OLDSITE?Welcome%20Page/index.htm](http://Halifax.mil.ca/n4mat/cfs_stjohns?OLDSITE?Welcome%20Page/index.htm).
- g. A1-061 Department of National Defence. (2008). *History of CFB Esquimalt*. Retrieved April 23, 2008, from <http://esquimalt.mil.ca/bcomd/Base%20Commander/history.htm>.
- h. A1-062 Department of National Defence. (2007). *Operation RECUPERATION*. Retrieved February 12, 2008, from [http://www.forces.gc.ca/site/operations/recuperation\\_e.asp](http://www.forces.gc.ca/site/operations/recuperation_e.asp).
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8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Stopwatch, and
- c. Whistle.

9. **Learning Aids**

- a. Domestic operations information sheet,
- b. Domestic operations worksheets,
- c. Flip chart paper,
- d. Coloured markers, and
- e. Pens/pencils.

10. **Test Details.** N/A.

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

**EO M320.03 – DESCRIBE THE ROLE OF THE CANADIAN FORCES (CF) WITHIN INTERNATIONAL INSTITUTIONS**

1. **Performance.** Describe the Role of the Canadian Forces (CF) Within International Institutions.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall describe the role of the CF within international institutions, to include:
  - a. an overview of the institution, and
  - b. the involvement of the CF in current operations.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the United Nations (UN), the North Atlantic Treaty Organization (NATO) and the North American Air Defense Command (NORAD).	Interactive Lecture	20 min	C2-047 C2-048 C2-049 C2-050
TP2	Conduct an activity to reinforce the cadets' knowledge of the UN, NATO and NORAD and the involvement of the CF in current operations of these international institutions.	In-Class Activity	30 min	A1-049 A1-050 A1-051 A1-052 A1-053 A1-054 A1-055 A1-056 A1-057 A2-043 C0-124 C0-125 C0-158 C0-159 C1-060 C1-143 C1-144

TP	Description	Method	Time	Ref
				C1-145 C1-146 C1-149 C2-065 C2-076

## 5. Time

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | Interactive Lecture:     | 35 min |
| c. | In-Class Activity:       | 15 min |
| d. | Total:                   | 60 min |

## 6. Substantiation

- An interactive lecture was chosen for TP 1 as it allows the instructor to present information on the role of the CF within international institutions.
- An in-class activity was chosen for TP 2 as it is an interactive way to reinforce and confirm the cadet's knowledge of the UN, NATO and NORAD and the involvement of the CF in current operations of these international institutions.

## 7. References

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- A1-054 Department of National Defence. (2006). *UNDOF: United Nations Disengagement Observer Force*. Retrieved April 10, 2008, from <http://www.un.org/Depts/dpko/missions/undof/index.html>.
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- l. C0-125 (ISBN 0-662-69622-0) Veterans Affairs Canada. (2006). *Canada Remembers: The Canadian Forces in Afghanistan*. Canada: Her Majesty the Queen of Canada in Right of Canada.
- m. C0-158 Veterans Affairs Canada. (2006). *Canada Remembers: The Canadian Forces in Cyprus*. Canada: Her Majesty the Queen of Canada in Right of Canada.
- n. C0-159 Veterans Affairs Canada. (2006). *Canada Remembers: The Canadian Forces in Golan*. Canada: Her Majesty the Queen of Canada in Right of Canada.
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- p. C1-143 (ISBN 978-0-662-05444-3). Minister of Public Works and Government Services. (2008). *Independent Panel on Canada's Future Role in Afghanistan*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
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- r. C1-145 The Lavin Agency. (2008). *Major-General (Ret'd) Lewis Mackenzie*. Retrieved April 16, 2008, from <http://www.thelavinagency.com/canada/lewismackenzie.html>.
- s. C1-146 Peacekeeper Park. (2003). *Current Operations*. Retrieved April 10, 2008, from <http://www.peacekeeperpark.com>.
- t. C1-149 Global Policy Forum. (2005). *UN Security Council*. Retrieved April 25, 2008, from <http://www.globalpolicy.org/security/index.htm>.
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- x. C2-050 Foreign Affairs and International Trade Canada. (2007). *NATO and Canada*. Retrieved February 20, 2007, from [http://www.dfait-maeci.gc.ca/foreign\\_policy/nato/nato\\_and\\_canada-en.asp](http://www.dfait-maeci.gc.ca/foreign_policy/nato/nato_and_canada-en.asp).
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- z. C2-076 Foreign Affairs and International Trade Canada. (2007). *Canada and Peace Support Operations*. Retrieved April 30, 2007, from <http://www.international.gc.ca/peacekeeping/menu>.



8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.
9. **Learning Aids**
  - a. International operations information sheets,
  - b. International operations presentation format handout, and
  - c. Map of international operation locations.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

**EO C320.01 – PARTICIPATE IN A DISCUSSION/PRESENTATION ON A NAVAL COMMEMORATIVE EVENT**

1. **Performance.** Participate in a Discussion/Presentation on a Naval Commemorative Event.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall participate in a discussion/presentation on a naval commemorative event.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the importance of a naval commemorative event.	Interactive Lecture	5 min	C1-050 (pp. 1–12) C1-054 (pp. 9–16 and pp. 30–36) C1-056 (pp. 3–26) C1-059 (p. 3) C1-062 (p. 1)
TP2	Discuss national, provincial and local naval commemorative events.	Group Discussion	10 min	A1-030 C1-056 (pp. 3–26) C1-065 (pp. 1–13) C1-067 (p. 1)
TP3	Discuss the implications for future naval commemorative events.	Group Discussion	10 min	C1-066 (pp. 1–20)

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

## 6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 as it allows the instructor to explain the importance of a naval commemorative event and to generate an interest among cadets.
- b. A group discussion was chosen for TPs 2 and 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about naval commemorative events.

## 7. **References**

- a. A1-030 Director History and Heritage 3. (n.d.). *11<sup>th</sup> November – Remembrance Day Aide Memoire*. Retrieved March 19, 2007, from [http://www.forces.ca/dnn/Portals/0/NMR/Remembrance\\_ceremonies-History&Etiquette.pdf](http://www.forces.ca/dnn/Portals/0/NMR/Remembrance_ceremonies-History&Etiquette.pdf).
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- c. C1-054 (ISBN 0-662-69010-9) Veterans Affairs Canada. (2005). *Valour at Sea*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- d. C1-056 (ISBN 0-662-68646-2) Veterans Affairs Canada. (2005). *A Day of Remembrance*. Canada: Her Majesty the Queen in Right of Canada.
- e. C1-059 The War Amps. (n.d.). *Merchant Seamanship Background-Essential Facts*. Retrieved March 14, 2007, from <http://waramps.ca/news/merchant/back.html>.
- f. C1-062 Veterans Affairs Canada. (n.d.). *Merchant Navy Veteran Special Benefit*. Retrieved March 14, 2007, from <http://vac-acc.gc.ca/general/sub.cfm?source=feature/mnvback>.
- g. C1-065 Savage, K. (n.d.). *History, Memory and Monuments: An Overview of Scholarly Literature on Commemoration*. Retrieved February 28, 2007, from <http://www.cr.nps.gov/history/resedu/savage.htm>.
- h. C1-066 British Broadcasting Corporation. (n.d.). *Do We Need a Holocaust Memorial Day?* Retrieved February 28, 2007, from [http://news.bbc.co.uk/1/hi/talking\\_point/1774160.stm](http://news.bbc.co.uk/1/hi/talking_point/1774160.stm).
- i. C1-067 Imperial War Museum. (2007). *The Battle of Britain: Important Days in the Battle: 15 September*. Retrieved March 30, 2007, from <http://www.iwm.org.uk/upload/package/27/battleofbritain/intro>.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.

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

10. **Test Details.** N/A.

## 11. **Remarks**

- a. A guest speaker may be brought in to conduct this lesson.
- b. This EO should be conducted in conjunction with EO C102.01 (Participate in a Ceremonial Parade, A-CR-CCP-601/PG-001, Chapter 4, Section 2) where applicable.

**EO C320.02 – DESCRIBE THE WOMEN’S ROYAL CANADIAN NAVAL SERVICES (WRCNS)**

1. **Performance.** Describe the Women’s Royal Canadian Naval Services (WRCNS).
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall describe the WRCNS by:
  - a. explaining its establishment;
  - b. explaining its purpose;
  - c. explaining its dissolution; and
  - d. listing milestones.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the WRCNS, to include: <ol style="list-style-type: none"> <li>a. its establishment,</li> <li>b. its purpose, and</li> <li>c. its dissolution.</li> </ol>	Interactive Lecture	20 min	C1-138 (pp. 60–90) C1-151 C1-152
TP2	Conduct an activity where the cadets will list milestones of the WRCNS, to include: <ol style="list-style-type: none"> <li>a. first entry class of 1942,</li> <li>b. overseas deployment,</li> <li>c. honours and awards, and</li> <li>d. dissolution in 1946.</li> </ol>	In-Class Activity	30 min	A1-064 C1-138 (pp. 60–90)

5. **Time**

- |                             |        |
|-----------------------------|--------|
| a. Introduction/Conclusion: | 10 min |
| b. Interactive Lecture:     | 20 min |
| c. In-Class Activity:       | 30 min |
| d. Total:                   | 60 min |

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 as it allows the instructor to introduce new information about the WRCNS while encouraging the cadets to become involved by asking and responding to questions.

- b. An in-class activity was chosen for TP 2 as it is an interactive way to involve the cadets and stimulate an interest in the development of the WRCNS.

7. **References**

- a. A1-064 Department of National Defence. (2005). *Fact Sheet: Women's Progress in the Canadian Military*. Retrieved February 25, 2008, from [http://www.forces.gc.ca/site/newsroom/view\\_news\\_e.asp?id=1581](http://www.forces.gc.ca/site/newsroom/view_news_e.asp?id=1581).
- b. C1-138 (ISBN 2-920718-79-7) Dundas, B. (2000). *A History of Women in the Canadian Military*. Montreal, QC: Art Global Editions.
- c. C1-151 CFB Esquimalt Naval and Military Museum. (2007). *Paving the Way*. Retrieved January 30, 2008, from [http://www.navalandmilitarymuseum.org/resources\\_pages/pavingtheway/wrcns.html](http://www.navalandmilitarymuseum.org/resources_pages/pavingtheway/wrcns.html).
- d. C1-152 WREN Association of Toronto. (2002). *History of Canadian WRENS*. Retrieved January 30, 2008, from <http://www.thewrens.com/history/canada/>.

- 8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom training area.

- 9. **Learning Aids.** WRCNS skit handout.

- 10. **Test Details.** N/A.

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

**EO C320.03 – DESCRIBE CANADIAN NAVAL AVIATION**

1. **Performance.** Describe Canadian Naval Aviation.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall describe Canadian naval aviation by:
  - a. explaining its purpose; and
  - b. listing milestones.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the purpose of Canadian naval aviation and the aircraft carriers HMS Nabob and HMS Puncher.	Interactive Lecture	20 min	C1-132 C1-153
TP2	Conduct an activity where the cadets will list milestones in the development of Canadian naval aviation, to include: <ol style="list-style-type: none"> <li>a. the operations of HMCS Warrior, the first aircraft carrier to be commissioned in the RCN, 1946–1948,</li> <li>b. the operations of HMCS Magnificent, 1948–1957, and</li> <li>c. the operations of HMCS Bonaventure, 1957–1970.</li> </ol>	In-Class Activity	30 min	C1-132 C1-154 C1-155 C1-156 C1-157

5. **Time**
  - a. Introduction/Conclusion: 10 min
  - b. Interactive Lecture: 20 min
  - c. In-Class Activity: 30 min
  - d. Total: 60 min
6. **Substantiation**
  - a. An interactive lecture was chosen for TP 1 as it allows the instructor to introduce new information about Canadian naval aviation while encouraging the cadets to become involved by asking and responding to questions.

- b. An in-class activity was chosen for TP 2 as it is an interactive way to involve the cadets and stimulate an interest in learning about milestones in the development of Canadian naval aviation.

## 7. **References**

- a. C1-132 L'Heureux, E.J. (n.d.). *Aircraft Carriers: Royal Canadian Navy*. Retrieved February 18, 2008, from <http://www.aviation.technomuses.ca/pdf/Carriers.PDF>.
- b. C1-153 Mason, G.B. (2006). *Service Histories of Royal Navy Warships in World War 2*. Retrieved May 1, 2008, from <http://www.naval-history.net/xGM-Chrono-05CVE-Nabob.htm>.
- c. C1-153 Mason, G.B. (2006). *Service Histories of Royal Navy Warships in World War 2*. Retrieved May 1, 2008, from <http://www.naval-history.net/xGM-Chrono-05CVE-Puncher.htm>.
- d. C1-154 Hazegray. (2005). *RN Type Light Fleet Carriers*. Retrieved May 1, 2008, from <http://www.hazegray.org/navhist/canada/postwar/carriers/>.
- e. C1-155 Fleet Air Arm Archive. (2001). *HMS WARRIOR*. Retrieved May 2, 2008, from <http://www.fleetairarmarchive.net/Ships/Warrior.html>.

## 8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Scavenger hunt answer key,
- c. Stopwatch, and
- d. Whistle.

## 9. **Learning Aids**

- a. Naval ships information sheets,
- b. Scavenger hunt worksheet, and
- c. Pens/pencils.

## 10. **Test Details.** N/A.

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

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**SECTION 13**  
**PO 321 – RIG A LIFTING DEVICE**

1. **Performance.** Rig a Lifting Device.
2. **Conditions**
  - a. Given:
    - (1) Sheers kit (IAW Chapter 2, [Annex C, Appendix 1](#)),
    - (2) Load of 22 kg (50 lbs) or less,
    - (3) Hard Hat,
    - (4) Knife with lanyard,
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard.** The cadet, as a member of a group, will rig sheers, to include:
  - a. rigging;
  - b. responding to commands; and
  - c. de-rigging.
4. **Remarks.** N/A.
5. **Complementary Material**
  - a. Complementary material associated with PO 321 is designed to enhance the cadet's knowledge of lifting devices through a number of activities:
    - (1) EO C321.01 (Rig Sheers),
    - (2) EO C321.02 (Rig a Standing Derrick),
    - (3) EO C321.03 (Rig a Gyn),
    - (4) EO C321.04 (Make a Monkey's Fist), and
    - (5) EO C321.05 (Make a Turk's Head).
  - b. Some complementary training offered in previous phases may be selected as complementary training in Phase Three, specifically:
    - (1) EO C221.01 (Make a Back Splice, A-CR-CCP-602/PG-001, Chapter 4, Section 11),
    - (2) EO C221.02 (Make an Eye Splice, A-CR-CCP-602/PG-001, Chapter 4, Section 11),
    - (3) EO C221.03 (Make a Long Splice, A-CR-CCP-602/PG-001, Chapter 4, Section 11),
    - (4) EO C121.01 (Whip the End of a Line Using a West-Country Whipping, A-CR-CCP-601/PG-001, Chapter 4, Section 10),

- (5) EO C121.02 (Whip the End of a Line Using a Sailmaker's Whipping, A-CR-CCP-601/PG-001, Chapter 4, Section 10),
  - (6) EO C121.03 (Complete a Rolling Hitch, A-CR-CCP-601/PG-001, Chapter 4, Section 10), and
  - (7) EO C121.04 (Complete a Marling Hitch, A-CR-CCP-601/PG-001, Chapter 4, Section 10).
- c. When selecting complementary training from previous phases, training staff shall review the applicable performance objective, lesson specification(s) and instructional guide(s).
  - d. Complementary training associated with PO 321 is limited to a total of 12 periods. Corps are not required to use all 12 periods.

**EO M321.01 – DESCRIBE SAFETY PROCEDURES FOR OPERATING LIFTING DEVICES**

1. **Performance.** Describe Safety Procedures for Operating Lifting Devices.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall describe safety procedures for operating lifting devices, to include:
  - a. safe practices,
  - b. personal safety equipment, and
  - c. danger zones.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss safety procedures and equipment for operating lifting devices, to include: <ol style="list-style-type: none"> <li>a. safe practices, to include:               <ol style="list-style-type: none"> <li>(1) personal conduct,</li> <li>(2) clothing, and</li> <li>(3) use of rigging equipment; and</li> </ol> </li> <li>b. personal safety equipment, to include:               <ol style="list-style-type: none"> <li>(1) hard hat,</li> <li>(2) issued cadet boots, and</li> <li>(3) knife lanyard.</li> </ol> </li> </ol>	Interactive Lecture	15 min	A1-004 (p. 4-5, p. 4-7, p. 4-11, p. 4-12) C1-131 (ch. 6, p. 9)
TP2	Describe danger zones of sheers, gyn and standing derrick, to include: <ol style="list-style-type: none"> <li>a. where they are located, and</li> <li>b. when they come into effect.</li> </ol>	Interactive Lecture	10 min	C1-131 (ch. 6, p. 4)

5. **Time**
  - a. Introduction/Conclusion: 5 min
  - b. Interactive Lecture: 25 min
  - c. Total: 30 min
6. **Substantiation.** An interactive lecture was chosen for this lesson to introduce safety procedures for operating lifting devices.

7. **References**

- a. A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (2000). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- b. C1-131 Navy League of Canada. (2008). *NLP 101 Flotilla and Provincial Seamanship Competition Manual*. Toronto, ON: Navy League of Canada.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area.

9. **Learning Aids.** Safety zones handout.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 4](#) (321 PC).

11. **Remarks.** This EO shall be conducted prior to EO M321.02 (Rig Sheers).

**EO M321.02 – RIG SHEERS**

1. **Performance.** Rig Sheers.

2. **Conditions**

a. Given:

- (1) Sheers kit (IAW Chapter 2, [Annex C, Appendix 1](#)),
- (2) Load of 22 kg (50 lbs) or less,
- (3) Hard hat,
- (4) Knife with lanyard,
- (5) Supervision, and
- (6) Assistance as required.

b. Denied: N/A.

c. Environmental: Training area large enough to accommodate the entire group.

3. **Standard.** The cadet, as a member of a group, shall rig sheers, to include:

- a. describing its function;
- b. identifying its parts;
- c. rigging;
- d. responding to commands; and
- e. de-rigging.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the function of sheers, to include: <ul style="list-style-type: none"> <li>a. lifting a load that is not required to be slewed; and</li> <li>b. lifting a load from a jetty onto the ship.</li> </ul>	Interactive Lecture	5 min	C1-049 (p. 197, p. 198)
TP2	Describe the parts of the sheers, to include: <ul style="list-style-type: none"> <li>a. spars,</li> <li>b. head lashing,</li> <li>c. topping lift,</li> <li>d. main purchase,</li> <li>e. leading block (for the fall of the main purchase),</li> <li>f. strops,</li> <li>g. splay tackle,</li> <li>h. heel tackles,</li> </ul>	Interactive Lecture	10 min	C1-049 (p. 197)

TP	Description	Method	Time	Ref
	<ul style="list-style-type: none"> <li>i. tag line,</li> <li>j. martingale (if fitted), and</li> <li>k. shoes (if fitted).</li> </ul>			
TP3	Demonstrate and have the cadets tie a timber hitch.	Demonstration and Performance	20 min	C1-064 (p. 98, p. 99)
TP4	Demonstrate and have the cadets choke a luff.	Demonstration and Performance	20 min	C1-003 (p. 170, p. 171)
TP5	<p>Describe the actions taken in response to the following commands:</p> <ul style="list-style-type: none"> <li>a. heave in,</li> <li>b. check away,</li> <li>c. avast,</li> <li>d. choke,</li> <li>e. secure,</li> <li>f. handsomely, and</li> <li>g. roundly.</li> </ul>	Interactive Lecture	15 min	A1-004 (pp. 3-21 to 3-28)
TP6	Demonstrate and have the cadets, as members of a group, rig sheers.	Demonstration and Performance	20 min	C1-049 (pp. 205–207)
TP7	<p>Have the cadets, as members of a group, operate the sheers, to include:</p> <ul style="list-style-type: none"> <li>a. raising the sheers;</li> <li>b. hooking on a load of 22 kg (50 lbs) or less;</li> <li>c. raising the load;</li> <li>d. securing the load line;</li> <li>e. lowering the load; and</li> <li>f. lowering the sheers.</li> </ul> <p><b>Note:</b> Minimum group size for this TP is four.</p>	Practical Activity	40 min	C1-049 (p. 210)
TP8	Demonstrate and have the cadets, as members of a group, de-rig sheers.	Demonstration and Performance	10 min	

**5. Time**

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	30 min
c.	Demonstration and Performance:	70 min
d.	Practical Activity:	40 min
e.	Total:	150 min

**6. Substantiation**

- a. An interactive lecture was chosen for TPs 1, 2 and 5 to present and illustrate the function, basic materials needed and the application of commands for rigging sheers.
- b. Demonstration and performance was chosen for TPs 3, 4, 6 and 8 as it provides the instructor the opportunity to introduce sheers, demonstrate procedures and observe the cadets' rigging and de-rigging skills.
- c. A practical activity was chosen for TP 7 as it is an interactive way to introduce the cadets to operating sheers in a safe and controlled environment. This activity contributes to the development of seamanship skills and teamwork in a fun and challenging setting.

**7. References**

- a. C1-003 (ISBN 11-770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964* (Vol. 1). London, England: Her Majesty's Stationery Office.
- b. C1-049 (ISBN 0-11-771958-7) Royal Navy. (1967). *Admiralty Manual of Seamanship 1964* (Vol. 2). Cambridge, England: Her Majesty's Stationery Office.
- c. C1-064 (ISBN 1-55267-986-1) Budworth, G. (2001). *The Ultimate Encyclopedia of Knots & Ropework*. London, England: Anness Publishing Limited.

**8. Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Sheers kit,
- c. Load of 22 kg (50 lbs) or less,
- d. Pylons,
- e. Whistle,
- f. Stopwatch,
- g. Parts cards,
- h. Picture/model of sheers, and
- i. Sheers scoresheet.

**9. Learning Aids**

- a. Sheers kit,
- b. Load of 22 kg (50 lbs) or less,

- c. Hook,
- d. Hard hat,
- e. Issued cadet boots, and
- f. Knife with lanyard.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 4](#) (321 PC).

11. **Remarks**

- a. This EO shall be conducted after EO M321.01 (Describe Safety Procedures for Operating Lifting Devices).
- b. This EO may be conducted as five consecutive periods on a weekend training day or over two training nights. Training night one will consist of TPs 1 to 4 for a total of two periods. Training night two will consist of TPs 5 to 8 for a total of three periods.



**EO C321.01 – RIG SHEERS**

1. **Performance.** Rig Sheers.
2. **Conditions**
  - a. Given:
    - (1) Sheers kit (IAW Chapter 2, [Annex C, Appendix 1](#)),
    - (2) Load of 22 kg (50 lbs) or less,
    - (3) Hard hat,
    - (4) Knife with lanyard,
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard.** The cadet, as a member of a group, shall rig sheers, to include:
  - a. rigging;
  - b. responding to commands; and
  - c. de-rigging.
4. **Teaching Points.** Supervise while the cadets, as members of a group, rig sheers.
5. **Time**

a. Introduction/Conclusion:	10 min
b. Practical Activity:	80 min
c. Total:	90 min
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to introduce the cadets to rigging sheers in a safe and controlled environment. This activity contributes to the development of seamanship skills and knowledge in a fun and challenging setting.
7. **References.** C1-049 (ISBN 0-11-771958-7) Royal Navy. (1967). *Admiralty Manual of Seamanship 1964* (Vol. 2). Cambridge, England: Her Majesty's Stationery Office.
8. **Training Aids**
  - a. Sheers kit, and
  - b. Load of 22 kg (50 lbs) or less.
9. **Learning Aids**
  - a. Sheers kit,
  - b. Load of 22 kg (50 lbs) or less,
  - c. Hard hat, and

- d. Knife with lanyard.

10. **Test Details.** N/A.

11. **Remarks**

- a. This EO may be used as additional practice time for EO M321.02 (Rig Sheers).
- b. There is no instructional guide for this EO.

**EO C321.02 – RIG A STANDING DERRICK**

1. **Performance.** Rig a Standing Derrick.
2. **Conditions**
  - a. Given:
    - (1) Standing derrick kit (IAW Chapter 2, [Annex C, Appendix 1](#)),
    - (2) Load of 22 kg (50 lbs) or less,
    - (3) Hard hat,
    - (4) Knife with lanyard,
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard.** The cadet, as a member of a group, shall rig a standing derrick, to include:
  - a. explaining its function;
  - b. identifying its parts;
  - c. rigging;
  - d. responding to commands; and
  - e. de-rigging.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the function of a standing derrick, to include: <ol style="list-style-type: none"> <li>a. lifting heavy objects on board ships when a crane or other lifting devices are unavailable; and</li> <li>b. lifting heavy objects on land when lifting devices, such as hydraulics, are not available.</li> </ol>	Interactive Lecture	5 min	C1-047 (p. 3-192) C1-049 (p. 194, p. 195)
TP2	Identify the parts of a standing derrick, to include: <ol style="list-style-type: none"> <li>a. topping lift (back guy),</li> <li>b. side guys,</li> <li>c. main purchase,</li> <li>d. spar,</li> <li>e. anti-twister,</li> </ol>	Interactive Lecture	15 min	C1-047 (pp. 3-193 to 3-202) C1-049 (p. 195, pp. 199–201)

TP	Description	Method	Time	Ref
	f. leading block (for the fall of the main purchase), g. strops, h. heel tackles, i. tag line, j. martingale (if fitted), k. shoe (if fitted), and l. thumb pieces/rope collars (if fitted).			
TP3	Describe the actions taken in response to the following commands: a. heave in, b. check away, c. avast, d. choke, e. secure, f. handsomely, and g. roundly.	Interactive Lecture	15 min	A1-004 (pp. 3-21 to 3-28)
TP4	Demonstrate and have the cadets, as members of a group, rig a standing derrick.	Demonstration and Performance	20 min	C1-047 (p. 3-201)
TP5	Have the cadets, as members of a group, operate a standing derrick, to include: a. hooking on a load of 22 kg (50 lbs) or less; b. raising the load; c. lowering the load; and d. unhooking the load.  <b>Note:</b> Minimum group size for this TP is four.	Practical Activity	75 min	
TP6	Demonstrate and have the cadets, as members of a group, de-rig a standing derrick.	Demonstration and Performance	10 min	

## 5. Time

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	35 min
c.	Demonstration and Performance:	30 min
d.	Practical Activity:	75 min
e.	Total:	150 min

## 6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 to 3 to illustrate the function, parts and rigging commands for a standing derrick.
- b. Demonstration and performance was chosen for TPs 4 and 6 as it provides the instructor the opportunity to introduce a standing derrick, demonstrate procedures and observe the cadets rigging and de-rigging a standing derrick.
- c. A practical activity was chosen for TP 5 as it is an interactive way to introduce the cadets to operating a standing derrick in a safe and controlled environment. This activity contributes to the development of seamanship skills and knowledge in a fun and challenging setting.

## 7. **References**

- a. A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (2000). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- b. C1-047 (ISBN 0-11-772695-8) Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: Her Majesty's Stationery Office.
- c. C1-049 (ISBN 0-11-771958-7) Royal Navy. (1967). *Admiralty Manual of Seamanship 1964* (Vol. 2). Cambridge, England: Her Majesty's Stationery Office.

## 8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Standing derrick kit,
- c. Load of 22 kg (50 lbs) or less,
- d. Pylons,
- e. Parts cards,
- f. Picture/model of standing derrick,
- g. Standing derrick scoresheet,
- h. Whistle, and
- i. Stopwatch.

## 9. **Learning Aids**

- a. Standing derrick kit,
- b. Load of 22 kg (50 lbs) or less,
- c. Hook,
- d. Hard hat,
- e. Issued cadet boots, and
- f. Knife with lanyard.

10. **Test Details.** N/A.

11. **Remarks**

- a. This EO shall be conducted after EO M321.01 (Describe Safety Procedures for Operating Lifting Devices).
- b. The cadets must wear issued cadet boots and hard hats while operating the standing derrick.

**EO C321.03 – RIG A GYN**

1. **Performance.** Rig a Gyn.

2. **Conditions**

a. Given:

- (1) Gyn kit (IAW Chapter 2, [Annex C, Appendix 1](#)),
- (2) Load of 22 kg (50 lbs) or less,
- (3) Hard hat,
- (4) Knife with lanyard,
- (5) Supervision, and
- (6) Assistance as required.

b. Denied: N/A.

c. Environmental: Training area large enough to accommodate the entire group.

3. **Standard.** The cadet, as a member of a group, shall rig a gyn, to include:

- a. explaining its function;
- b. identifying its parts;
- c. rigging;
- d. responding to commands; and
- e. de-rigging.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the function of a gyn, to include: <ul style="list-style-type: none"> <li>a. lifting heavy objects on board ships when a crane or derrick is unavailable; and</li> <li>b. lifting heavy objects on land when lifting devices, such as hydraulics, are not available.</li> </ul>	Interactive Lecture	5 min	A1-004 (p. 5-102) C1-049 (p. 194)
TP2	Identify the parts of a gyn, to include: <ul style="list-style-type: none"> <li>a. head lashing,</li> <li>b. spars,</li> <li>c. main purchase,</li> <li>d. splay tackles,</li> <li>e. leading block (for the fall of the main purchase),</li> <li>f. strops,</li> </ul>	Interactive Lecture	15 min	A1-004 (p. 5-102) C1-047 (pp. 3-196 to 3-198, p. 3-204) C1-049 (p. 200, p. 201, p. 207, p. 208)

TP	Description	Method	Time	Ref
	g. shoes (if fitted), and h. thumb pieces/rope collars (if fitted).			
TP3	Describe the actions taken in response to the following commands: a. heave in, b. check away, c. avast, d. choke, e. secure, f. handsomely, and g. roundly.	Interactive Lecture	15 min	A1-004 (pp. 3-21 to 3-28)
TP4	Demonstrate and have the cadets, as members of a group, rig a gyn.	Demonstration and Performance	20 min	C1-049 (p. 207, p. 208)
TP5	Demonstrate and have the cadets, as members of a group, operate a gyn, to include: a. hooking on a load of 22 kg (50 lbs) or less; b. raising the load; c. lowering the load; and d. unhooking the load.  <b>Note:</b> Minimum group size for this TP is three.	Practical Activity	75 min	
TP6	Demonstrate and have the cadets, as members of a group, de-rig a gyn.	Demonstration and Performance	10 min	

## 5. Time

- |    |                                |         |
|----|--------------------------------|---------|
| a. | Introduction/Conclusion:       | 10 min  |
| b. | Interactive Lecture:           | 35 min  |
| c. | Demonstration and Performance: | 30 min  |
| d. | Practical Activity:            | 75 min  |
| e. | Total:                         | 150 min |

## 6. Substantiation

- An interactive lecture was chosen for TPs 1 to 3 to illustrate the function, parts and rigging commands for a gyn.
- Demonstration and performance was chosen for TPs 4 and 6 as it provides the instructor the opportunity to introduce a gyn, demonstrate procedures and observe the cadets rigging and de-rigging a gyn.



- c. A practical activity was chosen for TP 5 as it is an interactive way to introduce the cadets to operating a gyn in a safe and controlled environment. This activity contributes to the development of seamanship skills and knowledge in a fun and challenging setting.

**7. References**

- a. A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (2000). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- b. C1-003 (ISBN 11-770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship*. (Vol. 1). London, England: Her Majesty's Stationery Office.
- c. C1-047 (ISBN 0-11-772695-8) Royal Navy. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: Her Majesty's Stationery Office.
- d. C1-049 (ISBN 0-11-771958-7) Royal Navy. (1967). *Admiralty Manual of Seamanship 1964* (Vol. 2). Cambridge, England: Her Majesty's Stationery Office.

**8. Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Gyn kit,
- c. Load of 22 kg (50 lbs) or less,
- d. Pylons,
- e. Whistle,
- f. Stopwatch,
- g. Parts cards,
- h. Picture/model of sheers, and
- i. Sheers scoresheet.

**9. Learning Aids**

- a. Gyn kit,
- b. Load of 22 kg (50 lbs) or less,
- c. Hook,
- d. Hard hat,
- e. Issued cadet boots, and
- f. Knife with lanyard.

**10. Test Details.** N/A.

**11. Remarks**

- a. This EO shall be conducted after EO M321.01 (Describe Safety Procedures for Operating Lifting Devices).
- b. The cadets must wear issued cadet boots and hard hats while operating the gyn.

**EO C321.04 – MAKE A MONKEY’S FIST**

1. **Performance.** Make a Monkey’s Fist.

2. **Conditions**

- a. Given:
  - (1) Line,
  - (2) Supervision, and
  - (3) Assistance as required.
- b. Denied: N/A.
- c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard.** The cadet shall make a monkey’s fist.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the use of a monkey’s fist.	Interactive Lecture	5 min	A1-004 (p. 5-34, p. 5-35)
TP2	Demonstrate and have the cadets make a monkey’s fist.	Demonstration and Performance	45 min	A1-004 (p. 5-35) C1-102

5. **Time**

- a. Introduction/Conclusion: 10 min
- b. Interactive Lecture: 5 min
- c. Demonstration and Performance: 45 min
- d. Total: 60 min

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to explain the use of the monkey’s fist.
- b. Demonstration and performance was chosen for TP 2 as it allows the instructor to demonstrate making a monkey’s fist while providing an opportunity for the cadets to practice this skill under supervision.

7. **References**

- a. A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (2000). *CFCD 105 Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- b. C1-102 Fukahara, D. (2002). *Fancy Knotting: An Introduction*. Vancouver, BC: David Fukahara.

8. **Training Aids**
  - a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
  - b. Completed monkey's fist, and
  - c. Line.
9. **Learning Aids.** Line.
10. **Test Details.** N/A.
11. **Remarks.** N/A.

**EO C321.05 – MAKE A TURK’S HEAD**

1. **Performance.** Make a Turk’s Head.

2. **Conditions**

- a. Given:
  - (1) Line,
  - (2) Supervision, and
  - (3) Assistance as required.
- b. Denied: N/A.
- c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard.** The cadet shall make a turk’s head.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the use of a turk’s head.	Interactive Lecture	5 min	A1-004 (p. 5-41, p. 5-42)
TP2	Demonstrate and have the cadets make a turk’s head.	Demonstration and Performance	45 min	A1-004 (p. 5-42)

5. **Time**

- a. Introduction/Conclusion: 10 min
- b. Interactive Lecture: 5 min
- c. Demonstration and Performance: 45 min
- d. Total: 60 min

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to explain the use of the turk’s head.
- b. Demonstration and performance was chosen for TP 2 as it allows the instructor to demonstrate making a turk’s head while providing an opportunity for the cadets to practice this skill under supervision.

7. **References.** A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (2000). *CFCD 105 Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Completed turk’s head, and
- c. Line.

- 9. **Learning Aids.** Line.
- 10. **Test Details.** N/A.
- 11. **Remarks.** N/A.

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**SECTION 14**

**PO 322 – ATTAIN PLEASURE CRAFT OPERATOR COMPETENCY CARD**

1. **Performance.** Attain Pleasure Craft Operator Competency Card.
2. **Conditions**
  - a. Given: Supervision.
  - b. Denied: Assistance.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.

**EO C322.01 – DESCRIBE ACTS, CODES AND REGULATIONS**

1. **Performance.** Describe Acts, Codes and Regulations.
2. **Conditions**
  - a. Given:
    - (1) *Small Craft Operator's Program (SCOP) Module 1 Workbook*,
    - (2) Office of Boating Safety, *Safe Boating Guide*, Her Majesty the Queen in Right of Canada, as represented by Transport Canada, and
    - (3) Supervision.
  - b. Denied: Assistance.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** IAW the Competency of Operators of Pleasure Craft Regulations of the Canada Shipping Act, the cadet will:
  - a. describe acts, codes and regulations, to include:
    - (1) the *Criminal Code*,
    - (2) the *Contraventions Act*,
    - (3) the *Canada Shipping Act*, to include:
      - (a) *Boating Restriction Regulations*,
      - (b) Collision Regulations,
      - (c) Small Vessel Regulations, and
      - (d) *Chart and Nautical Publications Regulations*, and
  - b. describe the fines and penalties for non-compliance with acts, codes and regulations.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Describe the acts, codes and regulations that govern boating safety, to include: <ol style="list-style-type: none"> <li>a. the <i>Criminal Code</i> of Canada,</li> <li>b. the <i>Contraventions Act</i>, and</li> <li>c. the <i>Canada Shipping Act</i>:               <ol style="list-style-type: none"> <li>(1) Boating Restriction Regulations,</li> <li>(2) Small Vessel Regulations,</li> <li>(3) Collision Regulations, and</li> <li>(4) <i>Charts and Nautical Publications Regulations</i>.</li> </ol> </li> </ol>	Interactive Lecture	20 min	C0-194 C0-195 C1-103



TP	Description	Method	Time	Ref
TP2	Describe the fines and penalties for non-compliance with acts, codes and regulations.	Interactive Lecture	5 min	C1-098

5. **Time**

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

6. **Substantiation.** An interactive lecture was chosen for this lesson to familiarize the cadets with the acts, codes, regulations and fines and penalties for non-compliance.

7. **References**

- a. C1-156 Department of Justice. *Criminal Code*. (2005). Retrieved April 03, 2008, from <http://laws.justice.gc.ca/EN/C-46.htm>.
- b. C1-157 Department of Justice. *Contraventions Act*. (1992). Retrieved April 03, 2008, from <http://laws.justice.gc.ca/EN/C-38.7.htm>.
- c. C1-098 (ISBN 0-662-42286-4) Office of Boating Safety (2006). *Safe Boating Guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada, as represented by Transport Canada.
- d. C1-103 Transport Canada. *Canada Shipping Act*. (2001). Retrieved April 03, 2008, from <http://www.tc.gc.ca/acts-regulations/GENERAL/C/csa2001/menu.html>.
- e. C1-103 Transport Canada. *Boating Restrictions Regulations*. (2001). Retrieved April 03, 2008, from <http://www.tc.gc.ca/acts-regulations/GENERAL/C/csa/regulations/001/csa005/csa5-A.html>.
- f. C1-103 Transport Canada. *Small Vessel Regulations*. (2001). Retrieved April 03, 2008, from <http://www.tc.gc.ca/acts-regulations/GENERAL/C/csa/regulations/070/csa076/csa76.html>.
- g. C1-103 Transport Canada. *Collision Regulations*. (2001). Retrieved April 03, 2008, from <http://www.tc.gc.ca/acts-regulations/GENERAL/C/csa/regulations/010/csa014/csa14.html>.
- h. C1-103 Transport Canada. *Charts and Nautical Publications Regulations*. (2001). Retrieved April 03, 2008, from <http://www.tc.gc.ca/acts-regulations/GENERAL/C/csa/regulations/010/csa011/csa11.html>.

8. **Training Aids.** Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,

9. **Learning Aids**

- a. *SCOP Module 1 Workbook*, and
- b. Office of Boating Safety, *Safe Boating Guide*, Her Majesty the Queen in Right of Canada, as represented by Transport Canada.

10. **Test Details.** This EO is assessed IAW PCOC Test Protocol, Directorate of Cadets (DND), as approved by Transport Canada.

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

**EO C322.02 – DESCRIBE PERSONAL SAFETY**

1. **Performance.** Describe Personal Safety.
2. **Conditions**
  - a. Given:
    - (1) *Small Craft Operator's Program (SCOP) Module 1 Workbook*,
    - (2) Office of Boating Safety, *Safe Boating Guide*, Her Majesty the Queen in Right of Canada, as represented by Transport Canada, and
    - (3) Supervision.
  - b. Denied: Assistance.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** IAW the competency of operators of pleasure craft regulations of the Canada Shipping Act, the cadet will:
  - a. discuss the use of personal floatation devices (PFD) and lifejackets;
  - b. describe the requirements regarding briefing of passengers before departure;
  - c. identify the contents of an emergency kit;
  - d. describe hypothermia, by:
    - (1) listing stages;
    - (2) listing signs;
    - (3) listing methods of prevention; and
    - (4) describing ways to treat mild hypothermia; and
  - e. describe the procedure for retrieving a person overboard.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Discuss PFDs and lifejackets, to include: <ol style="list-style-type: none"> <li>a. use of PFDs and lifejackets,</li> <li>b. approval,</li> <li>c. storage,</li> <li>d. selection,</li> <li>e. testing, and</li> <li>f. donning a PFD or lifejacket in the water.</li> </ol>	Group Discussion	20 min	C1-098 (pp. 41–45)
TP2	Describe personal safety, to include: <ol style="list-style-type: none"> <li>a. factors that affect persons on board a pleasure craft, and</li> <li>b. briefing passengers before departure.</li> </ol>	Interactive Lecture	15 min	C1-142

TP	Description	Method	Time	Ref
TP3	Conduct an activity where the cadets will identify the contents of an emergency kit.	In-Class Activity	25 min	C1-142
TP4	Describe hypothermia, to include: a. stages, b. signs, c. treatment of mild hypothermia, and d. methods of prevention.	Interactive Lecture	25 min	C1-007 (p. 25, p. 95) C1-098 (p. 22) C1-142
TP5	Conduct an activity where the cadets will describe the procedure for retrieving a person overboard.	In-Class Activity	25 min	C1-098 (p. 20)

## 5. Time

- |    |                          |         |
|----|--------------------------|---------|
| a. | Introduction/Conclusion: | 10 min  |
| b. | Interactive Lecture:     | 40 min  |
| c. | In-Class Activity:       | 50 min  |
| d. | Group Discussion:        | 20 min  |
| e. | Total:                   | 120 min |

## 6. Substantiation

- A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about the use of PFDs and lifejackets.
- An interactive lecture was chosen for TPs 2 and 4 to introduce personal safety to the cadets.
- An in-class activity was chosen for TPs 3 and 5 as it is an interactive way to provoke thought and stimulate an interest in personal safety procedures followed during the operation of a pleasure craft.

## 7. References

- C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (2001). *Basic Sailing Skills*. Kingston, ON: Canadian Yachting Association.
- C1-098 (ISBN 0-662-42286-4) Office of Boating Safety (2006). *Safe Boating Guide*. Ottawa, ON: Her Majesty the Queen of Right of Canada, as represented by Transport Canada.
- C1-142 Office of Boating Safety. (n.d.). *Boating Safety Course Standard: Task Listing*. Ottawa, ON: Transport Canada.
- C1-109 (ISBN 1-894070-56-9) St. John Ambulance. (2006). *First on the Scene Student Reference Guide*. Ottawa, ON: St. John Ambulance.

## 8. Training Aids

- Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area, and
- Overboard Recovery Activity Summary Sheet.

9. **Learning Aids**

- a. *SCOP Module 1 Workbook*,
- b. Office of Boating Safety, *Safe Boating Guide*, Her Majesty the Queen in Right of Canada as represented by Transport Canada,
- c. Emergency Kit Flash Cards, and
- d. Overboard Recovery Activity Cards.

10. **Test Details.** This EO is assessed IAW PCOC Test Protocol, Directorate of Cadets (DND), as approved by Transport Canada.

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

**EO C322.03 – DESCRIBE VESSEL SAFETY**

1. **Performance.** Describe Vessel Safety.
2. **Conditions**
  - a. Given:
    - (1) *Small Craft Operator's Program (SCOP) Module 1 Workbook*,
    - (2) Office of Boating Safety, *Safe Boating Guide*, Her Majesty the Queen in Right of Canada as represented by Transport, and
    - (3) Supervision.
  - b. Denied: Assistance.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** IAW the competency of operators of pleasure craft regulations of the *Canada Shipping Act*, the cadet will:
  - a. list the required safety equipment to be carried on-board a pleasure craft:
    - (1) unpowered—less than 6 m in length,
    - (2) powered—less than 6 m in length,
    - (3) greater than 6 m but no greater than 8 m in length,
    - (4) greater than 8 m but no greater than 12 m in length,
    - (5) greater than 12 m but not greater than 20 m in length,
    - (6) greater than 20 m in length;
  - b. describe vessel licensing requirements;
  - c. define nautical terms, to include;
    - (1) operator,
    - (2) pleasure craft,
    - (3) power vessel,
    - (4) sailing vessel,
    - (5) bow,
    - (6) stern,
    - (7) port,
    - (8) starboard,
    - (9) hull,
    - (10) draft,
    - (11) beam,

- (12) ahead,
- (13) astern,
- (14) abaft,
- (15) fenders,
- (16) underway,
- (17) light winds,
- (18) moderate winds,
- (19) strong winds,
- (20) small craft warning,
- (21) gale warning,
- (22) storm warning,
- (23) wash, and
- (24) wake;

d. describe pre-departure responsibilities, to include:

- (1) checking the weather forecast;
- (2) considering local hazards;
- (3) preparing a trip plan; and
- (4) using a pre-departure checklist;

e. describe safe fuelling procedures;

f. describe the actions to be taken in response to:

- (1) breakdowns;
- (2) hull leaks or flooding; and
- (3) capsizing, swamping, sinking or grounding; and
- (4) anchoring.

#### 4. Teaching Points

TP	Description	Method	Time	Ref
TP1	Conduct an activity where the cadets will identify the safety equipment to be carried on board a pleasure craft, to include: <ul style="list-style-type: none"> <li>a. unpowered—less than 6 m in length,</li> <li>b. powered—less than 6 m in length,</li> </ul>	In-Class Activity	40 min	C1-098 (pp. 32–40)

TP	Description	Method	Time	Ref
	<ul style="list-style-type: none"> <li>c. greater than 6 m but no greater than 8 m in length,</li> <li>d. greater than 8 m but no greater than 12 m in length,</li> <li>e. greater than 12 m but not greater than 20 m in length, and</li> <li>f. greater than 20 m in length.</li> </ul>			
TP2	Describe vessel licensing requirements.	Interactive Lecture	5 min	C1-142
TP3	Describe safe loading practices, to include: <ul style="list-style-type: none"> <li>a. identifying gross load capacity; and</li> <li>b. loading a pleasure craft.</li> </ul>	Interactive Lecture	5 min	C1-098 (p. 27, p. 28)
TP4	<p>Conduct an activity where the cadets will define nautical terms, to include:</p> <ul style="list-style-type: none"> <li>a. operator,</li> <li>b. pleasure craft,</li> <li>c. power vessel,</li> <li>d. sailing vessel,</li> <li>e. bow,</li> <li>f. stern,</li> <li>g. port,</li> <li>h. starboard,</li> <li>i. hull,</li> <li>j. draught (draft),</li> <li>k. beam,</li> <li>l. ahead,</li> <li>m. astern,</li> <li>n. abaft,</li> <li>o. fenders,</li> <li>p. underway,</li> <li>q. light winds,</li> <li>r. moderate winds,</li> <li>s. strong winds,</li> <li>t. small craft warning,</li> <li>u. gale warning,</li> <li>v. storm warning,</li> <li>w. wash, and</li> <li>x. wake.</li> </ul>	In-Class Activity	25 min	A1-004 (pp. 3-3 to 3-5, p. 3-10, p. 3-11, pp. 3-21 to 3-27) C1-142

TP	Description	Method	Time	Ref
TP5	Conduct an activity where the cadets will describe pre-departure responsibilities, to include: a. checking the weather forecast; b. considering local hazards; c. preparing a trip plan; and d. using a pre-departure checklist.	In-Class Activity	25 min	C1-142
TP6	Conduct an activity where the cadets will describe safe fuelling procedures.	In-Class Activity	20 min	C1-098 (p. 24)
TP7	Describe the actions taken in response to the following emergencies: a. breakdown; b. hull leaks or flooding; c. capsizing, swamping, sinking or grounding; and d. anchoring	Interactive Lecture	20 min	C1-142

## 5. Time

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	30 min
c.	In-Class Activity:	110 min
d.	Total:	150 min

## 6. Substantiation

- An in-class activity was chosen for TPs 1 and 4 to 6 as it is an interactive way to provoke thought and stimulate an interest in vessel safety procedures followed during operation of a pleasure craft.
- An interactive lecture was chosen for TPs 2, 3 and 7 to familiarize the cadets with vessel licensing requirements, safe loading practices and actions taken in response to emergencies.

## 7. References

- A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (2000). *CFCD 105 Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- C1-098 (ISBN 0-662-42286-4) Office of Boating Safety (2006). *Safe Boating Guide*. Ottawa, ON: Her Majesty the Queen of Right of Canada, as represented by Transport Canada.
- C1-142 Office of Boating Safety. (n.d.). *Boating Safety Course Standard: Task Listing*. Ottawa, ON: Transport Canada.

## 8. Training Aids

- Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area, and
- Terminology Crossword Answer Key.



9. **Learning Aids**

- a. *SCOP Module 1 Workbook*,
- b. Office of Boating Safety (2006) *Safe Boating Guide*, Transport Canada, and
- c. Pleasure Craft Safety Equipment Requirements Reference Sheets,
- d. Pleasure CraftType Cards,
- e. Pleasure Craft Safety Equipment Flash Cards,
- f. Terminology Crossword Handout,
- g. Trip Plan Worksheet,
- h. Trip Plan Scenario Cards,
- i. Safe Fuelling Flash Cards, and
- j. Safe Fuelling Wallet Cards.

10. **Test Details.** This EO is assessed IAW PCOC Test Protocol, Directorate of Cadets (DND), as approved by Transport Canada.

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

**EO C322.04 – DESCRIBE NAVIGATION SAFETY**

1. **Performance.** Describe Navigation Safety.
2. **Conditions**
  - a. Given:
    - (1) *Small Craft Operator's Program (SCOP) Module 1 Workbook*,
    - (2) Office of Boating Safety, *Safe Boating Guide*, Her Majesty the Queen in Right of Canada, as represented by Transport Canada, and
    - (3) Supervision.
  - b. Denied: Assistance.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** IAW the competency of operators of pleasure craft regulations of the *Canada Shipping Act*, the cadet will:
  - a. IAW *Collision Regulations*, describe:
    - (1) fundamental rules,
    - (2) right-of-way rules,
    - (3) lights and shapes,
    - (4) sound signals,
    - (5) signals to indicate distress, and
    - (6) radar reflector requirements;
  - b. describe *Canadian Aids to Navigation*, to include:
    - (1) lateral buoys,
    - (2) day beacons,
    - (3) cardinal buoys,
    - (4) special buoys, and
    - (5) warning signs, and
  - c. describe the carriage requirements and use of charts and nautical publications.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify safe boating practices, to include: <ol style="list-style-type: none"> <li>a. sharing waterways; and</li> <li>b. identifying the <i>Collision Regulations</i>; and               <ol style="list-style-type: none"> <li>(1) general rules,</li> </ol> </li> </ol>	Interactive Lecture	25 min	C1-098 C1-103

TP	Description	Method	Time	Ref
	(2) right-of-way rules, (3) lights and shapes, (4) sound signals, (5) signals to indicate distress, and (6) radar reflector requirements.			
TP2	Conduct an activity where the cadets will describe <i>Canadian Aids to Navigation</i> , to include: a. lateral buoys, and b. standard daybeacons.	In-Class Activity	20 min	C1-098 C1-103
TP3	Conduct an activity where the cadets will describe <i>Canadian Aids to Navigation</i> , to include: a. cardinal buoys, b. special buoys, and c. command and warning signs.	In-Class Activity	25 min	C1-098 C1-103
TP4	Describe navigational resources, to include: a. charts, b. topographical maps, c. compasses, and d. <i>Charts and Nautical Publication Regulations</i> .	Interactive Lecture	10 min	C1-098 C1-103

## 5. Time

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	35 min
c.	In-Class Activity:	45 min
d.	Total:	90 min

## 6. Substantiation

- An interactive lecture was chosen for TPs 1 and 4 present basic material and to orient the cadets with aspects of safe boating practices and navigational resources.
- An in-class activity was chosen for TPs 2 and 3 as it is an interactive way to provoke thought and stimulate an interest in navigation safety.

## 7. References

- C1-098 (ISBN 0-662-42286-4) Office of Boating Safety (2006). *Safe Boating Guide*. Ottawa, ON: Her Majesty the Queen of Right of Canada, as represented by Transport Canada.
- C1-103 Transport Canada. *Collision Regulations*. (2001). Retrieved April 03, 2008, from <http://www.tc.gc.ca/acts-regulations/GENERAL/C/csa/regulations/010/csa014/csa14.html>.

- c. C1-103 Transport Canada. *TP14352 Rules of the Road*. (2007). Retrieved April 18, 2008, from <http://www.tc.gc.ca/Publications/bil/TP14352/PDF/HR/TP14352EF.pdf>.
- d. C1-103 Transport Canada. *TP14541 Lateral Buoys and Standard Daybeacons*. (2007). Retrieved April 18, 2008, from <http://www.tc.gc.ca/Publications/bil/TP14351/PDF/HR/TP14541EF.pdf>.
- e. C1-103 Transport Canada. *TP14542 Cardinal Buoys and Special Buoys*. (2007). Retrieved April 18, 2008, from <http://www.tc.gc.ca/Publications/bil/TP14352/PDF/HR/TP14542EF.pdf>.
- f. C1-103 Transport Canada. *Charts and Nautical Publications Regulations*. (2001). Retrieved April 03, 2008, from <http://www.tc.gc.ca/acts-regulations/GENERAL/C/csa/regulations/010/csa011/csa11.html>.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area, and
- b. Collision Regulations Exercise Answer Key.

9. **Learning Aids**

- a. *SCOP Module 1 Workbook*,
- b. Office of Boating Safety, *Safe Boating Guide*, Her Majesty the Queen in Right of Canada, as represented by Transport Canada,
- c. Rules of the Road Handout,
- d. Collision Regulations Exercise,
- e. Lateral Buoys and Standard Daybeacons Handout,
- f. Lateral Buoy Exercise Handout,
- g. Cardinal Buoys and Special Buoys Handout, and
- h. Cardinal and Special Buoys Exercise Handout.

10. **Test Details.** This EO is assessed IAW PCOC Test Protocol, Directorate of Cadets (DND), as approved by Transport Canada.

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

**SECTION 15**  
**PO 323 – SERVE IN A NAVAL ENVIRONMENT**

1. **Performance.** Serve in a Naval Environment.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet will:
  - a. identify the corps' structure, to include:
    - (1) functional organization,
    - (2) duty personnel organization, and
    - (3) training organization; and
  - b. perform the duties of the Quartermaster.
4. **Remarks.** Corps should follow a ship's routine to reinforce this PO.
5. **Complementary Material**
  - a. Complementary material associated with PO 323 is designed to enhance the cadet's ability to serve in a naval environment through a number of activities:
    - (1) EO C323.01 (Communicate Using Flags and Pennants),
    - (2) EO C323.02 (Pipe Wakey Wakey), and
    - (3) EO C323.03 (Pipe Hands to Dinner).
  - b. Some complementary training offered in previous phases may be conducted as complementary training in Phase Three, specifically:
    - (1) EO C223.01 (Define Naval Terminology, A-CR-CCP-602/PG-001, Chapter 4, Section 12),
    - (2) EO C223.02 (Pipe the Side, A-CR-CCP-602/PG-001, Chapter 4, Section 12),
    - (3) EO C123.01 (Read the 24-hour Clock, A-CR-CCP-601/PG-001, Chapter 4, Section 12),
    - (4) EO C123.02 (Recite the Phonetic Alphabet, A-CR-CCP-601/PG-001, Chapter 4, Section 12), and
    - (5) EO C123.03 (Participate in a Semaphore Exercise, A-CR-CCP-601/PG-001, Chapter 4, Section 12).
  - c. When selecting complementary material from previous phases, training staff will review the applicable performance objective, lesson specification(s) and instructional guide(s).

- d. Complementary training associated with PO 323 is limited to a total of 7 periods. Corps are not required to use all 7 periods.

**EO M323.01 – PERFORM CORPS DUTIES**

1. **Performance.** Perform Corps Duties.
2. **Conditions**
  - a. Given:
    - (1) Boatswain's call,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall:
  - a. describe the corps structure, to include:
    - (1) functional organization,
    - (2) duty personnel organization, and
    - (3) training organization; and
  - b. perform the duties of a Quartermaster.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain corps' structure, to include: <ol style="list-style-type: none"> <li>a. functional organization,</li> <li>b. duty personnel organization, and</li> <li>c. training organization.</li> </ol>	Interactive Lecture	10 min	Corps Standing Orders A1-047
TP2	Describe the duties of a Quartermaster, to include: <ol style="list-style-type: none"> <li>a. running colours and sunset;</li> <li>b. maintain the corps' routine;</li> <li>c. controlling the corps' broadcast system;</li> <li>d. controlling the brow; and</li> <li>e. ensuring the cleanliness of the brow area.</li> </ol>	Interactive Lecture	10 min	A1-047
TP3	Conduct an activity where the cadets will perform the duties of a Quartermaster.	In-Class Activity	30 min	

5. **Time**

- |    |                          |        |
|----|--------------------------|--------|
| a. | Introduction/Conclusion: | 10 min |
| b. | In-Class Activity:       | 40 min |
| c. | Interactive Lecture:     | 10 min |
| d. | Total:                   | 60 min |

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 2 as it allows the instructor to deliver new information on the duties of a Quartermaster and to involve the cadets by encouraging them to ask and respond to questions.
- b. An in-class activity was chosen for TP 3 as it is an interactive way to allow the cadets to perform the duties of a Quartermaster under supervision.

7. **References.** A1-047 Director Cadets 4. (1994). CATO 31-01 *Sea Cadet Corps' Standardized Standing Orders*. Ottawa, ON: Department of National Defence.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Organizational charts,
- c. Boatswain's call, and
- d. Cleaning supplies.

9. **Learning Aids**

- a. Organizational charts, and
- b. Boatswain's call.

10. **Test Details.** This EO is assessed IAW with Chapter 3, [Annex B, Appendix 5](#) (323 EC 01) and Chapter 3, [Annex B, Appendix 6](#) (323 PC).

11. **Remarks.** This EO should be conducted early in the year to allow the cadets to perform the duties of the Quartermaster during the training year.



**EO C323.01 – COMMUNICATE USING FLAGS AND PENNANTS**

1. **Performance.** Communicate Using Flags and Pennants.

2. **Conditions**

a. Given:

(1) Flags and pennants, to include:

- (a) alpha,
- (b) bravo,
- (c) golf,
- (d) india,
- (e) juliett,
- (f) oscar,
- (g) papa,
- (h) quebec,
- (i) uniform,
- (j) x-ray,
- (k) zulu,
- (l) flag '5',
- (m) preparative, and
- (n) 3<sup>rd</sup> substitute,

(2) Signal mast,

(3) Supervision, and

(4) Assistance as required.

b. Denied: N/A.

c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard.** The cadet shall communicate a message using the given flags and pennants.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain flags and pennants, to include: <ul style="list-style-type: none"> <li>a. purpose,</li> <li>b. call sign,</li> <li>c. tack line, and</li> <li>d. combining signals.</li> </ul>	Interactive Lecture	5 min	A1-020 (pp. 1-2 to 1-4, p. 1-8, p. 1-10)

TP	Description	Method	Time	Ref
TP2	<p>Explain the following signal hoist terms:</p> <ul style="list-style-type: none"> <li>a. bent on,</li> <li>b. hoist,</li> <li>c. close up,</li> <li>d. at the dip, and</li> <li>e. haul down (strike).</li> </ul>	Interactive Lecture	5 min	<p>A1-002 (pp. 1-2-1 to 1-2-3, p. 1-2-5)</p> <p>A1-004 (p. 3-27)</p>
TP3	<p>Conduct an activity where the cadets will identify and describe the meaning of the following flags and pennants:</p> <ul style="list-style-type: none"> <li>a. alpha,</li> <li>b. bravo,</li> <li>c. golf,</li> <li>d. india,</li> <li>e. juliett,</li> <li>f. oscar,</li> <li>g. papa,</li> <li>h. quebec,</li> <li>i. uniform,</li> <li>j. x-ray,</li> <li>k. zulu,</li> <li>l. flag '5',</li> <li>m. preparative, and</li> <li>n. 3<sup>rd</sup> substitute.</li> </ul>	In-Class Activity	40 min	A1-020 (pp. 2-1 to 2-12)
TP4	<p>Identify the parts of a signal mast, to include:</p> <ul style="list-style-type: none"> <li>a. mast,</li> <li>b. masthead (truck),</li> <li>c. yard,</li> <li>d. gaff, and</li> <li>e. halyard.</li> </ul>	Interactive Lecture	5 min	A1-002 (pp. 1-2-1 to 1-2-6, p. 1-2-8)
TP5	Identify the superior positions on a signal mast.	Interactive Lecture	5 min	A1-002 (p. 2A-3)
TP6	Conduct activities where the cadets will communicate using flags and pennants.	In-Class Activity	50 min	

## 5. Time

a.	Introduction/Conclusion:	10 min
b.	Interactive Lecture:	20 min
c.	In-Class Activity:	90 min
d.	Total:	120 min

## 6. Substantiation

- a. An interactive lecture was chosen for TPs 1, 2, 4 and 5 to introduce the flags and pennants commonly used in sea cadet training.
- b. An in-class activity was chosen for TPs 3 and 6 as it is an interactive way to confirm the cadet's knowledge of flags and pennants.

## 7. References

- a. A1-002 Chief of the Maritime Staff/Staff Officer Heritage. (2004). *Manual of Ceremony for HMC Ships, Submarines and Naval Reserve Divisions*. Ottawa, ON: Department of National Defence.
- b. A1-020 North American Treaty Organization. (2003). MTP 1(D), *Multinational Maritime Tactical Signal and Manoeuvring Book* (Vol. 2). Washington, DC: Custodian North American Treaty Organization Standardization Agency.

## 8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Signal mast,
- c. Signal hoist answer key,
- d. Tack line, and
- e. Flags and pennants, to include:
  - (1) alpha,
  - (2) bravo,
  - (3) golf,
  - (4) india,
  - (5) juliett,
  - (6) oscar,
  - (7) papa,
  - (8) quebec,
  - (9) uniform,
  - (10) x-ray,
  - (11) zulu,

- (12) flag '5',
- (13) preparative, and
- (14) 3<sup>rd</sup> substitute.

9. **Learning Aids**

- a. Signal mast,
- b. Flag flash cards,
- c. Flag flash card results sheet,
- d. Large sack/bag,
- e. Signal mast handout,
- f. Signal hoist cue cards,
- g. Signal hoist results sheet,
- h. Tack line, and
- i. Flags and pennants, to include:
  - (1) alpha,
  - (2) bravo,
  - (3) golf,
  - (4) india,
  - (5) juliett,
  - (6) oscar,
  - (7) papa,
  - (8) quebec,
  - (9) uniform,
  - (10) x-ray,
  - (11) zulu,
  - (12) flag '5',
  - (13) preparative, and
  - (14) 3<sup>rd</sup> substitute.

10. **Test Details.** N/A.

11. **Remarks**

- a. This lesson may be taught in four periods during a weekend training day or four periods over two training nights consisting of TPs 1 to 4 on the first night and TPs 5 and 6 on the second night.

- b. If time permits the cadets can qualify for the Sea Cadet Flags and Pennants Certificate. This can be achieved by identifying and describing the meaning of all flags and pennants used by the Canadian Navy with an accuracy of 80 percent and reciting the phonetic alphabet with an accuracy of 90 percent. Remaining flags and pennants can be found in reference A1-020 (pp. 2-1 to 2-12).

**EO C323.02 – PIPE WAKEY WAKEY**

1. **Performance.** Pipe Wakey Wakey.

2. **Conditions**

- a. Given:
  - (1) Boatswain's call,
  - (2) Supervision, and
  - (3) Assistance as required.
- b. Denied: N/A.
- c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard.** The cadet shall pipe Wakey Wakey.

4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the purpose of Wakey Wakey.	Interactive Lecture	5 min	A1-022
TP2	Demonstrate and have the cadets practice piping Wakey Wakey, to include: <ul style="list-style-type: none"> <li>a. note sequence, and</li> <li>b. timings.</li> </ul>	Demonstration and Performance	45 min	A1-022

5. **Time**

- a. Introduction/Conclusion: 10 min
- b. Interactive Lecture: 5 min
- c. Demonstration and Performance: 45 min
- d. Total: 60 min

6. **Substantiation**

- a. An interactive lecture was chosen for TP 1 to introduce piping Wakey Wakey and to provide an overview of its purpose.
- b. Demonstration and performance was chosen for TP 2 as it allows the instructor to demonstrate piping Wakey Wakey while providing an opportunity for the cadets to practice making the pipe under supervision.

7. **References.** A1-022 Canadian Navy. (2006). *Youth Section–Pipe Sounds*. Retrieved February 28, 2007, from [http://www.navy.forces.gc.ca/cms\\_youth/youth\\_articles\\_e.asp?id=506](http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=506).

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Boatswain's call, and
- c. Cleaning supplies.

9. **Learning Aids**

- a. Boatswain's call, and
- b. Wakey Wakey diagram.

10. **Test Details.** N/A.

11. **Remarks**

- a. Instructors can find audio samples of the Wakey Wakey at reference A1-022 that may be played for the cadets during this lesson.
- b. Ensure the boatswain's calls are cleaned with a cleaning solution between uses.

**EO C323.03 – PIPE HANDS TO DINNER**

1. **Performance.** Pipe Hands to Dinner.
2. **Conditions**
  - a. Given:
    - (1) Boatswain's call,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall pipe Hands to Dinner.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the purpose of Hands to Dinner.	Interactive Lecture	5 min	C1-003 (p. 339)
TP2	Demonstrate and have the cadets practice the following tones: <ol style="list-style-type: none"> <li>a. the warble, and</li> <li>b. the trill.</li> </ol>	Demonstration and Performance	20 min	C1-003 (p. 338, p. 339)
TP3	Demonstrate and have the cadets practice piping Hands to Dinner, to include: <ol style="list-style-type: none"> <li>a. note sequence, and</li> <li>b. timings.</li> </ol>	Demonstration and Performance	55 min	A1-022 C1-003 (p. 340) C1-043

5. **Time**
  - a. Introduction/Conclusion: 10 min
  - b. Interactive Lecture: 5 min
  - c. Demonstration and Performance: 75 min
  - d. Total: 90 min
6. **Substantiation**
  - a. An interactive lecture was chosen for TP 1 to introduce piping Hands to Dinner and to provide an overview of its purpose.
  - b. Demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to demonstrate the warble, the trill and Hands to Dinner while providing an opportunity for the cadets to practice making the pipe under supervision.



**7. References**

- a. A1-022 Canadian Navy. (2006). *Youth Section—Pipe Sounds*. Retrieved February 28, 2007, from [http://www.navy.forces.gc.ca/cms\\_youth/youth\\_articles\\_e.asp?id=506](http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=506).
- b. C1-003 (ISBN 11-770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964* (Vol. 1). London, England: Her Majesty's Stationery Office.
- c. C1-043 Ready Aye Ready. (n.d.). *The Boatswain's Call*. Retrieved February 19, 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.

**8. Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Boatswain's call, and
- c. Cleaning supplies.

**9. Learning Aids**

- a. Boatswain's call, and
- b. Hands to Dinner diagram.

**10. Test Details.** N/A.**11. Remarks**

- a. Instructors can find audio samples of Hands to Dinner at reference A1-022 that may be played for the cadets during this lesson.
- b. Ensure the boatswain's calls are cleaned with a cleaning solution between uses.

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**SECTION 16****PO 324 – SAIL A SAILBOAT IAW THE CANADIAN  
YACHTING ASSOCIATION (CYA) WHITE SAIL LEVEL II**

1. **Performance.** Sail a Sailboat IAW the Canadian Yachting Association (CYA) White Sail Level II.
2. **Conditions**
  - a. Given:
    - (1) *CYA White Sail II Practical Skills Checklist*,
    - (2) Fully equipped sailboat,
    - (3) Helmet,
    - (4) Personal Floatation Device (PFD),
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: In wind speeds of 4–9 knots (8–15 km/h).
3. **Standard.** IAW the Canadian Yachting Association, *CYA Sailing Logbook*, Canadian Yachting Association, White Sail Level II, the cadet will sail a sailboat.
4. **Remarks.** IAW the Canadian Yachting Association, *CYA Sailing Logbook*, Canadian Yachting Association, White Sail Level II, the cadet will be required to complete the most applicable of the following EOs based on the facilities at the given sail centre:
  - a. EO M324.05 (Dock a Sailboat),
  - b. EO M324.06 (Beach a Sailboat), or
  - c. EO M324.11 (Moor a Sailboat).
5. **Complementary Material.** No new complementary training will be added in the Phase Three Program.

**EO M324.01 – PREPARE FOR A SAIL WEEKEND**

1. **Performance.** Prepare for a Sail Weekend.
2. **Conditions**
  - a. Given:
    - (1) *CYA White Sail II Practical Skills Checklist*,
    - (2) Supervision, and
    - (3) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** The cadet shall prepare for a sail weekend by attending a briefing that focuses on:
  - a. the skills required to obtain CYA White Sail Level II,
  - b. a sail weekend schedule, and
  - c. the sail centre standard operating procedures (SOPs).
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Review the skills found in the <i>CYA White Sail II Practical Skills Checklist</i> , to include: <ol style="list-style-type: none"> <li>a. ashore skills, to include:               <ol style="list-style-type: none"> <li>(1) identifying parts of the hull;</li> <li>(2) identifying rigging items;</li> <li>(3) identifying the sails; and</li> <li>(4) tying knots;</li> </ol> </li> <li>b. afloat skills, to include:               <ol style="list-style-type: none"> <li>(1) leaving from a dock;</li> <li>(2) returning to a dock;</li> <li>(3) demonstrating helming skills;</li> <li>(4) demonstrating crewing skills;</li> <li>(5) describing sailing by the lee;</li> <li>(6) identifying wind speed using waves;</li> <li>(7) applying sailing terminology; and</li> <li>(8) recovering a turtled sailboat; and</li> </ol> </li> <li>c. achieving White Sail Level II.</li> </ol>	Interactive Lecture	15 min	C1-007 (p.108, p.109) C1-008 C1-099
TP2	Give an overview of the sail weekend schedule, to include: <ol style="list-style-type: none"> <li>a. the timings (pick up and drop-off), and</li> </ol>	Interactive Lecture	5 min	

TP	Description	Method	Time	Ref
	b. the daily routine.			
TP3	Review the sail centre SOPs, highlighting: a. the location, b. the basic rules, c. the weekend expectations (weather, capsizing, food, etc), and d. the suggested clothing and footwear for a sail weekend.	Interactive Lecture	5 min	Local sail centre SOPs

5. **Time**

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

6. **Substantiation.** An interactive lecture was chosen for this lesson to introduce the skills required to obtain CYA White Sail Level II, to discuss the expectations of a sail weekend and to give direction on procedures that will be followed during 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.
- C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail II Practical Skills Checklist*. Retrieved October 5, 2007, from <http://www.sailing.ca/cbet/content/WIIChecklist.doc>.
- C1-099 (ISBN 0-920232-26-4) Canadian Yachting Association. (2003). *Canadian Yachting Association Sailing Logbook*. Kingston, ON: Canadian Yachting Association.

8. **Training Aids**

- Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- CYA White Sail II Practical Skills Checklist, and
- Local sail centre SOPs.

9. **Learning Aids.** Handout of CYA White Sail II Practical Skills Checklist, located at reference C1-008.

10. **Test Details.** N/A.

11. **Remarks**

- This EO is to be scheduled at the corps during regular training. All proceeding EOs will be taught at the local sail centre.
- Corps should contact the local sail centre to obtain a copy of the centre's SOPs.

**EO M324.02 – PREPARE FOR SAILING**

1. **Performance.** Prepare for Sailing.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** IAW the Canadian Yachting Association, *CYA Sailing Logbook*, Canadian Yachting Association, White Sail Level II, the cadet shall:
  - a. identify wind speeds using wave conditions;
  - b. define sailing terminology; and
  - c. identify methods of capsizing avoidance.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain how to identify wind speeds using wave conditions, to include: small ripples (2– 4 knots [3–7 km/h]), wavelets (5–8 knots [8–15 km/h]), small waves with occasional whitecaps (9– 11 knots [16–20 km/h]), and substantial waves with abundant whitecaps (12 knots [21 km/h] and above).	Interactive Lecture	15 min	C1-007 (p. 100) C1-008 C1-099 (p. 25)
TP2	Conduct an activity where the cadets will define sailing terminology, to include: <ol style="list-style-type: none"> <li>a. heading up,</li> <li>b. luffing,</li> <li>c. head to wind,</li> <li>d. heeling,</li> <li>e. hiking,</li> <li>f. tacking,</li> <li>g. beating,</li> <li>h. bearing away,</li> <li>i. gybing,</li> <li>j. windward,</li> <li>k. leeward,</li> </ol>	In-Class Activity	25 min	C1-105 (p. 197, p. 199) C1-007 (pp. 113–120) C1-008 C1-099 (p. 25)

TP	Description	Method	Time	Ref
	l. skipper, m. crew, and n. helmsman.			
TP3	Explain how to avoid capsizing, to include: a. hiking; b. trimming the sails; and c. controlling the tiller, to include: (1) pinching; and (2) heading up.	Interactive Lecture	10 min	C1-007 (p. 51, p. 79, p. 80) C1-008 C1-099 (p. 26)

## 5. Time

- a. Ashore:
  - (1) Introduction/Conclusion: 10 min
  - (2) Interactive Lecture: 25 min
  - (3) In-Class Activity: 25 min
  - (4) Subtotal: 60 min
- b. Afloat: N/A.
- c. Total: 60 min

## 6. Substantiation

- a. An interactive lecture was chosen for TPs 1 and 3 to present basic material and to orient the cadets to aspects of sail training prior to participating in practical training.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought, stimulate interest and present basic sailing terminology.

## 7. References

- a. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (2001). *Basic Sailing Skills*. Kingston, ON: Canadian Yachting Association.
- b. C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail II Practical Skills Checklist*. Retrieved October 5, 2007, from <http://www.sailing.ca/cbet/content/WIIChecklist.doc>.
- c. C1-099 (ISBN 0-920232-26-4) Canadian Yachting Association. (2003). *Canadian Yachting Association Sailing Logbook*. Kingston, ON: Canadian Yachting Association.
- d. C1-105 (ISBN 0-920232-27-2) West, G. (n.d.). *Basic Cruising Skills*. Kingston, ON: Canadian Yachting Association.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for classroom/training area,
- b. Fully equipped sailboat,
- c. Line, and
- d. Spar.

9. **Learning Aids**

- a. Fully equipped sailboat,
- b. Line,
- c. Spar,
- d. Sailing terminology handout,
- e. Paper, and
- f. Pens/pencils.

10. **Test Details.** This EO will be assessed IAW Chapter 3, [Annex B, Appendix 7](#) (324 EC 01).

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



**EO M324.03 – TIE A HITCH AND A BEND**

1. **Performance.** Tie a Hitch and a Bend.
2. **Conditions**
  - a. Given:
    - (1) Line,
    - (2) Spar,
    - (3) Supervision, and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard.** IAW the Canadian Yachting Association, *CYA Sailing Logbook*, Canadian Yachting Association, White Sail Level II, the cadet shall tie:
  - a. a rolling hitch, and
  - b. a sheet bend.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the use of a rolling hitch.	Interactive Lecture	5 min	C1-007 (p. 101)
TP2	Demonstrate and have the cadets tie a rolling hitch.	Demonstration and Performance	10 min	A1-004 (p. 5-31) C1-008 C1-099 (p. 24)
TP3	Explain the use of a sheet bend.	Interactive Lecture	5 min	C1-007 (p. 39)
TP4	Demonstrate and have the cadets tie a sheet bend.	Demonstration and Performance	5 min	C1-002 (p. 112) C1-007 (p. 39) C1-008 C1-099 (p. 24)

## 5. Time

- a. Ashore:
  - (1) Introduction/Conclusion: 5 min
  - (2) Interactive Lecture: 10 min
  - (3) Demonstration and Performance: 15 min
  - (4) Subtotal: 30 min
- b. Afloat: N/A.
- c. Total: 30 min

## 6. Substantiation

- a. An interactive lecture was chosen for TPs 1 and 3 as it allows the instructor to explain the basic use and application of the rolling hitch and sheet bend, and allows the cadet to ask questions prior to participating in practical training.
- b. Demonstration and performance was chosen for TPs 2 and 4 as it allows the instructor to explain and demonstrate how to tie the rolling hitch and the sheet bend while providing an opportunity for the cadets to practice these skills under supervision.

## 7. References

- a. A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (2000). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- b. C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Chartwell Books, Inc.
- c. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (2001). *Basic Sailing Skills*. Kingston, ON: Canadian Yachting Association.
- d. C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail II Practical Skills Checklist*. Retrieved October 5, 2007, from <http://www.sailing.ca/cbet/content/WIIChecklist.doc>.
- e. C1-099 (ISBN 0-920232-26-4) Canadian Yachting Association. (2002). *Canadian Yachting Association Sailing Logbook*. Kingston, ON: Canadian Yachting Association.

## 8. Training Aids

- a. Line,
- b. Spar, and
- c. *CYA White Sail II Practical Skills Checklist*.

## 9. Learning Aids

- a. Line,
- b. Spar, and
- c. Rolling hitch and sheet bend handout.

10. **Test Details.** This EO will assessed IAW Chapter 3, [Annex B](#), [Appendix 8](#) (324 EC 02).
11. **Remarks.** N/A.

**EO M324.04 – RIG A SAILBOAT**

1. **Performance.** Rig a Sailboat.
2. **Conditions**
  - a. Given:
    - (1) Fully equipped sailboat,
    - (2) Helmet,
    - (3) PFD,
    - (4) Supervision, and
    - (5) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard.** IAW the Canadian Yachting Association, *CYA Sailing Logbook*, Canadian Yachting Association, White Sail Level II, while rigging a sailboat, the cadet shall identify:
  - a. the sails,
  - b. running rigging,
  - c. parts of the hull, and
  - d. parts of the standing rigging.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Identify the location and explain the functions of the sails and parts included in the running rigging, to include: <ol style="list-style-type: none"> <li>a. main halyard,</li> <li>b. jib halyard,</li> <li>c. boom vang,</li> <li>d. outhaul,</li> <li>e. mainsail,</li> <li>f. batten,</li> <li>g. jib sail,</li> <li>h. mainsheet, and</li> <li>i. jib sheet.</li> </ol>	Interactive Lecture	5 min	C1-007 (p. 17, p. 18, p. 37, p. 108, p. 109, pp. 113–119) C1-008 C1-099 (p. 24)
TP2	Identify the location and explain the functions of the parts of the hull, to include: <ol style="list-style-type: none"> <li>a. bow,</li> <li>b. stern,</li> </ol>	Interactive Lecture	5 min	C1-007 (p. 17, p. 18, p. 108, p. 109, pp. 113–119)

TP	Description	Method	Time	Ref
	<ul style="list-style-type: none"> <li>c. transom,</li> <li>d. rudder,</li> <li>e. tiller,</li> <li>f. tiller extension,</li> <li>g. fairlead,</li> <li>h. centreboard,</li> <li>i. daggerboard,</li> <li>j. thwart, and</li> <li>k. hiking strap.</li> </ul>			C1-008 C1-099 (p. 24, pp. 113–119)
TP3	Identify the location and explain the functions of the parts of the standing rigging, to include: <ul style="list-style-type: none"> <li>a. mast,</li> <li>b. boom,</li> <li>c. gooseneck,</li> <li>d. cleats, to include:               <ul style="list-style-type: none"> <li>(1) cam,</li> <li>(2) clam,</li> <li>(3) tube, and</li> <li>(4) horn;</li> </ul> </li> <li>e. traveller/bridle,</li> <li>f. forestay,</li> <li>g. shrouds,</li> <li>h. spreaders,</li> <li>i. block, and</li> <li>j. shackle.</li> </ul>	Interactive Lecture	5 min	C1-007 (p. 17, p. 18, p. 108, p. 109, pp. 113–119) C1-008 C1-099 (p. 24) C1-106 (p. 132)
TP4	Conduct an activity where the cadets will identify the basic parts and functions of a sailboat, to include: <ul style="list-style-type: none"> <li>a. running rigging,</li> <li>b. the hull, and</li> <li>c. standing rigging.</li> </ul>	In-Class Activity	10 min	

5. **Time**

- a. Ashore:
  - (1) Introduction/Conclusion: 5 min
  - (2) Interactive Lecture: 15 min
  - (3) In-Class Activity: 10 min
  - (4) Subtotal: 30 min
- b. Afloat: N/A.
- c. Total: 30 min

6. **Substantiation**

- a. An interactive lecture was chosen for TPs 1 to 3 to introduce the sails, parts included in the running rigging, parts of the hull and parts of the standing rigging.
- b. An in-class activity was chosen for TP 4 as it is an interactive way to provoke thought, stimulate interest and present the basic sailboat parts and functions.

7. **References**

- a. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (2001). *Basic Sailing Skills*. Kingston, ON: Canadian Yachting Association.
- b. C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail II Practical Skills Checklist*. Retrieved October 5, 2007, from <http://www.sailing.ca/cbet/content/WIIChecklist.doc>.
- c. C1-099 (ISBN 0-920232-26-4) Canadian Yachting Association. (2002). *Canadian Yachting Association Sailing Logbook*. Kingston, ON: Canadian Yachting Association.
- d. C1-106 (ISBN 0-920232-19-1) Donaldson, S. (2001). *Advanced Sailing Skills*. Kingston, ON: Canadian Yachting Association.

8. **Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Fully equipped sailboat,
- c. Sailboat construction scoresheet, and
- d. *CYA White Sail II Practical Skills Checklist*.

9. **Learning Aids**

- a. Fully equipped sailboat,
- b. PFD, and
- c. Helmet.

10. **Test Details.** This EO will be assessed IAW Chapter 3, [Annex B](#), [Appendix 7](#) (324 EC 01).

11. **Remarks.** This EO shall be conducted on a mock-up or a sailboat alongside.

**EO M324.05 – DOCK A SAILBOAT**

1. **Performance.** Dock a Sailboat.
2. **Conditions**
  - a. Given:
    - (1) Fully equipped sailboat,
    - (2) Helmet,
    - (3) PFD,
    - (4) Paddle,
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: In wind speeds of 4–9 knots (8–15 km/h).
3. **Standard.** IAW the Canadian Yachting Association, *CYA Sailing Logbook*, Canadian Yachting Association, White Sail Level II, the cadet shall dock a sailboat, to include:
  - a. leaving a dock; and
  - b. returning to a dock.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	<p>Explain the procedure for leaving a dock, to include:</p> <ol style="list-style-type: none"> <li>a. the leeward side of a dock, to include:               <ol style="list-style-type: none"> <li>(1) rigging;</li> <li>(2) pulling in on the painter;</li> <li>(3) untying the painter;</li> <li>(4) pushing away from a dock; and</li> <li>(5) sheeting in; and</li> </ol> </li> <li>b. the windward side of a dock, to include:               <ol style="list-style-type: none"> <li>(1) pulling in on the painter;</li> <li>(2) untying the painter;</li> <li>(3) pushing away from the dock;</li> <li>(4) paddling;</li> <li>(5) pointing the bow into irons; and</li> <li>(6) rigging.</li> </ol> </li> </ol>	Interactive Lecture	10 min	C1-007 (p. 45)

TP	Description	Method	Time	Ref
TP2	<p>Explain the procedure for returning to a dock, to include:</p> <p>a. the leeward side of a dock, to include:</p> <p>(1) determining the leeward side;</p> <p>(2) positioning the sailboat for the J-approach;</p> <p>(3) approaching a dock; and</p> <p>(4) securing the painter to a dock; and</p> <p>b. the windward side of a dock, to include:</p> <p>(1) determining the windward side;</p> <p>(2) sailing to a point upwind of the dock;</p> <p>(3) pointing the bow into irons;</p> <p>(4) lowering the sails;</p> <p>(5) paddling; and</p> <p>(6) securing the painter to a dock.</p>	Interactive Lecture	10 min	C1-007 (p. 68, p. 69)
TP3	Conduct activities where the cadets will practice leaving and returning to a dock.	Practical Activity	60 min	C1-008 C1-099 (p. 25)

## 5. Time

- a. Ashore:
- |                              |        |
|------------------------------|--------|
| (1) Introduction/Conclusion: | 5 min  |
| (2) Interactive Lecture:     | 20 min |
| (3) Subtotal:                | 25 min |
- b. Afloat:
- |                              |        |
|------------------------------|--------|
| (1) Introduction/Conclusion: | 5 min  |
| (2) Practical Activity:      | 60 min |
| (3) Subtotal:                | 65 min |
- c. Total:
- |  |        |
|--|--------|
|  | 90 min |
|--|--------|

## 6. Substantiation

- a. An interactive lecture was chosen for TPs 1 and 2 to give direction on procedures when docking a sailboat in various wind directions, prior to practical application.
- b. A practical activity was chosen for TP 3 as it is an interactive way to allow the cadets to experience docking a sailboat in a safe and controlled environment. This activity contributes to the development of boat handling skills in a fun and challenging setting.

## 7. References

- a. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (2001). *Basic Sailing Skills*. Kingston, ON: Canadian Yachting Association.



- b. C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail Level II Practical Skills Checklist*. Retrieved April 3, 2006, from <http://www.sailing.ca/cbet/content/WIIChecklist.doc>.
- c. C1-099 (ISBN 0-920232-26-4) Canadian Yachting Association. (2003). *Canadian Yachting Association Sailing Logbook*. Kingston, ON: Canadian Yachting Association.

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

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Fully equipped sailboat,
- c. Whistle,
- d. Coach boat,
- e. Four buoys with lines and weights, and
- f. *CYA White Sail II Practical Skills Checklist*.

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

- a. Fully equipped sailboat,
- b. Helmet,
- c. PFD, and
- d. Paddle.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B, Appendix 10](#) (324 PC).

#### 11. **Remarks**

- a. The cadets will have several opportunities to practice docking a sailboat throughout the sail weekend(s).
- b. If the cadets have difficulty performing a skill, the coach should focus more time on that skill.
- c. IAW the Canadian Yachting Association, *CYA Sailing Logbook*, Canadian Yachting Association, White Sail Level II, the cadet will be required to complete the most applicable of the following EOs based on the facilities at the given sail centre:
  - (1) EO M324.05 (Dock a Sailboat),
  - (2) EO M324.06 (Beach a Sailboat), or
  - (3) EO M324.11 (Moor a Sailboat).

**EO M324.06 – BEACH A SAILBOAT**

1. **Performance.** Beach a Sailboat.
2. **Conditions**
  - a. Given:
    - (1) Fully equipped sailboat,
    - (2) Helmet,
    - (3) PFD,
    - (4) Paddle,
    - (5) Supervision, and
    - (6) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: In wind speeds of 4–9 knots (8–15 km/h).
3. **Standard.** IAW the Canadian Yachting Association, *CYA Sailing Logbook*, Canadian Yachting Association, White Sail Level II, the cadet shall beach a sailboat, to include:
  - a. leaving a beach; and
  - b. returning to a beach.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	<p>Explain the procedure for leaving a beach:</p> <ol style="list-style-type: none"> <li>a. with an offshore wind, to include:               <ol style="list-style-type: none"> <li>(1) rigging;</li> <li>(2) easing the sheets;</li> <li>(3) lowering the centreboard/ daggerboard halfway;</li> <li>(4) lowering the rudder blade halfway;</li> <li>(5) steadying the sailboat;</li> <li>(6) skipper climbing in;</li> <li>(7) turning the sailboat sideways;</li> <li>(8) crew climbing in;</li> <li>(9) sheeting in; and</li> <li>(10) setting the fastest course to deeper water; and</li> </ol> </li> <li>b. with an onshore wind, to include:               <ol style="list-style-type: none"> <li>(1) rigging;</li> <li>(2) easing the sheets;</li> </ol> </li> </ol>	Interactive Lecture	5 min	C1-007 (p. 45)

TP	Description	Method	Time	Ref
	<ul style="list-style-type: none"> <li>(3) lowering the centreboard/daggerboard halfway;</li> <li>(4) lowering the rudder blade halfway;</li> <li>(5) turning the sailboat onto the desired tack;</li> <li>(6) pushing off the beach;</li> <li>(7) skipper and crew climbing in quickly;</li> <li>(8) sheeting in; and</li> <li>(9) setting the fastest course to deeper water.</li> </ul>			
TP2	<p>Explain the procedure for returning to a beach:</p> <p>a. with an offshore wind, to include:</p> <ul style="list-style-type: none"> <li>(1) selecting an approach;</li> <li>(2) sailing towards the beach;</li> <li>(3) luffing the sails;</li> <li>(4) raising the centreboard/daggerboard;</li> <li>(5) raising the rudder blade;</li> <li>(6) crew exiting the sailboat;</li> <li>(7) skipper exiting the sailboat;</li> <li>(8) lowering the sails; and</li> <li>(9) removing the sailboat from the water; and</li> </ul> <p>b. with an onshore wind, to include:</p> <ul style="list-style-type: none"> <li>(1) selecting an approach;</li> <li>(2) pointing the sailboat into irons;</li> <li>(3) lowering the mainsail;</li> <li>(4) sailing towards the beach;</li> <li>(5) raising the centreboard/daggerboard;</li> <li>(6) raising the rudder blade;</li> <li>(7) crew exiting the sailboat;</li> <li>(8) skipper exiting the sailboat;</li> <li>(9) lowering the jib sail; and</li> <li>(10) removing the sailboat from the water.</li> </ul>	Interactive Lecture	10 min	C1-007 (p. 70)
TP3	Conduct activities where the cadets will practice leaving and returning to a beach.	Practical Activity	65 min	C1-008 C1-099 (p. 25)

**5. Time**

- a. Ashore:
  - (1) Introduction/Conclusion: 5 min
  - (2) Interactive Lecture: 15 min
  - (3) Subtotal: 20 min
- b. Afloat:
  - (1) Introduction/Conclusion: 5 min
  - (2) Practical Activity: 65 min
  - (3) Subtotal: 70 min
- c. Total: 90 min

**6. Substantiation**

- a. An interactive lecture was chosen for TPs 1 and 2 to give direction on procedures for beaching a sailboat in various wind directions, prior to practical application.
- b. A practical activity was chosen for TP 3 as it is an interactive way to allow the cadets to experience beaching a sailboat in a safe and controlled environment. This activity contributes to the development of boat handling skills in a fun and challenging setting.

**7. References**

- a. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (2001). *Basic Sailing Skills*. Kingston, ON: Canadian Yachting Association.
- b. C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail Level II Practical Skills Checklist*. Retrieved April 3, 2006, from <http://www.sailing.ca/cbet/content/WIIChecklist.doc>.
- c. C1-099 (ISBN 0-920232-26-4) Canadian Yachting Association. (2003). *Canadian Yachting Association Sailing Logbook*. Kingston, ON: Canadian Yachting Association.

**8. Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Fully equipped sailboat,
- c. Whistle,
- d. Coach boat,
- e. Five buoys with lines and weights, and
- f. *CYA White Sail II Practical Skills Checklist*.

9. **Learning Aids**

- a. Fully equipped sailboat,
- b. Helmet,
- c. PFD, and
- d. Paddle.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 10](#) (324 PC).

11. **Remarks**

- a. The cadets will have several opportunities to practice beaching a sailboat throughout the sail weekend(s).
- b. If the cadets have difficulty performing a skill, the coach should focus more time on that skill.
- c. IAW the Canadian Yachting Association, *CYA Sailing Logbook*, Canadian Yachting Association, White Sail Level II, the cadet will be required to complete the most applicable of the following EOs based on the facilities at the given sail centre:
  - (1) EO M324.05 (Dock a Sailboat),
  - (2) EO M324.06 (Beach a Sailboat), or
  - (3) EO M324.11 (Moor a Sailboat).

**EO M324.07 – RIGHT A TURTLED SAILBOAT**

1. **Performance.** Right a Turtled Sailboat.
2. **Conditions**
  - a. Given:
    - (1) Fully equipped sailboat,
    - (2) Helmet,
    - (3) PFD,
    - (4) Supervision, and
    - (5) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: In wind speeds of 4–9 knots (8–15 km/h).
3. **Standard.** IAW the Canadian Yachting Association, *CYA Sailing Logbook*, Canadian Yachting Association, White Sail Level II, the cadet shall right a turtled sailboat.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the difference between a capsized and a turtled sailboat.	Interactive Lecture	5 min	C1-007 (pp. 90–93)
TP2	Discuss safety, to include: <ol style="list-style-type: none"> <li>a. staying with the sailboat;</li> <li>b. remaining calm;</li> <li>c. using the “hand over hand” method when manoeuvring around the sailboat;</li> <li>d. using a PFD to keep afloat; and</li> <li>e. communicating.</li> </ol>	Interactive Lecture	5 min	
TP3	Explain and demonstrate the following steps to right a turtled sailboat: <ol style="list-style-type: none"> <li>a. check yourself;</li> <li>b. check your crew;</li> <li>c. release any cleated sheets;</li> <li>d. the crew manoeuvres to the bow;</li> <li>e. the skipper manoeuvres to the centre of the hull;</li> <li>f. the crew swims the sailboat head to wind (irons);</li> </ol>	Demonstration	15 min	C1-007 (pp. 90–93)

TP	Description	Method	Time	Ref
	g. the skipper holds the centreboard/ daggerboard until the sailboat is in the capsize position; h. complete the capsize procedure; and i. bail the water and continuing sailing.			
TP4	Conduct an activity where the cadets will right a turtled sailboat.	Practical Activity	25 min	C1-008 C1-099 (p. 25)

## 5. Time

- a. Ashore:
  - (1) Introduction/Conclusion: 5 min
  - (2) Interactive Lecture: 10 min
  - (3) Demonstration: 15 min
  - (4) Subtotal: 30 min
- b. Afloat:
  - (1) Introduction/Conclusion: 5 min
  - (2) Practical Activity: 25 min
  - (3) Subtotal: 30 min
- c. Total: 60 min

## 6. Substantiation

- a. An interactive lecture was chosen for TPs 1 and 2 to present basic material and to orient the cadets to the steps for righting a turtled sailboat, prior to sailing.
- b. A demonstration was chosen for TP 3 as it allows the instructor to explain and demonstrate the steps to righting a turtled sailboat.
- c. A practical activity was chosen for TP 4 as it is an interactive way to allow the cadets to experience righting a turtled sailboat in a safe and controlled environment.

## 7. References

- a. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (2001). *Basic Sailing Skills*. Kingston, ON: Canadian Yachting Association.
- b. C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail Level II Practical Skills Checklist*. Retrieved April 3, 2006, from <http://www.sailing.ca/cbet/content/WIIChecklist.doc>.
- c. C1-099 (ISBN 0-920232-26-4) Canadian Yachting Association. (2003). *Canadian Yachting Association Sailing Logbook*. Kingston, ON: Canadian Yachting Association.

## 8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Fully equipped sailboat,

- c. Whistle,
- d. Coach boat,
- e. Four buoys with lines and weights, and
- f. *CYA White Sail II Practical Skills Checklist.*

9. **Learning Aids**

- a. Fully equipped sailboat,
- b. Helmet, and
- c. PFD.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B, Appendix 10](#) (324 PC).

11. **Remarks**

- a. Instructors shall ensure cadets are properly dressed, according to the weather, prior to participating in this EO.
- b. The cadets will have several opportunities to practice righting a turtled sailboat throughout the weekend(s).



**EO M324.08 – ADJUST TO POINTS OF SAIL**

1. **Performance.** Adjust to Points of Sail.
2. **Conditions**
  - a. Given:
    - (1) Fully equipped sailboat,
    - (2) Helmet,
    - (3) PFD,
    - (4) Supervision, and
    - (5) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: In wind speeds of 4–9 knots (8–15 km/h).
3. **Standard.** IAW the Canadian Yachting Association, *CYA Sailing Logbook*, Canadian Yachting Association, White Sail Level II, the cadet shall adjust to points of sail by:
  - a. identifying the points of sail;
  - b. changing direction;
  - c. trimming the sails; and
  - d. adjusting the centreboard/daggerboard.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain how to determine the tack a sailboat is sailing, to include: <ol style="list-style-type: none"> <li>a. port, and</li> <li>b. starboard.</li> </ol>	Interactive Lecture	5 min	C1-007 (p. 74, p. 119) C1-008 C1-099 (p. 24)
TP2	Conduct an activity where the cadets will identify the points of sail, to include: <ol style="list-style-type: none"> <li>a. irons,</li> <li>b. close hauled,</li> <li>c. close reach,</li> <li>d. beam reach,</li> <li>e. broad reach,</li> <li>f. running free, and</li> <li>g. sailing by the lee.</li> </ol>	In-Class Activity	10 min	C1-007 (p. 64, p. 72, p. 73) C1-008 C1-099 (p. 24)

TP	Description	Method	Time	Ref
TP3	<p>Explain how to adjust sail trim for each point of sail, to include:</p> <ul style="list-style-type: none"> <li>a. close hauled,</li> <li>b. close reach,</li> <li>c. beam reach,</li> <li>d. broad reach,</li> <li>e. running free, and</li> <li>f. sailing by the lee.</li> </ul>	Interactive Lecture	5 min	<p>C1-007 (p. 72, p. 73)</p> <p>C1-008</p> <p>C1-099 (p. 25)</p>
TP4	<p>Explain how to adjust the centreboard/ daggerboard for each point of sail, to include:</p> <ul style="list-style-type: none"> <li>a. close hauled,</li> <li>b. close reach,</li> <li>c. beam reach,</li> <li>d. broad reach,</li> <li>e. running free, and</li> <li>f. sailing by the lee.</li> </ul>	Interactive Lecture	5 min	<p>C1-007 (p. 81)</p> <p>C1-008</p> <p>C1-099 (p. 25)</p>
TP5	<p>Explain the steps to:</p> <ul style="list-style-type: none"> <li>a. heading up, to include: <ul style="list-style-type: none"> <li>(1) communicating;</li> <li>(2) pushing the tiller;</li> <li>(3) sheeting in;</li> <li>(4) maintaining boat balance; and</li> <li>(5) straightening the tiller; and</li> </ul> </li> <li>b. bearing away, to include: <ul style="list-style-type: none"> <li>(1) communicating;</li> <li>(2) pulling the tiller;</li> <li>(3) sheeting out;</li> <li>(4) maintaining boat balance; and</li> <li>(5) straightening the tiller.</li> </ul> </li> </ul>	Interactive Lecture	5 min	<p>C1-007 (pp. 53–57, p. 83)</p> <p>C1-008</p> <p>C1-099 (p. 25)</p>
TP6	Conduct activities where the cadets will sail on the various points of sail while heading up and bearing away.	Practical Activity	160 min	<p>C1-008</p> <p>C1-099 (p. 25)</p>

## 5. Time

a.	Ashore:	
	(1) Introduction/Conclusion:	5 min
	(2) Interactive Lecture:	20 min
	(3) In-class Activity:	10 min
	(4) Subtotal:	35 min
b.	Afloat:	
	(1) Introduction/Conclusion:	15 min
	(2) Practical Activity:	160 min
	(3) Subtotal:	175 min
c.	Total:	210 min

## 6. Substantiation

- a. An interactive lecture was chosen for TPs 1, 3, 4 and 5 to present basic material and to orient the cadets to aspects of the points of sail required prior to participating practical training.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought, stimulate interest and present basic boat handling skills.
- c. A practical activity was chosen for TP 6 to allow the cadets to practice sailing on the various points of sail in a safe and controlled environment. This activity contributes to the development of boat handling, boat balance and sail adjustment skills in a fun and challenging setting.

## 7. References

- a. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (2001). *Basic Sailing Skills*. Kingston, ON: Canadian Yachting Association.
- b. C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail II Practical Skills Checklist*. Retrieved October 5, 2007, from <http://www.sailing.ca/cbet/content/WIIChecklist.doc>.
- c. C1-099 (ISBN 0-920232-26-4) Canadian Yachting Association. (2003). *Canadian Yachting Association Sailing Logbook*. Kingston, ON: Canadian Yachting Association.

## 8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Fully equipped sailboat,
- c. Whistle,
- d. Coach boat,
- e. Five buoys with lines and weights, and
- f. *CYA White Sail II Practical Skills Checklist*.

9. **Learning Aids**

- a. Points of sail handout,
- b. Fully equipped sailboat,
- c. Helmet, and
- d. PFD.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 9](#) (324 EC 03).

11. **Remarks**

- a. TPs 1 to 5 should be scheduled in the same period of instruction.
- b. TP 6 should be scheduled as six periods spread throughout the sail weekend(s).
- c. If a mock-up is used for TP 4, the instructor shall demonstrate centreboard/daggerboard positions alongside or on a mooring.
- d. The cadets will have several opportunities to practice heading up and bearing away throughout the sail weekend(s).
- e. If the cadets have difficulty performing a skill, the coach should focus more time on that skill.

**EO M324.09 – SAIL UPWIND**

1. **Performance.** Sail Upwind.
2. **Conditions**
  - a. Given:
    - (1) Fully equipped sailboat,
    - (2) Helmet,
    - (3) PFD,
    - (4) Supervision, and
    - (5) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: In wind speeds of 4–9 knots (8–15 km/h).
3. **Standard.** IAW the Canadian Yachting Association, *CYA Sailing Logbook*, Canadian Yachting Association, White Sail Level II, the cadet shall sail upwind, to include:
  - a. stopping;
  - b. sailing on a close reach;
  - c. sailing close hauled;
  - d. tacking; and
  - e. beating.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain how to stop a sailboat, to include: <ol style="list-style-type: none"> <li>a. communicating;</li> <li>b. pushing the tiller;</li> <li>c. easing the sheets;</li> <li>d. maintaining boat balance; and</li> <li>e. pulling the tiller.</li> </ol>	Interactive Lecture	5 min	C1-007 (p. 49) C1-008 C1-099 (p. 25)
TP2	Conduct activities where the cadets will stop a sailboat.	Practical Activity	30 min	C1-008 C1-099 (p. 25)
TP3	Conduct an activity where the cadets will identify how to tack a sailboat, to include: <ol style="list-style-type: none"> <li>a. communicating;</li> <li>b. pushing the tiller;</li> <li>c. switching sides;</li> <li>d. exchanging the tiller;</li> </ol>	In-Class Activity	10 min	C1-007 (pp. 58–64) C1-008 C1-099 (p. 25)

TP	Description	Method	Time	Ref
	e. exchanging the sheets; and f. maintaining a lookout.			
TP4	Conduct activities where the cadets will: a. sail on a close reach; b. sail close hauled; and c. tack a sailboat.	Practical Activity	120 min	C1-008 C1-099 (p. 25)
TP5	Explain how to beat upwind, to include: a. sailing close hauled; b. sailing by the ticklers; c. sailing by the luff; and d. landmarking.	Interactive Lecture	5 min	C1-007 (p. 78) C1-008 C1-099 (p. 25)
TP6	Conduct activities where the cadets will beat upwind.	Practical Activity	125 min	C1-007 (p. 78) C1-008 C1-099 (p. 25)

## 5. Time

- a. Ashore:
  - (1) Introduction/Conclusion: 5 min
  - (2) Interactive Lecture: 10 min
  - (3) In-Class Activity: 10 min
  - (4) Subtotal: 25 min
- b. Afloat:
  - (1) Introduction/Conclusion: 30 min
  - (2) Practical Activity: 270 min
  - (3) Subtotal: 305 min
- c. Total: 330 min

## 6. Substantiation

- a. An interactive lecture was chosen for TPs 1 and 5 to introduce the procedure for stopping a sailboat and beating.
- b. A practical activity was chosen for TPs 2, 4 and 6 to allow the cadets to practice sailing upwind in a safe and controlled environment. This activity contributes to the development of boat handling, boat balance and sail adjustment skills in a fun and challenging setting.
- c. An in-class activity was chosen for TP 3 as it is an interactive way to present basic upwind boat handling skills, provoke thought and stimulate interest among cadets.

## 7. References

- a. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (2001). *Basic Sailing Skills*. Kingston, ON: Canadian Yachting Association.

- b. C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail II Practical Skills Checklist*. Retrieved October 5, 2007, from <http://www.sailing.ca/cbet/content/WIIChecklist.doc>.
- c. C1-099 (ISBN 0-920232-26-4) Canadian Yachting Association. (2002). *Canadian Yachting Association Sailing Logbook*. Kingston, ON: Canadian Yachting Association.

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

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Fully equipped sailboat,
- c. Whistle,
- d. Coach boat,
- e. Four buoys with lines and weights,
- f. Race finish sheet,
- g. Racing scoresheet,
- h. Blue flag, and
- i. *CYA White Sail II Practical Skills Checklist*.

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

- a. Fully equipped sailboat,
- b. Helmet, and
- c. PFD.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B, Appendix 10](#) (324 PC).

#### 11. **Remarks**

- a. If the cadets have difficulty attaining a skill, the coach should focus more time on that skill.
- b. TP 1 should be scheduled during the same period of instruction as TP 2.
- c. TPs 3 and 4 should be scheduled as four periods throughout the sail weekend(s). The first period of instruction will include TP 3. The remaining three periods will provide additional training time for TP 4.
- d. TPs 5 and 6 should be scheduled as four periods throughout the sail weekend(s). The first period of instruction will include TP 5. The remaining three periods will provide additional training time for TP 6.

**EO M324.10 – SAIL DOWNWIND**

1. **Performance.** Sail Downwind.
2. **Conditions**
  - a. Given:
    - (1) Fully equipped sailboat,
    - (2) Helmet,
    - (3) PFD,
    - (4) Supervision, and
    - (5) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: In wind speeds of 4–9 knots (8–15 km/h).
3. **Standard.** IAW the Canadian Yachting Association, *CYA Sailing Logbook*, Canadian Yachting Association, White Sail Level II, the cadet shall sail downwind, to include:
  - a. running;
  - b. gybing; and
  - c. reaching.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain how to sail on a run, to include: <ol style="list-style-type: none"> <li>a. communicating;</li> <li>b. pulling the tiller;</li> <li>c. easing the sheets;</li> <li>d. making centreboard/daggerboard adjustments;</li> <li>e. straightening the tiller;</li> <li>f. switching sides; and</li> <li>g. preventing the boom from switching sides.</li> </ol>	Interactive Lecture	5 min	C1-007 (p. 84) C1-008 C1-099 (p. 25)
TP2	Conduct activities where the cadets will sail on a run.	Practical Activity	110 min	C1-008 C1-099 (p. 25)
TP3	Conduct an activity where the cadets will identify how to gybe a sailboat, to include: <ol style="list-style-type: none"> <li>a. communicating;</li> <li>b. pulling the tiller;</li> <li>c. guiding the boom;</li> </ol>	In-Class Activity	10 min	C1-007 (pp. 65–67) C1-008 C1-099 (p. 25)



TP	Description	Method	Time	Ref
	d. switching sides; e. exchanging the tiller; f. exchanging the sheets; and g. maintaining a lookout.			
TP4	Conduct activities where the cadets will: a. sail on a beam reach; b. sail on a broad reach; and c. gybe a sailboat.	Practical Activity	140 min	C1-008 C1-099 (p. 25)

## 5. Time

- a. Ashore:
  - (1) Introduction/Conclusion: 5 min
  - (2) Interactive Lecture: 5 min
  - (3) In-Class Activity: 10 min
  - (4) Subtotal: 20 min
- b. Afloat:
  - (1) Introduction/Conclusion: 30 min
  - (2) Practical Activity: 250 min
  - (3) Subtotal: 280 min
- c. Total: 300 min

## 6. Substantiation

- a. An interactive lecture was chosen for TP 1 to introduce the cadets to the technique of sailing on a run.
- b. A practical activity was chosen for TPs 2 and 4 as a way to practice sailing downwind in a safe and controlled environment. This activity contributes to the development of boat handling, boat balance and sail adjustment skills in a fun and challenging setting.
- c. An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought, stimulate interest and present basic downwind boat handling skills.

## 7. References

- a. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (2001). *Basic Sailing Skills*. Kingston, ON: Canadian Yachting Association.
- b. C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail II Practical Skills Checklist*. Retrieved October 5, 2007, from <http://www.sailing.ca/cbet/content/WIIChecklist.doc>.
- c. C1-099 (ISBN 0-920232-26-4) Canadian Yachting Association. (2002). *Canadian Yachting Association Sailing Logbook*. Kingston, ON: Canadian Yachting Association.

**8. Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Fully equipped sailboat,
- c. Whistle,
- d. Coach boat,
- e. Four buoys with lines and weights, and
- f. *CYA White Sail II Practical Skills Checklist.*

**9. Learning Aids**

- a. Fully equipped sailboat,
- b. Helmet, and
- c. PFD.

**10. Test Details.** This EO is assessed IAW Chapter 3, [Annex B](#), [Appendix 10](#) (324 PC).

**11. Remarks**

- a. TPs 1 and 2 should be scheduled as four periods spread throughout the sailing weekend(s). The first period of instruction will include TP 1. The remaining three periods will provide training time for TP 2.
- b. TPs 3 and 4 should be scheduled as five periods spread throughout the sail weekend(s). The first period of instruction will include TP 3. The remaining four periods will provide training time for TP 4.
- c. If cadets have difficulty attaining a skill, the instructor should focus more time on that skill.

**EO M324.11 – MOOR A SAILBOAT**

1. **Performance.** Moor a Sailboat.
2. **Conditions**
  - a. Given:
    - (1) Fully equipped sailboat,
    - (2) Helmet,
    - (3) PFD,
    - (4) Supervision, and
    - (5) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: In wind speeds of 4–9 knots (8–15 km/h).
3. **Standard.** IAW the Canadian Yachting Association, *CYA Sailing Logbook*, Canadian Yachting Association, White Sail Level II, the cadet shall moor a sailboat, to include:
  - a. leaving a mooring; and
  - b. returning to a mooring.
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Explain the procedure for leaving a mooring, to include: <ol style="list-style-type: none"> <li>a. lowering the centreboard/daggerboard;</li> <li>b. rigging the sailboat;</li> <li>c. untying the painter from the mooring;</li> <li>d. backing the jib sail;</li> <li>e. backing the mainsail;</li> <li>f. moving the tiller; and</li> <li>g. sheeting in.</li> </ol>	Interactive Lecture	5 min	C1-007 (p. 89)
TP2	Explain the J-approach method to be used when returning to a mooring, to include: <ol style="list-style-type: none"> <li>a. sailing downwind;</li> <li>b. heading up;</li> <li>c. luffing sails;</li> <li>d. grasping the mooring;</li> <li>e. tying the painter to the mooring; and</li> <li>f. de-rigging.</li> </ol>	Interactive Lecture	10 min	C1-007 (p. 89)

TP	Description	Method	Time	Ref
TP3	Conduct activities where the cadets will practice leaving and returning to a mooring.	Practical Activity	65 min	C1-007 (p. 89) C1-008 C1-099 (p. 25)

## 5. Time

- a. Ashore:
  - (1) Introduction/Conclusion: 5 min
  - (2) Interactive Lecture: 15 min
  - (3) Subtotal: 20 min
- b. Afloat:
  - (1) Introduction/Conclusion: 5 min
  - (2) Practical Activity: 65 min
  - (3) Subtotal: 70 min
- c. Total: 90 min

## 6. Substantiation

- a. An interactive lecture was chosen for TPs 1 and 2 to introduce the cadets to the method for leaving and returning to a mooring, and to orient the cadets to the duties of the skipper and crew, prior to practical application.
- b. A practical activity was chosen for TP 3 as it is an interactive way to allow the cadets to experience mooring a sailboat in a safe and controlled environment.

## 7. References

- a. C1-007 (ISBN 0-920232-17-5)/A-CR-CCP-009/PT-001 Donaldson, S. (2001). *Basic Sailing Skills*. Kingston, ON: Canadian Yachting Association.
- b. C1-008 Canadian Yachting Association. (2006). *Canadian Yachting Association White Sail Level II Practical Skills Checklist*. Retrieved April 3, 2006, from <http://www.sailing.ca/cbet/content/WIIChecklist.doc>.
- c. C1-099 (ISBN 0-920232-26-4) Canadian Yachting Association. (2003). *Canadian Yachting Association Sailing Logbook*. Kingston, ON: Canadian Yachting Association.

## 8. Training Aids

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area,
- b. Fully equipped sailboat,
- c. Whistle,
- d. Coach boat,
- e. Four buoys with lines and weights, and
- f. *CYA White Sail II Practical Skills Checklist*.

9. **Learning Aids**

- a. Fully equipped sailboat,
- b. Helmet, and
- c. PFD.

10. **Test Details.** This EO is assessed IAW Chapter 3, [Annex B, Appendix 10](#) (324 PC).

11. **Remarks**

- a. The cadets will have several opportunities to practice mooring a sailboat throughout the sail weekend(s).
- b. If the cadets have difficulty performing a skill, the coach should focus more time on that skill.
- c. IAW the Canadian Yachting Association, *CYA Sailing Logbook*, Canadian Yachting Association, White Sail Level II, the cadet will be required to complete the most applicable of the following EOs based on the facilities at the given sail centre:
  - (1) EO M324.05 (Dock a Sailboat),
  - (2) EO M324.06 (Beach a Sailboat), or
  - (3) EO M324.11 (Moor a Sailboat).

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**SECTION 17****PO 325 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND**

1. **Performance.** Participate in a Nautical Training Weekend.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Appropriate to activity IAW EO C325.02A or EO C325.02B.
3. **Standard.** Cadets shall participate in a nautical training weekend to:
  - a. reinforce mandatory and/or complementary phase training;
  - b. allow cadets participating in naval aspects of the CF or maritime community/industry; and
  - c. provide a hands-on opportunity that introduces new skills/knowledge.
4. **Remarks**
  - a. This PO can be achieved through completion of one of the following:
    - (1) EO C325.02A (Perform Small Craft/Vessel Duties While Underway). This option is seen to best meet the intention of this PO and should be given priority; or
    - (2) EO C325.02B (Participate in a Nautical Activity). This option may be used to achieve the PO should an activity that meets the criteria of EO C325.02A not be available.
  - b. The activity to be conducted during this weekend shall be identified by the corps CO in collaboration with detachment/RCSU staff.
5. **Complementary Material.** PO 325 is a complementary package designed to provide additional opportunities for cadets to employ and enhance their nautical skills/knowledge.

**EO C325.01 – PREPARE FOR A NAUTICAL TRAINING WEEKEND**

1. **Performance.** Prepare for a Nautical Training Weekend.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard.** IAW specified references, the cadet shall prepare for a nautical weekend, to include:
  - a. the activities/skills to be completed; and
  - b. the general weekend structure; to include:
    - (1) the weekend schedule, and
    - (2) the training site standard operating procedures (SOPs).
4. **Teaching Points**

TP	Description	Method	Time	Ref
TP1	Review skills to be practiced during the nautical training weekend.	Interactive Lecture	15 min	
TP2	Review the training site SOPs, highlighting: <ol style="list-style-type: none"> <li>a. the location,</li> <li>b. the basic rules, and</li> <li>c. the weekend expectations (weather, sleeping arrangements, food, etc).</li> </ol>	Interactive Lecture	5 min	
TP3	Give an overview of the nautical training 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.** An interactive lecture was chosen for this lesson to orient the cadets to the nautical training weekend and give an overview of the expectations and training that is to be completed.



**7. References**

- a. A1-010 A-CR-CCP-030/PT-001 D Cdts 4. (2005). *Water Safety Orders*. Ottawa, ON: Department of National Defence.
- b. A1-023 A-CR-CCP-601/PG-001 Director Cadets 3. (2006). *Phase One QSP*. Ottawa, ON: Department of National Defence.

**8. Training Aids**

- a. Presentation aids (eg, whiteboard/flip chart/OHP) appropriate for the classroom/training area, and Site SOPs.

**9. Learning Aids. N/A.****10. Test Details. N/A.****11. Remarks**

- a. The content of this EO will vary depending on the activity chosen from EO C325.01A (Perform Small Craft/Vessel Duties While Underway) or EO C325.01B (Participate in a Nautical Activity).
- b. Instructors shall contact the training site prior to this lesson to obtain a copy of the SOPs.

## EO C325.02A – PERFORM SMALL CRAFT/VESSEL DUTIES WHILE UNDERWAY

1. **Performance.** Perform Small Craft/Vessel Duties While Underway.
2. **Conditions**
  - a. Given:
    - (1) Fully equipped small craft/vessel,
    - (2) Supervision, and
    - (3) Assistance as required
  - b. Denied: N/A.
  - c. Environmental: Onboard a small craft/vessel while under way.
3. **Standard.** Cadets shall perform duties related to the operation of a small craft/vessel.
4. **Teaching Points**
  - a. The TPs will be dependant on, and specific to the small craft/vessel. Instructors shall ensure all TPs contribute to the standard of this EO.
  - b. Examples of TPs may include, but are not limited to:
    - (1) helming duties;
    - (2) crewing duties (bridge, lookout, etc);
    - (3) emergency response (POB, fire, flood, etc);
    - (4) berthing/slipping;
    - (5) anchor handling;
    - (6) line handling;
    - (7) ropework (knots, hitches, bends, splicing, etc.); and
    - (8) vessel familiarization training.
5. **Time**
  - a. Introduction/Conclusion: 20 min
  - b. Practical Activity: (4–6 hrs/day)
  - c. Total: Weekend
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to introduce cadets to small craft/vessel duties, and it allows the cadets to experience these duties in a safe and controlled environment. This nautical activity contributes to the development of small craft/vessel skills and knowledge in a fun and challenging setting.
7. **References**
  - a. A1-010 A-CR-CCP-030/PT-001 D Cdts 4. (2005). *Water Safety Orders*. Ottawa, ON: Department of National Defence.

- b. A1-023 A-CR-CCP-601/PG-001 Director Cadets 3. (2006). *Phase One QSP*. Ottawa, ON: Department of National Defence.
- 8. **Training Aids.** Training aids required will depend on the activity conducted under this EO.
- 9. **Learning Aids.** Learning aids required will depend on the activity conducted under this EO.
- 10. **Test Details.** N/A.
- 11. **Remarks**
  - a. Acceptable activities for this EO include, but are not limited to:
    - (1) PO 122 (Participate in a Small Craft Operations Weekend, A-CR-CCP-601/PG-001, Chapter 4, Section 11),
    - (2) Small Craft Operations Program training (excluding Modules 1 and 2),
    - (3) Canadian Coast Guard/CF/Commercial vessel day sail,
    - (4) charter vessel day sail,
    - (5) keelboat sailing at a yacht/sailing club,
    - (6) canoeing/kayaking,
    - (7) wind surfing, and
    - (8) ice boat sailing.
  - b. Activities that would not meet the criteria for this EO include, but are not limited to:
    - (1) surfing,
    - (2) water skiing,
    - (3) snorkelling,
    - (4) radio-controlled sailboats, and
    - (5) ship/vessel tours.
  - c. Instructors must verify the training aids and learning aids required prior to conducting the activity.

## EO C325.02B – PARTICIPATE IN A NAUTICAL ACTIVITY

1. **Performance.** Participate in a Nautical Activity.
2. **Conditions**
  - a. Given:
    - (1) Supervision, and
    - (2) Assistance as required
  - b. Denied: N/A.
  - c. Environmental: Suitable facilities or training area large enough to accommodate the entire group.
3. **Standard.** Cadets shall participate in a nautical activity to:
  - a. reinforce mandatory and/or complementary training;
  - b. allow cadets to participate in naval aspects of the CF or maritime community/industry; and
  - c. provide a hands-on opportunity that introduces new skills/knowledge.
4. **Teaching Points.** The TPs will be dependant on, and specific to the small craft/vessel. Instructors shall ensure all TPs contribute to the standard of this EO.
5. **Time**
  - a. Introduction/Conclusion: 20 min
  - b. Practical Activity: (4–6 hrs/day)
  - c. Total: Weekend
6. **Substantiation.** A practical activity was chosen for this lesson as it is an interactive way to introduce cadets to a nautical activity, and it allows the cadets to experience this activity in a safe and controlled environment. This nautical activity contributes to the development of skills and knowledge in a fun and challenging setting.
7. **References.** A1-010 A-CR-CCP-030/PT-001 D Cdts 4. (2005). *Water Safety Orders*. Ottawa, ON: Department of National Defence.
8. **Training Aids.** Training aids required will depend on the activity conducted under this EO.
9. **Learning Aids.** Learning aids required will depend on the activity conducted under this EO.
10. **Test Details.** N/A.
11. **Remarks**
  - a. This EO shall only be conducted if training IAW EO C325.02A (Perform Small Craft/Vessel Duties While Under Way) is not possible.
  - b. Acceptable activities for this EO include, but are not limited to:
    - (1) alongside ship training;
    - (2) damage control training;
    - (3) simulators (bridge, sailing, etc);

- (4) SCUBA diving (as per CATO 14-10, *Scuba Diving as Optional Training*);
  - (5) marine search and rescue (SAR) exercises;
  - (6) specialized seamanship training seminars (eg, rigging repair, sail making/repair, basic marine motor maintenance, etc);
  - (7) on the job training (dockyards, naval reserve divisions, CCG, etc); and
  - (8) sea survival training (CCG, CF, etc).
- c. Activities that would not meet the criteria for this EO include, but are not limited to:
- (1) tours,
  - (2) swimming,
  - (3) boat shows,
  - (4) model building, and
  - (5) viewing of competitions/events.
- d. Instructors must verify the training aids and learning aids required prior to conducting the activity.

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## SECTION 18

### 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.** IAW 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.
- c. Trivia:
  - (1) OPTION ONE:
    - (a) 6' Table (or suitable sitting area);
    - (b) Chairs (or suitable sitting area);
    - (c) Whistle;
    - (d) List of questions;
    - (e) Scoring sheet; and
    - (f) Pencil.
  - (2) OPTION TWO:
    - (a) 6' 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) 6' 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) Two pieces of line (4 m).
  - (2) Blindfolds ( one per cadet)
- i. Final Event:
  - (1) Boatswain pipe (equal to the number of divisions);
  - (2) One metre 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) 17 m - 12 mm manila (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) One staff member/senior cadet per station per team.

**9. Learning Aids**

- a. Heaving line:
  - (1) Heaving line.
- b. Whipping and splicing:
  - (1) One metre of line per phase one and two cadet;
  - (2) Spool of whipping twine;
  - (3) Knife; and
  - (4) One metre of three 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) One metre of line; and
  - (2) One small spar/dowel.
- e. Sheer legs:
  - (1) Hard hat (1 per cadet);
  - (2) 2 X wooden spars (4 - 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) One 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) Two pieces of line (4 m); and
  - (4) Blindfolds ( one per cadet).
- h. Final event:
- (1) Boatswain pipe (equal to the number of divisions);
  - (2) One metre 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) 17 m - 12 mm manila (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) One staff member/senior cadet per station per team.

10. **Test Details.** N/A.

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

- a. C1-025 JCOMMOPS (2001-2005). Retrieved 12 May 2006. [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. <http://www.cbsnews.com/images/2006/03/24/imageSJU10103232114.jpg>.
- c. C1-040 Port of Cork. *Photo Gallery* Retrieved 12 May 2006 [http://www.portofcork.ie/web\\_images/archive/Gerry\\_o\\_sullivan.gif](http://www.portofcork.ie/web_images/archive/Gerry_o_sullivan.gif).
- d. C1-043 Newfoundland Photo Gallery. *Page 1 – Thumbnail Images and Descriptions*. Retrieved 12 May 2006. <http://www.geocities.com/Heartland/Pointe/5181/nfld/smallwood.jpg>.
- e. C1-044 CMGmbH Consulting Measurement Technology. Retrieved 12 May 2006. <http://www.cmt-gmbh.de/tanker%20ship.jpg>.

## INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

The various methods of instruction commonly accepted as appropriate for cadet training is outlined below.

Method	Developmental Period One Ages 12 – 14 Experience-Based	Developmental Period Two Ages 15 – 16 Developmental	Developmental Period Three Ages 17 – 18 Competency
Behaviour Modeling	Not applicable	Not applicable	Applicable
Case Study	Not applicable	Applicable	Applicable
Demonstration and Performance	Applicable	Applicable	Applicable
Experiential Learning	Applicable	Applicable	Applicable
Field Trip	Applicable	Applicable	Applicable
Game	Applicable	Applicable	Applicable
Group Discussion	Applicable	Applicable	Applicable
Guided Discussion	Not applicable	Not applicable	Applicable
In-class Activity	Applicable	Applicable	Applicable
Interactive Lecture	Applicable	Applicable	Applicable
Lecture	Applicable	Applicable	Applicable
On-the Job Training (OJT)	Not applicable	Not applicable	Applicable
Peer Learning	Not applicable	Not applicable	Applicable
Practical Activity	Applicable	Applicable	Applicable
Problem-Based Learning	Not applicable	Applicable	Applicable
Role Play	Not applicable	Applicable	Applicable
Self-Study	Not applicable	Not applicable	Applicable
Seminar Method	Not applicable	Not applicable	Applicable
Simulation	Not applicable	Not applicable	Applicable
Tutorial	Not applicable	Not applicable	Applicable

General information follows on each method for its age-appropriateness, definition, application, advantages and disadvantages.

Method(s)	Applications	Advantages	Disadvantages
<b>CASE STUDY</b> Cadets are given a written problem, situation or scenario, to which they respond either individually or as a group in order to achieve a performance objective. The problem situation or scenario should match the experience level of the cadets and they should be given enough time either before or during the instructional period to analyze it. Responses to the case should be recorded under four headings: Facts, Assumptions, Problems and Solutions.	Learning principles, attitudes and concepts.	<ol style="list-style-type: none"> <li>1. Effective application of teaching principles instead of "preaching".</li> <li>2. Cadets can help each other learn.</li> <li>3. High energy and perfect demonstrations.</li> <li>4. Can be easily related to a real life situation in the past and for future applications.</li> </ol>	Must be well organized and facilitated in order to ensure learning takes place.
<b>DEMONSTRATION AND PERFORMANCE</b> Cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor. A good example of this is drill instruction, where cadets are shown a movement and given the opportunity to practice and perform it.  <b>Demonstration Method</b> A method of instruction where the instructor, by actually performing an operation or doing a job, shows the cadet what to do, how to do it and through explanations brings out why, where and when it is done.	<b>Demonstration Method</b> <ol style="list-style-type: none"> <li>1. To teach manipulative hands-on operations or procedures.</li> <li>2. To teach troubleshooting.</li> <li>3. To illustrate principles.</li> <li>4. To teach operation or functioning of equipment.</li> <li>5. To teach teamwork.</li> <li>6. To set standards of workmanship.</li> <li>7. To teach safety procedures.</li> </ol>	<b>Demonstration Method</b> <ol style="list-style-type: none"> <li>1. Minimizes damage and waste.</li> <li>2. Saves time.</li> <li>3. Can be presented to large groups.</li> </ol>	<b>Demonstration Method</b> <ol style="list-style-type: none"> <li>1. Requires careful preparation and rehearsal.</li> <li>2. Requires special classroom arrangements.</li> <li>3. Requires equipment and aids.</li> </ol>

Method(s)	Applications	Advantages	Disadvantages
<b>DEMONSTRATION AND PERFORMANCE (Cont)</b>  <b>Performance Method</b> A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.	<b>Performance Method</b> 1. To teach manipulative hands-on operations or procedures. 2. To teach operations or functioning of equipment. 3. To teach team skills. 4. To teach safety procedures.	<b>Performance Method</b> 1. Builds confidence. 2. Enables learning evaluation. 3. Reduces damage and waste. 4. Promotes safety.	<b>Performance Method</b> 1. Requires tools and equipment. 2. Requires large blocks of time. 3. Requires more instructors.
<b>EXPERIENTIAL LEARNING</b> Learning in the cadet program is centred on experiential learning. This involves learning knowledge and skills from direct experience. People learn best from their own experiences and can then apply the knowledge and skills in new situations. The four stages of the cycle may be considered and applied to all activities within the Cadet Program, regardless of methodology chosen. <b>Stage 1 – Concrete Experience.</b> Cadets have an experience and take time to identify and define what the experience is. Sample activities: direct observations, simulations, field trips, and reading. <b>Stage 2 – Reflective Observation.</b> Cadets need to reflect on and examine what they saw, felt and thought while they were having the experience. Sample activities: discussion, journals/logs, and graphs. <b>Stage 3 – Abstract Conceptualization.</b> Cadets work to understand and make connections from the experience to new or different situations. Sample activities: interview, discussion, model building, analogies and planning. <b>Stage 4 – Active Experimentation.</b> Cadets look ahead to and plan the application of skills and knowledge acquired to future experience. Sample activities include: simulation, fieldwork. <b>Note:</b> The cycle is ongoing as each learning experience builds on another.	1. To teach practical skills. 2. To learn how to learn. 3. To teach transferable skills. 4. To teach the process or principle. 5. To teach problem solving.	1. Knowledge is shared and created by everyone. 2. Everyone is actively involved in the teaching – learning process. 3. Numerous resources are used. 4. Cadet based.	1. Many resources are required (may be expensive). 2. Needs a lot of planning, preparation and organization prior to activity. 3. The instructor must master the subject developed. 4. Instructor needs very good pedagogical skills. 5. May not be a good process for learning details.

Method(s)	Applications	Advantages	Disadvantages
<b>FIELD TRIP</b> Theoretical knowledge is reinforced through participation in an activity in a real-life setting. Prior planning helps to ensure all pre-training and safety standards are met. Field trip activities are planned and carried out to achieve clear instructional objectives that are understood by the cadets. Examples can include trips to areas of local interest, flying/gliding, hiking or sailing.	1. Awareness of historical situations. 2. Can be used in conjunction with many other instructional methods. 3. To introduce/illustrate and confirm topics.	Immerse cadets in a specific environment.	1. May be difficult to control. 2. Needs much organization and preparation. 3. May have cost involved.
<b>GAME</b> Games are used with one or more participants to practice skills, apply strategies and enhance teams. It is critical that the game supports learning through the provision of a challenging activity that allows for the skill practice or knowledge confirmation. Games are a fun and interesting way to introduce a topic, expand cadets' understanding knowledge of topic or review material.	1. Practical situations. 2. Discovery of concepts and principles. 3. Review and confirmation. 4. Games include rules and assessment.	1. Fun, interesting. 2. Creates ownership. 3. Highly participative. 4. Many resources involved.	1. May stratify the group by creating a winner and a loser. 2. May be difficult to providing instructor feedback.
<b>GROUP DISCUSSION</b> Cadets discuss issues, share knowledge, opinions and feelings about a topic in small groups to a specific goal. The instructor's questioning is flexible and minimal, and aims at encouraging cadets to explore their own experiences and opinions through peer interaction.	1. To develop imaginative solutions to problems. 2. To stimulate thinking and interest and to secure cadet participation. 3. To emphasize main teaching points. 4. To supplement lectures. 5. To determine how well cadets understand the concepts and principles. 6. To prepare cadets for application of theory or procedure. 7. To summarize, clarify points or review. 8. To prepare cadets for instruction that will follow. 9. To determine cadet progress and effectiveness of prior instruction.	1. Increases cadet interest. 2. Increases cadet acceptance and commitment. 3. Utilizes cadet knowledge and experience. 4. Results in more permanent learning because of the high degree of cadet participation/cognitive involvement.	1. Requires highly skilled instructors. 2. Required preparation by cadets. 3. Limits contents. 4. Consumes time. 5. Restricts size of group. 6. Requires selective group composition.



Method(s)	Applications	Advantages	Disadvantages
<b>IN-CLASS ACTIVITY</b> In-class activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce instructional topics or to introduce cadets to new experiences. In-class activities should provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives. Examples of these activities include learning stations, videos, brainstorming/debating.	<ol style="list-style-type: none"> <li>1. To reinforce instructional topics.</li> <li>2. To orient cadets to the subject.</li> <li>3. To introduce a subject.</li> <li>4. To give direction on procedures.</li> <li>5. To present basic material.</li> <li>6. To introduce a demonstration, discussion or performance.</li> <li>7. To illustrate the application of rules, principles or concepts.</li> <li>8. To review, clarify, empathize or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>1. To provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives.</li> <li>2. Permits flexibility with class size.</li> <li>3. Requires less rigid space requirements.</li> <li>4. Permits adaptability.</li> <li>5. Permits versatility.</li> <li>6. Permits better control over content and sequence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourages cadet passiveness.</li> <li>2. Difficult to gauge cadet reaction.</li> <li>3. Takes time to prepare.</li> </ol>
<b>INTERACTIVE LECTURE</b> The instructor-driven methodology combines both lecture and interaction to meet lesson objectives. Lecture portions of the lesson are offset with relevant activities such as videos with discussion, games to confirm and completion of handouts.	<ol style="list-style-type: none"> <li>1. To orient cadets to the subject.</li> <li>2. To introduce a subject.</li> <li>3. To give instruction on procedures.</li> <li>4. To present basic material.</li> <li>5. To illustrate the application of rules, principles or concepts.</li> <li>6. To review, clarify, empathize or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>1. Saves time.</li> <li>2. Permits flexibility of class size.</li> <li>3. Requires less rigid space requirements.</li> <li>4. Permits adaptability.</li> <li>5. Permits versatility.</li> <li>6. Permits better control over content and sequence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Involves one-way communication.</li> <li>2. Poses problems in skill teaching.</li> <li>3. Encourages passive behaviour.</li> <li>4. Difficult to gauge cadet reaction.</li> <li>5. Requires highly skilled instructors.</li> <li>6. Requires a high level of concentration from the cadets.</li> </ol>

Method(s)	Applications	Advantages	Disadvantages
<b>LECTURE</b> This is a formal or semi-formal discourse in which the instructor presents a series of events, facts, principles, explores a problem or explains relationships.	<ol style="list-style-type: none"> <li>1. To orient cadets to the subject.</li> <li>2. To introduce a subject.</li> <li>3. To give instruction on procedures.</li> <li>4. To present basic material.</li> <li>5. To illustrate the application of rules, principles or concepts.</li> <li>6. To review, clarify, empathize or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>1. Proficient oral skills are required.</li> <li>2. Useful for big groups.</li> <li>3. Saves time because of fewer interruptions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Should have a clear introduction and conclusion.</li> <li>2. Cadets may be passive and uninvolved.</li> </ol>
<b>PRACTICAL ACTIVITY</b> Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives.	<ol style="list-style-type: none"> <li>1. Review.</li> <li>2. In practical situations such as leadership development, parade appointments, etc.</li> <li>3. To introduce a subject.</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourage participation by cadets.</li> <li>2. Stimulate interest in the subject.</li> <li>3. Maintain relevance to the performance objectives.</li> <li>4. Fun and interesting.</li> <li>5. Creates ownership.</li> <li>6. Highly participative in small groups.</li> <li>7. Many resources involved.</li> </ol>	<ol style="list-style-type: none"> <li>1. Extensive supervision is required to ensure proper content is covered.</li> <li>2. Takes time to prepare.</li> <li>3. Not suitable for large groups.</li> </ol>

Method(s)	Applications	Advantages	Disadvantages
<b>PROBLEM-BASED LEARNING</b> <p>Cadets analyse a problem, apply the steps in the problem solving method and work toward solving the problem in small groups. Problem-based learning requires cadets to participate and interact with each other while developing critical thinking skills. Instructors choose problem that stimulate thought, reinforce learning and relate to the cadets' interest and needs. Throughout the exercise, instructors pose thought-provoking questions and guide cadets without influencing their decisions.</p>	<ol style="list-style-type: none"> <li>1. Review.</li> <li>2. In practical situations such as leadership development, parade appointments, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourage participation by cadets.</li> <li>2. Stimulate interest in the subject.</li> <li>3. Maintain relevance to the performance objectives.</li> <li>4. Many resources involved.</li> </ol>	<ol style="list-style-type: none"> <li>1. Critical thinking skills are required.</li> <li>2. Broad knowledge of the subject matter is required.</li> </ol>
<b>ROLE PLAY</b> <p>Cadets are assigned roles requiring them to interact with others in responding to various realistic situations. The instructor identifies the purpose of the role-play, provides the cadets with enough background information to help them accurately play their assigned role, and motivates them to become more fully involved in the activity. De-brief after the role-play is essential to connect the activity with the PO/EO.</p>	<ol style="list-style-type: none"> <li>1. Skills associated with social systems or human interactions; practical situations e.g. CHAP, discipline issues, behaviour on the range, leadership, instructional techniques.</li> <li>2. Attitudinal objectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. High participation, interactive delivery and may lead to discussions.</li> <li>2. Experience is developed in a supportive environment.</li> <li>3. Can be very versatile depending on application e.g., introduce a topic, mid-stage learning or as confirmation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participants can be easily sidetracked, need for good preparation and controls must be set appropriately.</li> <li>2. Competence, experience and prepared instructors required.</li> </ol>

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