National Defence Défense nationale

A-CR-CCP-605/PF-001

ROYAL CANADIAN SEA CADETS

PHASE FIVE
INSTRUCTIONAL GUIDES

(ENGLISH)

(Supersedes A-CR-CCP-605/PF-001 dated 2015-12-01)

Cette publication est disponible en français sous le numéro A-CR-CCP-605/PF-002.

Issued on Authority of the Chief of the Defence Staff

Canada

National Defence Défense nationale

A-CR-CCP-605/PF-001

ROYAL CANADIAN SEA CADETS

PHASE FIVE
INSTRUCTIONAL GUIDES

(ENGLISH)

(Supersedes A-CR-CCP-605/PF-001 dated 2015-12-01)

Cette publication est disponible en français sous le numéro A-CR-CCP-605/PF-002.

Issued on Authority of the Chief of the Defence Staff

OPI: D Cdts & JCR 4 – Cdts & JCR Training **2016-08-29**

Canada

LIST OF EFFECTIVE PAGES

Insert latest changed pages; dispose of superseded pages in accordance with applicable orders.

NOTE

On a changed page, the portion of the text affected by the latest change is indicated by a vertical line in the margin of the page. Changes to illustrations by miniature pointing hands, or black vertical lines.

Dates of issue for original and changed pages are:

Original	0	2016-08-29	Change	3	
Change	1		Change	4	
Change	2		Change	5	

Zero in Change No. column indicates an original page. Total number of pages in this publication is 536, consisting of the following:

Page No.	Change No.	Page No.	Change No.
Cover page	0	3-M503.04A-1 to 3-M503.04A-2	0
Title	0	3-C503.01-1 to 3-C503.01-6	0
A to C	0	3-C503.01A-1 to 3-C503.01A-20	0
i to xiv	0	3-C503.01B-1 to 3-C503.01B-2	0
1-501-1/2	0	3-C503.01C-1 to 3-C503.01C-6	0
1-C501.01-1 to 1-C501.01-4	0	4-504-1/2	0
1-C501.01A-1 to 1-C501.01A-20	0	4-M504.01-1 to 4-M504.01-6	0
1-C501.02-1 to 1-C501.02-4	0	4-M504.01A-1 to 4-M504.01A-2	0
1-C501.02A-1 to 1-C501.02A-14	0	4-M504.01B-1 to 4-M504.01B-2	0
1-C501.03-1 to 1-C501.03-4	0	4-C504.01-1 to 4-C504.01-4	0
1-C501.03A-1 to 1-C501.03A-8	0	4-C504.01A-1 to 4-C504.01A-26	0
1-C501.03A1-1 to 1-C501.03A1-6	0	4-C504.01A1-1 to 4-C504.01A1-4	0
1-C501.03A2-1 to 1-C501.03A2-6	0	4-C504.01A2-1 to 4-C504.01A2-4	0
1-C501.03A3-1 to 1-C501.03A3-8	0	4-C504.01B-1 to 4-C504.01B-2	0
1-C501.03A4-1 to 1-C501.03A4-6	0	5-507-1/2	0
2-502-1/2	0	5-M507.01-1 to 5-M507.01-16	0
2-M502.01-1 to 2-M502.01-12	0	5-M507.01A-1 to 5-M507.01A-2	0
2-M502.01A-1 to 2-M502.01A-2	0	5-C507.01-1 to 5-C507.01-4	0
2-M502.01B-1 to 2-M502.01B-2	0	5-C507.01A-1 to 5-C507.01A-20	0
2-M502.01C-1 to 2-M502.01C-2	0	5-C507.01B-1 to 5-C507.01B-4	0
2-M502.01D-1 to 2-M502.01D-2	0	5-C507.02-1 to 5-C507.02-4	0
2-M502.01E-1 to 2-M502.01E-2	0	5-C507.02A-1 to 5-C507.02A-14	0
3-503-1/2	0	5-C507.02B-1 to 5-C507.02B-4	0
3-M503.01-1 to 3-M503.01-10	0	5-C507.02C-1 to 5-C507.02C-2	0
3-M503.01A-1 to 3-M503.01A-2	0	5-C507.03-1 to 5-C507.03-4	0
3-M503.01B-1 to 3-M503.01B-2	0	5-C507.03A-1 to 5-C507.03A-20	0
3-M503.02-1 to 3-M503.02-20	0	6-509-1/2	0
3-M503.02A-1 to 3-M503.02A-2	0	6-C509.01-1 to 6-C509.01-4	0
3-M503.02B-1 to 3-M503.02B-8	0	6-C509.01A-1 to 6-C509.01A-12	0
3-M503.02C-1 to 3-M503.02C-4	0	6-C509.01B-1 to 6-C509.01B-2	0
3-M503.02D-1 to 3-M503.02D-6	0	6-C509.01C-1 to 6-C509.01C-2	0
3-M503.03-1 to 3-M503.03-14	0	6-C509.01D-1 to 6-C509.01D-4	0
3-M503.04-1 to 3-M503.04-6	0	7-520-1/2	0

LIST OF EFFECTIVE PAGES (CONT)

THIS PAGE INTENTIONALLY LEFT BLANK

FORWARD AND PREFACE

1. **Issuing Authority.** This Instructional Guide (IG) A-CR-CCP-605/PF-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers, and issued on the authority of the Chief of Defence Staff.

2. **Development.** Development of this IG was in accordance with the performance oriented concept of training outlined in the A-P9-050 Series, *Canadian Forces Individual Training and Education System*, with modifications to meet the needs of the Cadet Organization.

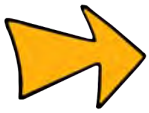
3. **Purpose of the IG.** The IG to be used by Royal Canadian Sea Cadet Corps in conjunction with other resources to conduct Phase Five training. The IG provides instructors with the base means from which to deliver training. Individual IGs are to be reviewed in conjunction with the Lesson Specifications (LSs) found in Chapter 4 of A-CR-CCP-605/PG-001, *Royal Canadian Sea Cadet Phase Five Qualification Standard and Plan*, before instructing, so that each instructor can adequately plan for and prepare each lesson. Instructors may be required to develop instructional materials to support training in addition to any that may be provided, eg, posters, videos, handouts, models, etc, supplemental to training control and support documents. Suggested instructional activities are included in most IGs to maximize learning and fun. Instructors are also encouraged to modify and / or enhance the activities, as long as they continue to contribute to enabling objective achievement.

4. **Use of the IG.** Throughout these IGs, a series of information boxes are used to highlight information; they include:

Note to the Instructor.

Key information to pass along to cadets.

Refer to the following CF regulations and policies.



Points of interest or special instructions the instructor should pass along to cadets.

Introduction of material to be presented in the section.

Personal question to which a written answer is expected.

Did you know?

Information meant to add to the interest level of self study packages.

Activate Your Brain

Confirmation question to which a written answer is expected.
An answer key is provided at the end of each self study package.

Instructions on where to get more information on the subject.

Rhetorical question meant for reflection. A written answer is not expected.

Question that refers to previously taught mandatory material. A written answer is expected.

Information to explain or clarify the content of a self study package.

Indication of the end of the content within a self study package. If applicable a final exercise will follow which the cadet will complete and return to the course / training officer.

5. **Suggested Changes.** Suggested changes to this document shall be forwarded to cadettraining@canada.ca.

ADDITIONAL REFERENCES USED DURING DEVELOPMENT

EO M504.01

About.com (2013). *Corpse pose – yoga poses*. Retrieved from: http://yoga.about.com/od/yogaposes/a/savasana.htm

About.com. (2013). *Step by step – cardio exercises for home workouts*. Retrieved from: http://exercise.about.com

About.com (2013). *Yoga poses*. Retrieved from: http://yoga.about.com/od/yogaposes/a/childspose.htm

Answers Corporation. (2013). *Curl up*. Retrieved from: http://www.answers.com/topic/curl-up

Beth Israel Deaconess Hospital-Milton. (2012). *Best shoveling tips from BID-Milton rehabilitation services*. Retrieved from: http://www.miltonhospital.org/images/stretch2.jpg

Blogger. (2012). *#55 – Jumping Jack Flash*. Retrieved from: http://4.bp.blogspot.com/-B8uBAc3uoC8/Tw4rJWuAMAI/AAAAAAAAC8I/bZcwxuQvQ6Q/s1600/jumping+jack.jpg

Competitor Group Inc. (2013) *Five Technique Drills For Better Running*. Retrieved from: http://triathlon.competitor.com/2010/09/training/five-technique-drills-for-better-running_12964/attachment/buttkngkicks

Corbin, C., & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. Windsor, ON: Human Kinetics.

Covey, Stephen (2004). *The 7 Habits of Highly Effective People*. Free Press.

Exercise.com. (2013). *Leg swoop*. Retrieved from: http://d3vs5ss8iow0ry.cloudfront.net/video-library/thumbnail/leg-swoop_- _step_1.max.v1.png

Farmers of Canada. (2013) *What's in an egg*? Retrieved from: http://www.eggs.ca/egg-nutrition/whats-in-an-egg

Finger Lakes Fitness Center. (2011). *Perform the Perfect Push up*. Retrieved from: http://fingerlakesfitness.com

Fitness Perks LLC. (2012). *Focus on donkey kicks*. Retrieved from: http://www.pbfingers.com/wp-content/uploads/2012/02/donkey-kicks.jpg

Health Canada. (2011). *Eating well with Canada's food guide*. Retrieved from http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/print_eatwell_bienmang-eng.pdf

Healthwise Incorporated. (2012). *Spondylolysis and spondylolisthesis: exercises*. Retrieved from: https://healthy.kaiserpermanente.org/health/care

HealthyFridge.org. (2009). *Kids' quiz*!. Retrieved from http://www.healthyfridge.org/kids1.html

Health4y. (2011). *One exercise to lose your thigh fat*. Retrieved from: http://www.health4y.com/1-exercise-to-lose-your-thigh-fat/

how2muscleguide.com. (2013). *Shoulder Workout Routine*. Retrieved from: http://www.how2muscleguide.com/shoulder-workout-routine.html

Johnson, Brian (2010). *A Philosopher's notes*. Fountain Valley, CA: entheos Enterprises.

Lau Gar Kung Fu. (2013) *Part 3 – Preparing to stretch*. Retrieved from: http://www.stafford-lau-gar.org/part3.html

Physical Arts. (2000). *Front kick (Right Stance)*. Retrieved from: http://www.physical-arts.com/training/techniques/mn_front_kick_right.html

Popsugar Inc. (2013). *The best core exercises for runners*. Retrieved from: http://www.fitsugar.com/Best-Core-Exercises-Runners-7102627

Ratey, J. MD. (2008). *Spark: The revolutionary new science of exercise and the brain*. New York, NY: Little, Brown and Company.

Ron Johnson. (1996). *Office training exercises*. Retrieved from: http://www.hockeyschoolonline.com/Jumping_running.htm

Scott, E. (2007). *25 More of the top stress relievers*. Retrieved from http://stress.about.com/od/tensiontamers/a/25_relievers.htm

Spark People. (2012). *Portion distortion quiz*. Retrieved from http://www.sparkpeople.com/resource/quizzes_start.asp?quizid=32

Sharma, Robin (2009). *The greatness guide 2*. Scarborough, ON: Harper Collins.

Snapguide. (2013). *How to lose weight! BESTWORKOUTS From a personal trainer*. Retrieved from: http://snapguide.com/guides/lose-weight-best-workouts-from-a-personal-trainer/

Stack. (2013). *The Michael Jordan tested core workout*. Retrieved from: http://basketball.stack.com/wp-content/uploads/2011/06/MJ-Core-Anterior-Reach-on-One-Leg.jpg

Sun Key Publishing. (2013). *APFT calisthenics exercises*. Retrieved from: http://www.militaryspot.com/enlist/apft_calisthenics_exercises/

Tolle, Eckhart (2004). *The power of now*. Oakland, CA:New World Library

Ultimate Franchises Ltd. (2012). *Benefits and proper execution of squats*. Retrieved from:http://www.ukbkickboxing.com/benefits-and-proper-execution-of-squats

Weider Publications, LLC. (2013). *Bikini-belly bootcamp sculpt flat abs for summer with these fat-melting moves*. Retrieved from: http://www.google.ca/imgres?imgurl=http://www.shape.com/sites/shape.com/files/imagecache/gallery_full_image/photo_gallery_picture_images

Women's Health. (2013). *Work out at home*. Retrieved from: http://www.womenshealthmag.com

60 Days with Nat Jones. (2013). *FITNESSBUILDER*. Retrieved from: http://www.60dayswithnatjones.com

EOs MX04.02 and MX04.03

Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.

THIS PAGE INTENTIONALLY LEFT BLANK

TABLE OF CONTENTS

TABLE OF CONTENTS (Cont)

TABLE OF CONTENTS (Cont)

THIS PAGE INTENTIONALLY LEFT BLANK

LIST OF FIGURES

LIST OF FIGURES (Cont)

LIST OF FIGURES (Cont)

LIST OF FIGURES (Cont)

CHAPTER 1

PO 501

COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 1

EO C501.01 – REFLECT UPON WHAT IT MEANS TO BE A GOOD CANADIAN CITIZEN

Total Time: One session = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO C501.01 (Reflect Upon What it Means to be a Good Canadian Citizen) located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4.

Self-study packages are intended to be completed by the cadet independently. More information about self-study packages can be found in the foreword and preface.

Review the lesson content and become familiar with the material prior to facilitating this lesson.

Photocopy the self-study package located at Annex A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to reflect upon Canadian citizenship at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have reflected upon their role as a Canadian citizen.

IMPORTANCE

It is important for cadets to reflect upon citizenship to improve their understanding of what it means to be Canadian, and to guide them in becoming active and responsible citizens.

SELF-STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self-study package is to have the cadet reflect upon Canadian citizenship.

RESOURCES

- Recent edition of a national newspaper or a printout of online national and international news,
- Self-study package,
- Pen / pencil, and
- Markers / pencil crayons.

ACTIVITY LAYOUT

- Provide the cadet with a classroom or training area suitable to complete the self-study package.
- Highlight news stories related to Canadian issues, identity, values, and citizenship (such as Canadian achievements, public opinion research, or activities of local elected officials) for the cadets to use.
- If the cadet has access to the Internet through a smartphone or tablet, you may permit them to use these items for the activity if they wish (for instance, to look up the names of local Members of Parliament). However, Internet access is not a requirement.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self-study package located at Annex A and a pen / pencil.
2. Provide the cadet with the newspaper or news printout.
3. Allow the cadet 90 minutes to complete the self-study package.
4. Provide assistance to the cadet as required.
5. Collect the self-study package once the cadet has finished.
6. Correct the self-study package. Check to see that the cadet’s responses show an understanding of the subject and evidence of genuine reflection.
7. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
8. Return the completed self-study package to the cadet for their future reference.
9. Upon the completion of the self-study package, record the result in the cadet's logbook and training record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being a good citizen is about being informed, being actively involved, and helping contribute to the improvement of life in Canada. This is the responsibility of every Canadian, and is especially important for the young adults who will shape Canada's future.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

Nil.

THIS PAGE INTENTIONALLY LEFT BLANK

SECTION 1: WHAT DOES IT MEAN TO BE CANADIAN?
SECTION 2: DEFINE GOOD CITIZENSHIP
SECTION 3: BEING A GREAT CANADIAN

Instructions

Read over some of the news stories you have been given. Then read each section of this exercise and answer the questions in the space provided. You don't have to write out your answers in full sentences—you may answer in point form, by drawing a chart, or by making a mind map. You can also include appropriate illustrations with labels to help convey your ideas if you wish. See examples below.

Q. What do you like about cadets and why?

Point form:

- Summer training and activities, because I get to meet new friends.

- Travelling, because I get to see different places.

- Mess food ☺ - it tastes good (usually) and it's free.

- New experiences because I get to tell my friends at school about it.

- Marksmanship because it's something I couldn't do anywhere else.

- Sports – I can stay in shape and I like the teamwork.

Mind Map:

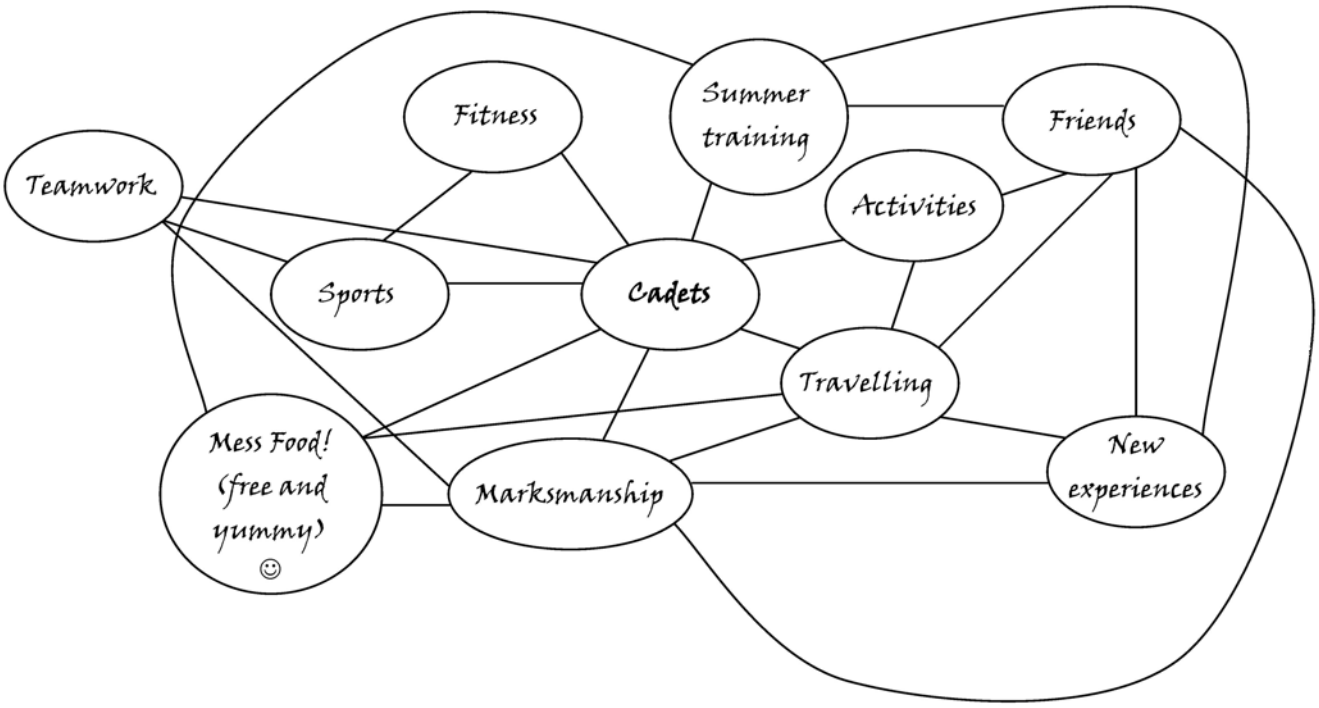


Table:

What I like	*Why*
Travelling	*New friends and experiences*
Summer Training	*New friends and experiences*
Sports	*Fitness, teamwork*
Marksmanship	*Can’t do it anywhere else*
Mess food	*Free and tasty*

SECTION 1
WHAT DOES IT MEAN TO BE CANADIAN?

Part A: Canadian Identity – So, you drive a dogsled, right?

Read the quotations below and answer the questions. There is no “right” answer; however, your ideas must be thoughtful and well-supported. You can refer to the news stories you have read to support what you write.

Quotations about Canadians:

“There are no limits to the majestic future which lies before the mighty expanse of Canada with its virile, aspiring, cultured, and generous-hearted people.”

- Sir Winston Churchill, former Prime Minister of England

“In a world darkened by ethnic conflicts that tear nations apart, Canada stands as a model of how people of different cultures can live and work together in peace, prosperity, and mutual respect.”

- Bill Clinton, former U.S. President

“It's going to be a great country when they finish unpacking it.”

- Andrew H. Malcom, Canadian-born journalist living in the U.S.

Do you feel these quotations reflect how Canadians are usually seen by others? Explain.

Do you believe these quotations are accurate descriptions of Canadians as we really are? Why or why not?

List some stereotypes commonly applied to Canadians. These can be positive or negative, or neutral. Do you feel these stereotypes are accurate or justifiable? Explain.

If you could create new generalizations about Canadians, what would they be? What could you do to change people's perceptions about Canadians?

Part B: What Canada means to you

Read the quotations below and answer the questions. There is no “right” answer; however, your ideas must be thoughtful and well-supported. You can refer to the news stories you have read to support what you write.

Quotations about Canadians:

“The Canadian Identity, as it has come to be known, is as elusive as the Sasquatch and Ogopogo. It has animated—and frustrated—generations of statesmen, historians, writers, artists, philosophers, and the National Film Board... Canada resists easy definition.”

- Andre Cohen, journalist

“Canada has never been a melting-pot; more like a tossed salad.”

- Arnold Edinborough, Canadian writer and broadcaster

“Canada is the essence of not being. Not English, not American, it is the mathematic of not being. And a subtle flavour - we're more like celery as a flavour.”

- Mike Myers, Canadian actor

Are these quotations accurate reflections of Canadian identity? Support your opinions.

Write your own explanation of Canadian identity.

"I am a Canadian, free to speak without fear, free to worship in my own way, free to stand for what I think right, free to oppose what I believe wrong, or free to choose those who shall govern my country. This heritage of freedom I pledge to uphold for myself and all mankind."

- John Diefenbaker, former Prime Minister

List and explain at least five things that make you proud or happy to be Canadian.

"The tragedy of Canada today is that just when we need a country that's pulling together in common cause, we have one that keeps finding new ways to pull itself apart."

- Angus Reid, CEO of Vision Critical

List at least five improvements you would like to make to life in Canada. Explain.

SECTION 2
DEFINE GOOD CITIZENSHIP

Who are some contemporary or historical Canadians you admire? What qualities do these individuals have that made you choose them?

If you could choose one image, colour, sound, song or word to symbolize how you feel about being Canadian, what would it be? Why? You can draw a picture or write a few lines of a song here if you wish.

Part A: What does it mean to be a good citizen?

Read the quotations below and answer the questions. There is no "right" answer; however, your ideas must be thoughtful and well-supported. You can refer to the news stories you have read to support what you write.

Quotations about citizenship:

"The first requisite of a good citizen… is that he shall be able and willing to pull his own weight."

- Theodore Roosevelt, former U.S. President

"If the undocumented have to work hard to attain citizenship, those of us who already are citizens should have to work hard to sustain it. We should all have to serve more, build more, and do more for our country."

- Eric Liu, Asian-American writer

"Citizenship is an attitude, a state of mind, an emotional conviction that the whole is greater than the part… and that the part should be humbly proud to sacrifice itself that the body may live."

- Robert Heinlein, author of Starship Troopers

In what ways would a citizen "pull their own weight?" Do you agree that this is a prerequisite for citizenship? Why or why not?

Eric Liu points out that while immigrants must work hard to attain citizenship, many people who are born citizens take it for granted. Do you agree or disagree? Explain.

What responsibilities do you believe should come with citizenship? Do you agree with Liu's point of view? What about Robert Heinlein's? Explain.

"The test of good citizenship is loyalty to country."

- Bainbridge Colb, former U.S. Secretary of State

"The subject who is truly loyal to the Chief Magistrate will neither advise nor submit to arbitrary measures."

- Junius, 18th-century British political writer

In what ways would a citizen be loyal to their country? Think of the ways in which you are loyal to other people.

Is loyalty a matter of unquestioning obedience, or does loyalty call for people to question the government? What do you think? Explain.

Part B: What about being a citizen of Canada?

Read the quotations below and answer the questions. There is no "right" answer; however, your ideas must be thoughtful and well-supported. You can refer to the news stories you have read to support what you write.

"Above everything, we are Canadian."

- Sir George Etienne Cartier, French-Canadian statesman and Father of Confederation

"If you don't think your country should come before yourself, you can better serve your country by livin' someplace else."

- Stompin' Tom Connors, Canadian singer and songwriter

Is being a Canadian citizen a major part of your identity? Explain.

In what ways could Canadians put their country ahead of themselves? Do you think they should? Why or why not?

SECTION 3
BEING A GREAT CANADIAN

"It is the task of the rising generation of Canadians to create a new confidence and a new sense of cultural and civic duty in Canada."

- Mitchell Sharp, Canadian politician

As a young Canadian, you have a chance to shape the future of the country for the better. Who knows what great innovations and improvements your generation may be able to introduce. But to be prepared to meet the challenges along the way, you need be **informed**, **involved** and **responsible**.

Part A: Being informed

In order to make good decisions as a citizen, you need to know what's going on. Some echo the opinions of friends, family members or public figures without taking the time to learn all the facts or think things through.

Part of being an adult is forming your own individual opinions, and as a citizen and a leader, it's your responsibility to make sure your opinions are informed.

Chances are you've heard people make comments like, "Oh, I'm voting for this party because my dad says they're the best," or "This guy online says people should be opposing the changes the government wants to make, so I'm going to a protest!"

You wouldn't let somebody else tell you to like a band you've never heard, or a movie you've never seen. Apply the same reasoning to the issues and decisions facing Canadians.

Here are some ways to become better informed:

1. **Keep up with the news** to stay informed about local, national, and international current events. You can read the news, watch it, listen to it, or even have updates sent to your communications devices from reputable online news sources.

2. **Make sure your sources are reliable**. The Internet, in particular, can be a haven for misconceptions and prejudice, but other sources of information can be biased, as well. Avoid forming an opinion based on just one or two sources, and always think critically about where the information is coming from and what goals the people disseminating it might have.

3. **Be familiar with government departments, policies and programs**. It takes only a few minutes to do an online search, or stop into a Service Canada office to pick up a pamphlet. Gaining an understanding of how government departments work and what services each offers will help you make sound decisions about political issues, and you may also discover a program to help you find a good job or pay for post-secondary education!

4. **Know your local municipal councilors, provincial / territorial representatives and Members of Parliament**. You don't have to hang out with them, but you should know their priorities, party affiliation, and any roles they've been assigned (eg, if they've been appointed to Cabinet or made a critic of a portfolio). Their offices can also assist you in understanding municipal, provincial, and federal programs, services, and laws.

How informed are you? Answer the questions below to find out!

List three provincial, national or international issues that are currently in the news, and explain how each affects you. You can use the news stories you have been given, or include news from other sources (and no, your favourite celebrity getting a new Chihuahua does not count as news).

What are some reliable sources of information you can think of? What are some unreliable ones? Explain.

List as many government departments as you can and explain how each could be important to you (hint: the Cadet Program is supported by a federal government department!).

What is the name of your local:

- Member of Parliament? (your federal representative)
- Provincial / territorial representative?
- Municipal councilors? (your representatives in your community)

How many of these people have you met in person? _____

If you had trouble answering some of these questions, don't worry—many people do! And even if you were able to answer them easily, there's always room to grow.

List at least three things you can change in your routine to become better informed about current events, governance in Canada, and your democratic representation.

Part B: Being involved

As you know from your experiences in the Cadet Program, part of good citizenship is being an active member of your community and the country.

Most people are happy to complain about the way things are, but only a few will put in the effort to try to change things for the better. As a leader, you can inspire people to work together, but you can also contribute on your own.

Here are some easy things you can do to get involved:

- **Vote**. Voting is a responsibility of every Canadian over 18, but it's also a chance to have your say. Every vote matters, so take this duty seriously!
- **Volunteer**. Most communities have plenty of volunteer opportunities, and there are also organizations that let you volunteer in other parts of the country. If you lead a program at a Boys and Girls Club, or help out at an animal shelter, you're making a positive difference in your community and gaining valuable work experience that may make it easier for you to get a good job.
- **Get out there!** Attend community events, especially ones that support charity. Shop at local businesses when you can. Get to know your neighbours, and help them if you have a chance. If a government representative is giving a presentation or holding a "town hall" meeting, you can also attend these events, which are a way for citizens to interact with their representatives and find out more about issues that affect them.

How are you involved? Answer the questions below.

What are some ways you contribute to improving your community or the country?

Give some other examples of things you could potentially do to get more involved or encourage other people to do so.

Name someone whose involvement has made life better in Canada or in your community. What sorts of things did this person do?

Part C: Being Responsible

As a Canadian citizen, you have responsibilities—everyone has something to contribute, and things are better when we all help out.

Here are some of the things responsible Canadians are expected to do:

a. **Work hard**. Do your best to get a good job, and work hard to keep it. There are government programs available to help people who lose their jobs or can't find work, but when these programs are abused, it affects everyone.

b. **Obey the law**. Laws exist to protect people, even if they may sometimes seem inconvenient. Respecting the speed limit might make you late for class, but it will prevent you from hitting another car and hurting yourself or someone else.

c. **Be respectful**. Canadians are known around the world for diplomacy and friendliness. Maintain our positive image by treating everyone in a respectful manner. Respect yourself, too, by maintaining a healthy lifestyle and by taking ownership instead of blaming your problems on somebody else.

d. **Preserve Canada**. Look after our natural and cultural treasures so that future generations can enjoy them.

What are five responsible things you have done recently that would reflect the items in the list of things responsible Canadians are expected to do?

How does responsible citizenship factor into your plans for the future? Give some examples.

Final Assignment:

Use this space to summarize your reflections on being a good Canadian citizen. You can make a mind map, write a short essay, or draw a collage of images.

Congratulations, you have completed your self-study package on EO C501.01 (Reflect Upon What it Means to be a Good Canadian Citizen). Hand the completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

THIS PAGE INTENTIONALLY LEFT BLANK

COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 2

EO C501.02 – REFLECT UPON INDIVIDUAL GLOBAL CITIZENSHIP

Total Time: One session = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO C501.02 (Reflect Upon Individual Global Citizenship) located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4.

Self-study packages are intended to be completed by the cadet independently. More information about self-study packages can be found in the foreword and preface.

Review the lesson content and become familiar with the material prior to facilitating this lesson.

Gather the required resources:

- a copy of the self-study package located at Annex A for each cadet;
- a globe or a digital or hard-copy world map;
- a national newspaper or printout of current international news stories; and
- a pen or pencil.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to reflect upon global citizenship at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have reflected upon individual global citizenship.

IMPORTANCE

It is important for cadets to reflect upon individual global citizenship because globalization affects daily choices in all aspects of their life. It will help them recognize, as they move into adulthood, the competitive challenge created by globalization in all aspects of Canadian life.

SELF-STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self-study package is to have the cadet reflect upon individual global citizenship.

RESOURCES

- Self-study package,
- A globe, or a digital or hard copy world map,
- A national newspaper or a printout of current international news stories, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self-study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self-study package located at Annex A, a map of the world or globe, a national newspaper or printout of current international news, and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self-study package.
3. Provide assistance to the cadet as required.
4. Collect the self-study package once the cadet has finished.
5. Correct the self-study package. There is no “right” answer—look for evidence of reflection and understanding of the subject, and be prepared to correct any misconceptions.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self-study package to the cadet for their future reference.
8. Upon the completion of the self-study package, record the result in the cadet's log book and training record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self-study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Globalization is an ongoing phenomenon that affects all aspects of daily living, is most likely irreversible and will continue at an increased pace. Whether they realize it or not, everyone is a global citizen with a collective responsibility to ensure that the effects of globalization are beneficial—for Canadians and the world at large.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

Byers, M. (2005). *Are you a 'global citizen'?* Retrieved October 5, 2009, from http://thetyee.ca/Views/2005/10/05/globalcitizen/#

Fairtrade Foundation. (2009). *What is fair-trade?* Retrieved December 4, 2009, from http://www.fairtrade.net/what_is_fairtrade.html

Fairtrade Mossley. (2012). Image of Fairtrade symbol. Retrieved March 24, 2012, from http://fairtrademossley.org.uk/wp-content/uploads/2012/07/Hi-Res-ColFM-Rblk-international-MARK1-JPEG.jpg

Global Policy Forum. (2009). *Globalization*. Retrieved October 25, 2009, from http://www.globalpolicy.org/globalization.html

MyLearning. (2009). *Global citizens–Make an impact*. Retrieved November 15, 2009, from http://www.mylearning.org/jpage.asp?jpageid=2015&journeyid=441

Reuters. (2012). *Bangladesh's Worst-Ever Factory Blaze Kills Over 100*. Retrieved March 23, 2013 from http://www.reuters.com/article/2012/11/25/us-bangladesh-fire-idUSBRE8AN0CG20121125

Tapscott, D. (2009). *Grown up digital: How the net generation is changing your world*. New York: McGraw Hill.

Transfair Canada. (2009). *Transfair Canada*. Retrieved December 4, 2009, from http://transfair.ca

UN Focal Point on Youth. (2011). *How does globalization have positive and negative effects on your – and your friends' – efforts to secure a job?* Retrieved March 24, 2013 from http://www.unworldyouthreport.org/index.php?option=com_k2&view=item&layout=item&id=39&Itemid=147

WiseGEEK. (n.d.). *What is Globalization?* Retrieved March 23, 2013 from http://www.wisegeek.org/what-is-globalization.htm

GLOBAL CITIZENSHIP

Your place in the world

SECTION 1: WHAT'S GLOBALIZATION, AGAIN?
SECTION 2: BECOMING A GLOBAL CITIZEN

Instructions

Read over some of the news stories you have been given. Then read each section of this exercise and answer the questions in the space provided. You don't have to write out your answers in full sentences—you can answer in point form, by drawing a chart, or by making a mind map. You can also include appropriate illustrations with labels to help convey your ideas if you wish. See below for examples.

Q. What do you like about cadets and why?

Point form:

- Summer training and activities, because I get to meet new friends.

- Travelling, because I get to see different places.

- Mess food ☺ - it tastes good (usually) and it's free.

- New experiences because I get to tell my friends at school about it.

- Marksmanship because it's something I couldn't do anywhere else.

- Sports – I can stay in shape and I like the teamwork.

Mind Map:

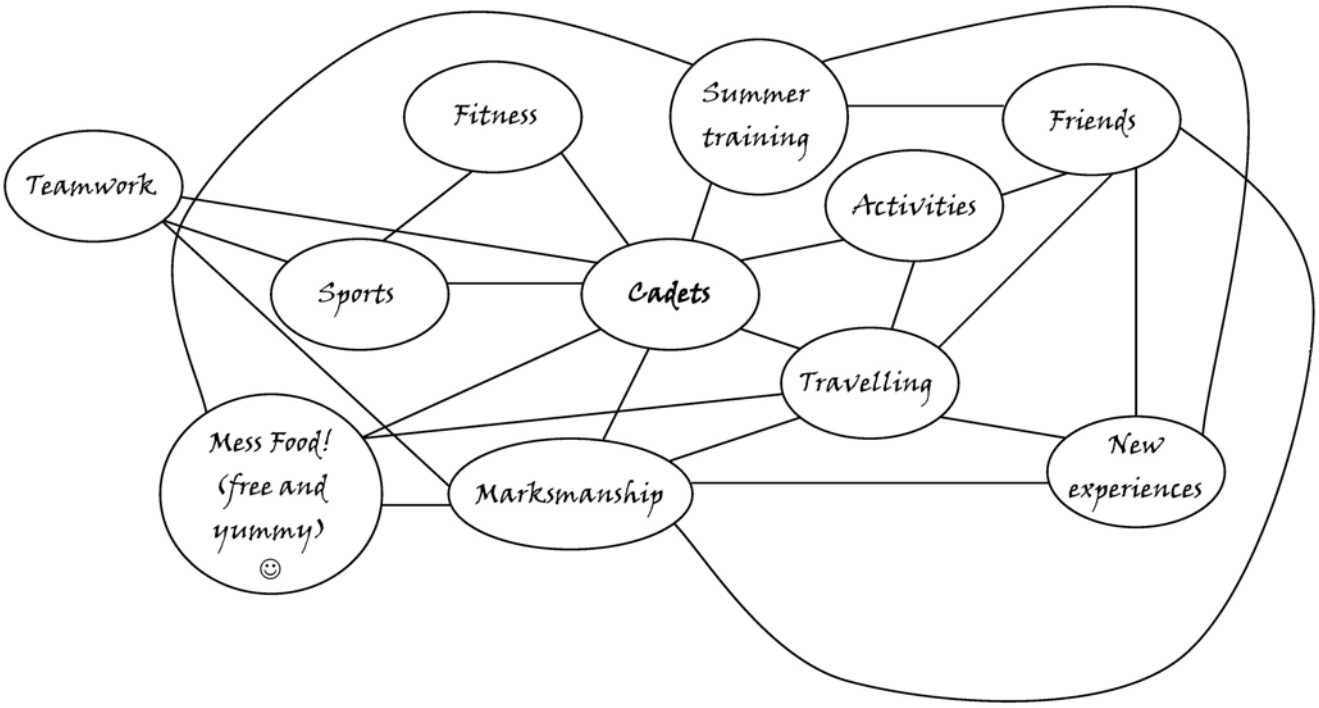


Table:

What I like	*Why*
Travelling	*New friends and experiences*
Summer Training	*New friends and experiences*
Sports	*Fitness, teamwork*
Marksmanship	*Can't do it anywhere else*
Mess food	*Free and tasty*

SECTION 1
WHAT'S GLOBALIZATION, AGAIN?

INTRODUCTION

There was a time, not that long ago, when it took days to travel between one community and the next, when the only way to deliver a message was in person or in a letter, and when almost all the food people ate and the things they used came from their immediate geographic area.

Things have changed.

Today people can communicate instantly even if they're hundreds of miles apart, retrieve information from international online libraries and databases, and buy songs recorded on the other side of the globe—all with a tiny gadget that fits in a pocket. We can travel from Toronto to China in a matter of hours, and bring in fresh food and other products from almost anywhere on Earth.

Knowledge and ideas are shared more easily than ever before, across great distances and cultural barriers that would have once made such sharing impossible. Education is available to more people—a teacher can deliver a lesson to students in another country via new communications technology, and even check their homework afterwards!

We are also becoming more interdependent with other countries around the world. We rely on them for goods and services, and they rely on us. As a result, what happens in one country can affect people everywhere.

All of this is part of a phenomenon called **globalization**.

> *"[G]lobalization refers to the trend toward countries joining together economically, through education, society and politics, and viewing themselves not only through their national identity but also as part of the world as a whole. Globalization is said to bring people of all nations closer together, especially through a common medium like the economy or the Internet."*
>
> *- WiseGeek.org*

Specifically, globalization refers to the efficient movement across international borders of:

- goods, services and money,
- people (labour), and
- knowledge (technology).

People talk about three aspects of globalization: economic, political and cultural. Each has an impact on us.

Like it or not, we're not just Canadian citizens anymore. We're global citizens, part of a much bigger picture. But not everyone is a responsible global citizen.

As a leader, you can inspire other people to become better citizens of the world. This package will help you get started.

So… what's globalization got to do with me?

Most young adults in Canada have grown up surrounded by digital media that provide easy access to the world around us. Every day we use products from countless other countries without even realizing it, and embrace cultural influences from around the globe. It's not at all unusual for a Canadian teen to read Japanese manga, listen to Korean pop music, watch television shows from Europe, the U.S. or Australia, wear clothes made in China and eat food from India or South America, all in a single day.

Even as we become more connected to the world, however, Canadians—especially young Canadians—are often accused of being disconnected, from the world and from our role in it.

Technology brings us closer together, but it also sometimes serves to isolate us. Have you ever been on a bus or in a crowded place, totally in your own world because you were listening to music, playing a game or communicating with a friend? It's nice to be able to tune out what's around us, but do we sometimes tune out too much?

Teens and young adults are often criticized for being out of touch, absorbed with ourselves or with pointless trivia. This line of thought holds that young people don't keep up with the news, and have no idea what's going on in the rest of the world, or even in their own country. Young people are major consumers, yet have no real concept of where their food, clothing, gadgets, fuel and ideas come from. They want to ride in the canoe, but they don't help paddle, and they don't pay attention to where they're headed.

Do you believe these opinions about youth and globalization are accurate? Why or why not?

ECONOMIC GLOBALIZATION: WHERE IN THE *WORLD* DID YOU GET THOSE SHOES?

Do you know where your stuff comes from? Chances are you have a man in the Caribbean to thank for your morning pastry, a child in Pakistan to thank for your running shoes, and a woman in Bangladesh to thank for those stylish jeans. Economic globalization means that goods and services (and the money to pay for them) are exchanged readily between different nations, even those that are far apart. It also means that we depend on other nations far more than we once did, and they depend on us.

Make a list of things that you use or eat on a regular basis that are made here in Canada.

How long is your list? Was it difficult to make? Sometimes even things we consider to be Canadian are actually made from ingredients that come from somewhere else. Check out the list below—you might be surprised! As you read, try to pinpoint each country on your map or globe.

Clothing

- **Shirts.** Shirts and other clothing made of cotton are often made in countries such as **Malawi** and **India** because cotton grows best in warm climates.
- **Jeans.** Many types of jeans are made in Bangladesh by women who work on the factory production line.
- **Footwear.** Many types of footwear are made in the **U.S., Burma and Thailand**.

Breakfast

- **Orange juice. Brazil**, with its warm climate, is the world's largest producer of oranges.
- **Tea.** Many types of tea come from **Sri Lanka**, where tea plants are grown in plantations called tea estates. "Pickers" take the green leaves off the plant and then let them dry, so that they can be ground down into tea.
- **Cereal.** Cereals are made mainly from rice and maize (corn). **Argentina** is a major provider of cereal to Canada.
- **Coffee.** Coffee is really the seed of a fruit called the coffee cherry. Cherries are picked from a coffee plant, which grows in warm, humid climates. The fruit is removed by drying or fermenting, and the green coffee beans are roasted, ready to be brewed into the drink we know and love. The five biggest coffee producers are **Columbia**, **Vietnam**, **Kenya**, **Cote d'Ivoire (Ivory Coast)** and the U.S. State of **Hawaii**.

Treats

- **Chocolate.** Most chocolate comes from the **Ivory Coast** in West Africa.
- **Sugar.** Sugar comes mainly from countries in the Caribbean like **Jamaica**.

Lunch

- **Bananas.** Many of the bananas Canadians eat are grown in **Ecuador**.
- **Grapes.** Grapes are grown all over the world, but those from **Greece** are most popular.
- **Potato crisps.** Many varieties of crisps are made from dehydrated or dried potatoes. Some of the companies that produce dehydrated potatoes are in **Belgium**.

Dinner

- **Rice.** Rice is grown from seed in "paddy" fields in Asian countries such as **Vietnam**.
- **Chicken.** Many frozen chicken products, such as chicken nuggets, are made with chicken from **Thailand** and **Brazil**.
- **Beef. Argentina** is a major supplier of beef to Canada.
- **Cheese.** One of the most popular cheese-making countries is **France**.

Activities

- **Sports.** Many sports companies have factories in Asian countries, such as **Pakistan**.
- **Automobiles.** Most cars and other vehicles are made in the **US**, **Germany**, **Japan** and **Korea**.
- **Toys and gadgets.** Many plastic toys, video games and puzzles are made in **Taiwan**. Several camera companies also have their factories there.
- **Pens and pencils.** Many of the pens and pencils that you use are made in **China**.

Based on the list above and your own experience, list the countries you have depended on today and what you got from each country.

China makes more than just wheat and pencils. In fact, China is the largest exporter of clothing in the world, and of countless other items, as well. Canadians would have a hard time getting through a whole day without using anything from China!

China has long had a strong relationship with American corporation Wal-Mart, producing millions of dollars worth of stock for Wal-Mart shelves each year. Next time you visit a Wal-Mart, check to see how many of the items you buy have made the journey here from China.

It's not all sunshine and butterflies…

Economic globalization has made life better in a lot of ways, but it has its downsides, too.

For one thing, the interdependence between nations means that if something like a war or a natural disaster strikes a supplier country, all the countries it normally exports to will also be affected. Prices for items like fuel or bread will rise in Canada if our suppliers of oil and wheat experience problems.

Look at the news stories you have been given, and think of others you have heard of recently. Which stories might have an international or global impact on the economy?

Another drawback to economic globalization is that because the corporations that buy the product are so far away from the people who produce it, they may have little control over how workers are treated by their suppliers. While factories and plantations provide jobs for people in developing countries, they're not always good jobs. A product that is quite expensive in Canada may have been made by a factory employee thousands of miles away who is being paid very little and working in unsafe conditions.

In 2012, there was a fire at a factory in Bangladesh that, through an unscrupulous supplier, provided clothing to department stores like Sears and Wal-Mart. Unbeknownst to the corporations that would eventually sell the clothes, the factory had no emergency exits and no working fire extinguishers—conditions that would never be acceptable in North America. Over 100 people died in the fire, most of them women. This tragedy prompted a

movement for corporations to ensure their suppliers were treating workers properly, and providing them with safe places to work.

If you were the head of a major corporation, what steps would you take to ensure workers in developing countries were treated properly?

Since the early 1990s, the fair trade movement, including the organization Fairtrade International, has worked to ensure that producers and workers in developing countries get a better deal.

FINE, an informal association of four international fair trade networks, has developed a widely-used definition of fair trade:

> *Fair trade is a trading partnership, based on dialogue, transparency and respect, that seeks greater equity in international trade. It contributes to sustainable development by offering better trading conditions to, and securing the rights of, marginalized producers and workers – especially in the South. Fair trade organizations, backed by consumers, are engaged actively in supporting producers, awareness raising and in campaigning for changes in the rules and practice of conventional international trade*.

Did you know?

One way for you to act as a global citizen is to support companies that conduct business responsibly in developing countries. Look for this symbol on products in stores in your neighbourhood:

Figure A-1 Fairtrade Symbol

TransFair Canada is a national, nonprofit fair trade certification organization, and the only Canadian member of Fairtrade International. What it does can be broken down into three main categories:

- **Certification.** TransFair Canada is responsible for certifying that Canadian products bearing the Fair Trade certification marks meet international Fair Trade standards. It also monitors products once they enter Canada to ensure that what is sold as Fair Trade Certified meets that standard.
- **Licensing.** TransFair Canada licenses Canadian companies to use the Fair Trade certification marks on their products, and ensures that these marks are not used in a way that is misleading to the public.
- **Promotion.** TransFair Canada works alongside community groups, companies, and individual citizens to promote and build momentum for Fair Trade certified products through media campaigns and promotional materials.

Economic Globalization and Employment

Sure, economic globalization is good for people in a lot of ways, but will it help you land a good job?

Young adults from around the globe were asked that same question as part of the United Nations World Youth Report in 2011. Some said globalization was positive for employment, because governments are opening up their borders and creating programs that encourage students to travel abroad and gain valuable international experience, or to move to another country if they can't find a good job in their own. As well, globalization has encouraged the setup of new industries and businesses—particularly information technology—in countries where good employment was desperately needed.

On the other hand, some youth felt globalization created even more competition for already-scarce jobs, since experienced workers could move in and take jobs that might otherwise have gone to young local workers. Others felt that globalization hurts developing countries, who are losing all their skilled workers to jobs in developed nations.

What do you think? What effect does globalization have on employment for young Canadians? You can elaborate on the points above or explain your own.

POLITICAL GLOBALIZATION

Traditionally, politics takes place within national political systems. National governments, such as the Government of Canada, are responsible for maintaining the security and economic welfare of their citizens, as well as the protection of human rights and the environment within their borders.

Citizens normally pay attention to political activities within their own country, but globalization means that we need to be aware of politics on an international level. One consequence of living in a global world is that the decisions and actions of international organizations affect countries and people all over the world. Some of these include the following:

- **The World Bank Group** is a source of financial and technical assistance to developing countries around the world. It is not really a bank, but an organization made up of 186 member countries. Together, they

provide low-interest loans and interest-free grants to developing countries for education, health, public administration, infrastructure, financial and private sector development, agriculture, and environmental and natural resource management;

- **The International Monetary Fund** (IMF) is the world's central organization for international monetary cooperation. Its primary purpose is to ensure the stability of the system of currency exchange rates and international payments that enable countries to buy goods and services from each other; and
- **The World Trade Organization's** (WTO) primary purpose is to open trade for the benefit of all. The WTO helps negotiate agreements aimed at reducing obstacles to international trade, and helps implement and monitor these agreements as well as settle trade disputes between countries. The WTO currently has 153 members, of which 117 are developing countries.

The World Bank, the IMF, and the WTO have tremendous power and influence, but are often accused by citizens around the world of excluding the opinions of the developing countries they are supposed to help, and who are the most seriously affected by their policies. They claim that policies of these organizations are often developed behind-the-scenes and are heavily influenced by the larger and wealthier member countries.

Non-Governmental Organizations

Political globalization has also brought about the creation of non-governmental organizations (NGOs). These are groups and institutions entirely or largely independent of government, whose objectives are mainly humanitarian rather than commercial.

NGOs include charitable and religious associations that raise private funds for development, distribute food, offer family planning services, and promote community organization, to help people in developing countries. As well, they include independent cooperatives, community associations, water-user societies, women's groups and pastoral associations. Citizen groups that raise awareness and influence policy are also considered NGOs.

Members of these and other organizations act globally by forming alliances with organizations in other countries, and using global communications systems to influence international organizations instead of working through their national governments.

NGOs are always in need of support and volunteers, and some also offer employment opportunities abroad. Be sure to do your research before becoming affiliated with an NGO, however, because like anyone else, they can sometimes have their own agendas. Stick to NGOs that are internationally recognized and supported. Some examples of NGOs include Doctors without Borders, UNICEF, World Wildlife Fund, and Oxfam.

GLOBALIZATION OF CULTURE

With all our advancements in communications technology, the world is well on its way to developing a global culture. It is easier than ever for people to share cultural traditions, values and ideas across geographic barriers, and to seek out others with shared interests. Cultural boundaries are disappearing as people learn about and adopt new ways of thinking and acting.

Think of your interests and hobbies. Consider things like music, dance, art, sports, books, movies, and even food. Which cultural influences do you see?

A global culture has its upsides, but it may have its downsides, too. While we may be on the verge of a global culture, the spread of values and behavioural norms in that culture tends to be tilted strongly in favour of Western ideals. Over 80% of all websites in the world are in English and the majority of published material, including educational publications, on the Internet is in English. Small cultures and languages may be in danger of disappearing due to the competition in the international marketplace, where only the biggest international publishing and entertainment companies are able to produce high quality electronic materials. Global entertainment companies and other major corporations also influence culture through their marketing, which tends to lean towards Western traditions.

What do you think? Would a global culture, common to everyone in the world, be a good thing? Explain.

SECTION 2
BECOMING A RESPONSIBLE GLOBAL CITIZEN

Even though there are differing opinions, most people agree that global citizenship goes beyond simply knowing that everyone is a citizen of the planet, and reflects more the idea that all citizens of the planet have a collective responsibility to each other and the planet itself. In this regard, everyone belongs to one community, the planet, and consequently has a stake in the well-being of that community and its people.

As citizens of the global society, many young Canadians have a keen desire to give and volunteer, especially with hands-on ways of improving the lives of people, domestically and internationally. We believe that we can change the world one donation, one voluntary activity, or one purchase at time.

What can you do to become a better global citizen? Some suggestions include:

- Educate yourself about different regions of the world.
- Make ethical choices in your personal life and protect the environment.
- Participate in your own community and contribute to its well-being.
- Don’t be apathetic; take an interest in what's going on.
- Constantly improve your communication skills and express yourself appropriately.
- Treat people as you want to be treated.
- Learn about different cultures, and share your culture.
- Interact with people from diverse cultures and challenge injustice if necessary.
- Pick a good cause and advocate for it.
- Reflect on your actions.
- Gain awareness of global affairs, and local and global issues.
- Believe that people can make a positive change in the world, and lead by example.

There are numerous examples of young people who have done great things. Canadian Michael Furdyk is one of them.

Did you know?

Michale Furdyk was born in Toronto, Canada in 1982. When he was in ninth grade, he and a couple of his friends launched an online magazine about computers called MyDesktop.com. In May 1999, when Michael was in the eleventh grade, they sold it for over $1 million. In October 1999, Michael and his friend Jennifer Corriero started TakingItGlobal, which is an online space where young people can work together with others around the world to do something good. As of 2009, ten years later, the site had members all over the world. Only 30% of its members are from North America, and the conversation takes place in 248 languages. (Don Tapscott, *Grown up Digital*, p. 280)

You could be the next Michael Furdyk. There are several simple things you can do to become engaged in a digital world, such as:

1. Join a social networking site or even create your own. It's an easy way to connect with old friends or meet new ones who share your interests. Promote your cause online.
2. Share websites you like and find out what sites your friends are reading by using free social bookmarking.

3. Share photos of issues that are important to you.
4. Find videos relevant to a cause you care about, or create your own and post them online.
5. Champion a cause by creating and personalizing a charity badge or widget. Email the link of your charity badge to family, friends and other contacts, or post it online.
6. Use micro-blogging sites such as Twitter to get your information out there and attract others to your cause.
7. Start a blog and invite your friends. Encouraging readers to leave comments is a great way to start online conversation.
8. Volunteer online. Various online programs, such as *In2Books* allow you to choose when and where to give your time.
9. Create online petitions to help promote the causes most important to you.
10. Donate to various causes through your cell phone. Text-to-give campaigns let donors make a secure donation to the cause they care about.

Based on what you have read in this section, develop a plan for being a better global citizen. You can include ideas from the chapter or come up with your own.

If you were to explain global citizenship to a junior cadet or a random person at the mall, what sort of things would you tell them? Sum up the information in this package in a way they could understand. Remember, you can make a mind-map, write a short essay, or even draw appropriate illustrations.

Congratulations, you have completed your self-study package on EO C501.02 (Reflect Upon Individual Global Citizenship). Hand the completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 3

EO C501.03 – ANALYZE A GLOBAL ISSUE

Total Time: One session = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO C501.01 (Analyze a Global Issue) located in A-CR-CCP-605/PG-001, *Royal Canadian Sea Cadets Phase Five Qualification Standard and Plan*, Chapter 4.

Self-study packages are intended to be completed by the cadet independently. More information about self-study packages can be found in the foreword and preface.

Review the lesson content and become familiar with the material prior to facilitating this lesson.

Gather the required resources:

- a copy of the self-study package located at Annex A for each cadet,
- a national newspaper,
- a pen or pencil, and
- an Internet-enabled computer terminal / smart phone / tablet, if one is available.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to analyze a global issue at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet will have analyzed a global issue.

IMPORTANCE

It is important for cadets to develop the ability to analyze an issue and understand it within the local, national, and international context as these are key skills necessary for being a good global citizen.

SELF-STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self-study package is to have the cadet analyze a global issue.

RESOURCES

- Self-study package,
- National newspaper,
- Internet-enabled computer terminal / smart phone / tablet, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self-study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self-study package located at Annex A, a national newspaper, a pen / pencil, and, if available, access to an Internet-enabled computer terminal / smart phone / tablet.
2. From the following list, have the cadet select either two United Nations (UN) briefing papers, or one UN briefing paper and one Canadian Armed Forces (CAF) current international operation to read and analyze:
   (a) UN briefing papers located at Appendices 1–4 of Annex A,
   (b) UN briefing papers located at www.un.org/cyberschoolbus/briefing, and / or
   (c) CAF current international operations located at www.forces.gc.ca > OPERATIONS (www.forces.gc.ca/site/operations/index-eng.asp).
3. Allow the cadet 90 minutes to complete the self-study package.
4. Provide assistance as required to the cadet.
5. Collect the self-study package once the cadet has finished.
6. Correct the self-study package. Look for evidence of thought and reflection and substantiated ideas.
7. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
8. Return the completed self-study package to the cadet for their future reference.
9. Record the result in the cadet's logbook and training record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self-study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The world continues to face a number of global issues. Being able to analyze these issues and understand them within the context of Canada are key components of being a good global and Canadian citizen.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

United Nations (n.d.). *Briefing Papers for Students*. Retrieved March 26, 2013, from http://cyberschoolbus.un.org/briefing/index.asp

Canadian Forces (2013). *Canadian Forces Operations*. Retrieved March 26, 2013, from http://www.forces.gc.ca/site/operations/index-eng.asp

Analyze A Global Issue

SECTION 1: PARAMETERS OF A GLOBAL ISSUE
SECTION 2: GLOBAL TO LOCAL
SECTION 3: REFLECTION

SECTION 1
PARAMETERS OF A GLOBAL ISSUE

RESPONSIBILITIES OF GLOBAL CITIZENS

Some issues are of such a scale that they either involve the entire international community directly or have implications for the entire world.

Do global citizens, such as yourself, have a responsibility for knowing about international issues? If so, what type of information should an informed global citizen know about international issues? Record five points below:

READ ABOUT TWO GLOBAL ISSUES

1. Select and read either two United Nations (UN) briefing papers, or one UN briefing paper and a current international Canadian Armed Forces (CAF) operation overview.

The UN briefing papers provided are:

- Child Labour located at Appendix 1,
- Biodiversity located at Appendix 2,
- Poverty located at Appendix 3, and
- Human Rights located at Appendix 4.

Additional UN briefing papers are located at www.un.org/cyberschoolbus/briefing.

Information regarding a current international CAF operation may be found at www.forces.gc.ca > OPERATIONS (www.forces.gc.ca/site/operations/index-eng.asp) (be sure to review the related links at the bottom of the operation's page).

2. Review a provided national newspaper (hard copy or online) to search for articles related to the global issues you have selected.

3. Complete the Key Facts sheets and answer the questions on the following pages. Include information / make reference to the newspaper article when answering the questions.

IDENTIFY THE PARAMETERS OF TWO GLOBAL ISSUES

Key Facts

ISSUE:
Who Identify those most affected by the issue and those involved in addressing it.
What Summarize the issue in two or three short sentences.
Where Identify locations where the issue is occurring.
When Identify when the timeline on the issue starts and when it can be predicted to end.
Why List some of the main causes of the issue.

Key Facts

ISSUE:
Who Identify those most affected by the issue and those involved in addressing it.
What Summarize the issue in two or three short sentences.
Where Identify locations where the issue is occurring.
When Identify when the timeline on the issue starts and when it can be predicted to end.
Why List some of the main causes of the issue.

SECTION 2
GLOBAL TO LOCAL

Place the issues in your local context by responding to the following questions:

To what extent do the global issues you looked at exist in your community?

If they do not exist, or exist very limitedly, why is that? What strategies to address the issues have been used? If one or both of the issues does exist in your community, what efforts are being made to address it or them?

Even the most distant issue can have some connection to Canada and your hometown. For example, extreme weather events, such as flooding, can be due to changing climate patterns, which is linked to the level of

carbon dioxide in the air. Ensuring that there are viable alternatives to driving, such as public transit, is then connected to prevention of events such as flooding. This is not to say that Canadians are responsible for weather catastrophes around the world, but there is nonetheless a connection between communities here and effects there.

Are there causal connections between your community and the issues you reviewed? If so, what are they?

SECTION 3
REFLECTION

Now that the issue has been placed in the national and local context, discuss your personal connection to the issue by answering the following questions:

How did reading about the issues make you feel?

How do you feel about Canada's / your local community's connection to these issues?

Do you now plan to take any action regarding these issues? If so, what? If not, why not?

Congratulations, you have completed your self-study package on EO C501.01 (Reflect Upon What it Means to be a Good Canadian Citizen). Hand the completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

UN Briefing Paper on

Child labour

Overview

"…to enable families living in poverty to survive, a quarter of a billion children aged 14 and under, both in and out of school, now work, often in hazardous or unhealthy conditions…Having approved the International Labour Organisation convention on the worst forms of child labour, Member States must now implement it fully."

Secretary-General Kofi Annan in the *Millennium Report*

Vital Statistics

- Some 250 million children between the ages of 5 and 14 work either full time or part time.
- Almost half, some 120 million work full time, every day, all year round.
- Some 61 per cent of them live in Asia; 32 per cent in Africa and 7 per cent in Latin America.
- 70 per cent of them work in agriculture.
- 70 per cent work in dangerous environments.
- Of the 250 million children concerned, some 50-60 million are between five and 11 years and work, by definition, in hazardous circumstances, considering their age and vulnerability.
- Child labour is also common in developed countries. For example, in the United States, more than 230,000 children work in agriculture and 13,000 in sweatshops.

The story of Iqbal

Iqbal was only four when he was sold into slavery. He was a child of bondage, sold by his family to pay for a debt. Though very small and very weak, he was forced to work at a carpet factory for 12 hours a day. He was constantly beaten, verbally abused and chained to his loom for six years. Severe malnutrition and years of cramped immobility in front of a loom stunted his growth.

All this changed in 1992, when Iqbal and some of his friends from the carpet factory stole away to attend a freedom day celebration organized by a group working to help end bonded labour. With their help, Iqbal, too, became free and soon became a well known critic of child labour. His campaign scared many, especially those who used children as bonded labour. In December 1994, Iqbal visited the United States to receive a human rights award. Soon after his return, Iqbal was killed by a gunman hired by factory owners.

Iqbal was just one of over 250 million child labourers worldwide, but his story has inspired many to act for change.

What is Child Labour?

Among adults the term 'child labour' conjures up a particular image: children chained to looms in dark mills and sweatshops, as if in a long nightmarish line running from Lancashire in the 1830s right through to the South Asia of today.

In reality, children do a variety of work in widely divergent conditions. This work takes place along a continuum, from work that is beneficial, promoting or enhancing a child's development without interfering with schooling,

recreation and rest to work that is simply destructive or exploitative. There are vast areas of activity between these two poles.

It is at the most destructive end, where children are used as prostitutes or virtual slaves to repay debts incurred by their parents or grandparents or as workers in particularly hazardous conditions, that efforts are focused to stop such abuse.

Who is a child labourer?

The term "child labour" generally refers to any economic activity performed by a person under the age of 15, defined by the International Labour Organisation (ILO) of the United Nations. On the beneficial side of the continuum, there is "light work" after school or legitimate apprenticeship opportunities, such as helping out in the family business or on the family farm. At the destructive end is employment that is:

- preventing effective school attendance; and
- hazardous to the physical and mental health of the child.

Many countries make a distinction between light and hazardous work, with the minimum age for the former generally being 12, for the latter usually varying between 16 and 18.

Are age limits for work the same in all countries?

Almost everywhere, age limits formally regulate children's activities - when they can leave school; marry; vote; be treated as adults by the criminal-justice system; join the armed forces; and when they can work.

But age limits differ from activity to activity and from country to country. The legal minimum age for all work in Egypt, for example, is 12; in the Philippines 14, in Hong Kong, 15. Peru adopts a variety of standards: the minimum age is 14 in agriculture; 15 in industry; 16 in deep-sea fishing; and 18 for work in ports and seafaring.

Many countries make a distinction between light and hazardous work, with the minimum age for the former generally being 12, for the latter usually varying between 16 and 18. ILO conventions adopt this approach, allowing light work at age 12 or 13, but hazardous work not before 18. The ILO establishes a general minimum age of 15 years, provided 15 is not less than the age of completion of compulsory schooling. This is the most widely used yardstick when establishing how many children are currently working around the world.

What is hazardous work?

Most child labour, 71 per cent, is found in agriculture and fishing. The main tasks in agriculture include working with machinery, agrochemicals, picking and loading crops. Hazards may include unsafe machinery, hazardous substances (insecticides, herbicides) heavy lifting and extreme temperatures. In deep sea fishing, children might be diving to depths of up to 60 metres to attach nets to coral reefs, risking exposure to high atmospheric pressure and attacks by carnivorous and poisonous fish.

In manufacturing where 8.3 per cent of child labour is found, items such as glass bangles, matches, fireworks or bricks might be made. Hazards occur in the form of noxious fumes and radiant heat from the molten glass; stepping on or handling hot broken glass; exposure to hazardous chemical mixtures; stuffing cracker powder into fireworks, risking fire and explosion; exposure to silicate, lead and carbon monoxide, carrying excessive weights; and burns from ovens through the processing of clay in the making of bricks.

A legal framework against child labour

Two UN agencies have directed their attention to the prevention of child labour worldwide: the United Nations Children's Fund (UNICEF) and the International Labour Organisation (ILO). They have helped define the problems and develop international legal frameworks to correct them. As a result of their work, we now have several international treaties (or Conventions), banning child labour and identifying concrete measures for Governments to take. Once a country ratifies a convention, UN bodies monitor compliance and hold countries accountable for violations.

1919: The first ILO child labour convention, the Minimum Age (Industry) Convention No. 5, adopted within months of the creation of the International Labour Organisation, prohibited the work of children under the age of 14 in industrial establishments.

1930: The ILO Forced Labour Convention No. 29 protected children from forced or compulsory labour, such as victims of trafficking, children in bondage, *like Iqbal*, and those exploited by prostitution and pornography.

1966: The International Covenant on Civil and Political Rights, reemphasizing issues of slavery and forced or compulsory labour, was adopted by the General Assembly, along with the International Covenant on Economic, Social and Cultural Rights calling for the protection of young people from economic exploitation and work hazardous to their development.

1973: The key instrument of the ILO was adopted: Convention No. 138 on the minimum age for admission to employment (15 or the age reached on completion of compulsory schooling)

1989: UN adopted Convention on the Rights of the Child specifying the right of the child to be protected from economic exploitation and hazardous work, and the refraining of states from recruiting any person under 15 into the armed forces.

1999: ILO unanimously adopts the Convention Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour Convention No. 182. It calls for states to prevent the most damaging child exploitation practices or the worst forms that currently exist.

Are making laws enough to prevent child labour?

Though the United Nations has already created a large number of international conventions, setting legal standards to prohibit the exploitation of child labour, the problem remains widespread. After all, laws mean very little if they are not enforced. Besides, specific measures attacking child labour must be taken at the national level.

According to the ILO, national strategies to address child labour issues should, at minimum, encompass the following five elements:

1. **National plan of action**: Single action or isolated measures against child labour will not have a lasting impact. Actions must be part of an overall national plan.
2. **Research**: To develop effective national (and international) policies and program, extensive research must be undertaken to determine the state of child labour.
3. **Awareness**: Child labour is often viewed as an unavoidable consequence of poverty. Without greater awareness about the extent and exploitative nature of child labour, the conditions for change will not occur.
4. **Broad social alliance**: Government action against child labour often ends with making laws. Initiatives against child labour traditionally come from non-Governmental organisations that have limited resources. Both need to work together. Other segments of civil society – the media, educators, artists and parliamentarians – should also be enlisted in the fight.
5. **Institutional capacity**: To formulate and execute a national policy, an institutional mechanism (such as a ministry or a department) within the Government must be created to monitor enforcement.

Signs of progress

- **Legal framework**: With over 20 international treaties against child labour in place, the world now has a legal framework. What is needed is its implementation at the national level.
- **International action**: ILO created the International Programme for the Elimination of Child Labour (IPEC) in 1992. It works toward eliminating child labour by helping developing countries strengthen their capacity to deal with the problem and create their own national action plans. So far it has helped implement more than 1,100 programmes in some 20 countries

- **Joining hands**: The United Nations wants to bring the Governments, factory owners and international donors together to work against child labour. Such initiatives as one between ILO, UNICEF and the Bangladesh Garment Manufacturers and Exporters Association were undertaken to remove underage workers from 2,000 garment factories, place them in school and provide family income supplements. UNICEF also pioneered a policy of not buying any products made by child labour in their operations. Some Governments have followed this example.
- **International solidarity:** Children, youth, concerned citizens and Government leaders in Asia, Africa, Europe, North and South America in 1998 took part in a march against child labour. This march travelled through 56 countries, gathered supporters and raised greater awareness, putting new pressure on Governments to ratify conventions on child rights.
- **Student advocacy:** More and more students are getting involved, raising funds to build schools and treatment centers for child workers. For example, Free the Children, a Canadian based student organisation advocating the elimination of child labour, formed by then 13-year old activist, Craig Kielberger, has raised funds to build schools in South Asia. The Kids Campaign to Build A School for Iqbal, a Massachusetts based grass roots student campaign initiated by a school in the United States, has drawn worldwide support to build a school for Pakistani children of bonded labour in honour of Iqbal Masih.
- **Corporate responsibility**: Growing concern has been shown by corporations to address this issue and develop corporate codes of conduct to reduce their numbers of underage employees / provide work to other members of the family or schooling to supplement work. For example, all major soccer ball manufacturers have developed a voluntary programme to eliminate use of children under 14 in factories in Sialkot, Pakistan, where 75 per cent of the world's hand-stitched soccer balls are produced. Supported by ILO, UNICEF and Pakistani manufacturers, a programme was launched to provide schooling for these child workers and instead give their jobs to other family members. In addition, many clothing manufacturers now hire outside companies to inspect working conditions in their factories. While some companies fund their investigators directly, others have agreed to independent monitors from human rights offices not employed by the corporations.
- **Advocacy by trade unions:** In Brazil, trade unions in cooperation with IPEC have managed to secure child labour clauses in contracts with employers in over 88 municipalities in over 8 federal states. In addition, employers have signed pledges to eliminate child labour from production chains of the charcoal, citrus and footwear sectors. Trade unions help by monitoring working conditions, denouncing abuses and reaching large numbers of adult members through education programmes, collective bargaining and campaigning for policy change at all levels.
- **Anti-sweatshop movement:** Campaign by labour rights groups has helped improve working conditions in "sweat shops". In several instances, multinational companies now put pressure on their contractors to ban or reduce child labour.

What are the areas needing attention?

UNICEF recommends the following:

- Immediately end hazardous and exploitative child labour -- including bonded labour, commercial sexual exploitation and work that hampers the child's development.
- Provide free and compulsory education - ensuring that children attend primary education full time until completion.
- Expand legal protection - ensure consistency and implementation in mutually supportive ways.
- Register all children at birth -- to protect the child's right to have evidence of the child's age.
- Extend data collection/ monitoring -- gather and analyse globally comparable child labour data.
- Develop codes of conduct and procurement policies -- Corporations should adopt codes of conduct guaranteeing that neither they nor their subcontractors will employ children in conditions that violate their rights and then abide by those codes.

Ratify ILO Convention No. 182 now!

The ILO Convention No. 182 is considered by many as perhaps the most significant legal instrument to tackle child labour. It defines the worst forms of child labour and asks all Governments to ban them. These are:

- All forms of slavery;
- Child prostitution;
- Using children for illicit activities, especially drug trafficking;
- Work exposing children to grave health and safety hazards.

Once Governments have ratified the Convention they must apply it in law and in practice. Among other things, Governments should:

1. Introduce action programs to remove and prevent the worst forms of child labour;
2. Provide direct assistance for rehabilitation of children and their social integration;
3. Ensure access to free education;
4. Identify children at special risk; and
5. Take account of girls and their special situation.

Governments must also report regularly to the ILO regarding the application of the Convention and be accountable for all allegations of violations.

THIS PAGE INTENTIONALLY LEFT BLANK

UN Briefing Paper on

Biodiversity

Overview

"Environmental sustainability is everybody's challenge….Our goal must be to meet the economic needs of the present without compromising the ability of the planet to provide for the needs of future generations."

Secretary-General Kofi Annan in the *Millennium Report*

Vital Statistics

- Species have been disappearing at 50-100 times the natural rate, and this is predicted to rise dramatically.
- Based on current trends, an estimated 34,000 plant and 5,200 animal species – including one in eight of the world's bird species – face extinction.
- About 30 per cent of the main farm animal breeds are currently at high risk of extinction.
- Some 65 million hectares of forest have been lost in the developing world because of over-harvesting.
- Plant-based medicines provide more than 3 billion people with their primary health care.
- Fish catches have increased nearly fivefold during the last half-century, but almost 70 per cent of ocean fisheries are either fully exploited or over-fished.
- More than half the world's coral reefs are currently at risk.

Biodiversity – the web of life

Biological diversity – or biodiversity – is the term given to the variety of life on Earth and the natural patterns it forms. The biodiversity we see today is the fruit of billions of years of evolution, shaped by natural processes and, increasingly, by the influence of humans. It forms the web of life of which we are an integral part and upon which we so fully depend.

This diversity is often understood in terms of the wide variety of plants, animals and micro-organisms. So far, about 1.75 million species have been identified, mostly small creatures such as insects. Scientists reckon that there are actually about 13 million species, though estimates range from 3 to 100 million. Biodiversity also includes genetic differences within each species – for example, between varieties of crops and breeds of livestock. Yet another aspect is the variety of ecosystems such as those that occur in deserts, forests, wetlands, mountains, lakes, rivers and agricultural landscapes. It is the combination of life forms and their interactions with each other and with the rest of the environment that has made Earth a uniquely habitable place for humans.

We are changing life on Earth

Protecting biodiversity is in our self-interest. Nature's products support such diverse industries as agriculture, cosmetics, pharmaceuticals, pulp and paper, horticulture, construction and waste treatment. The loss of biodiversity threatens our food supplies, opportunities for recreation and tourism, and sources of wood, medicines and energy. It also interferes with essential ecological functions.

Just consider the many goods and services provided by ecosystems:

- Provision of food, fuel, fibre and shelter and building materials.
- Purification of air and water, detoxification and decomposition of wastes.
- Stabilization and moderation of the Earth's climate.
- Moderation of floods, droughts, temperature extremes and the forces of wind.

- Generation and renewal of soil fertility, including nutrient cycling.
- Pollination of plants, including many crops; control of pests and diseases.
- Maintenance of genetic resources as key inputs to crop varieties and livestock breeds and medicines.
- Cultural and aesthetic benefits.

While the loss of such charismatic animals as pandas, tigers, elephants, rhinos, whales and various species of birds catches our attention, it is the fragmentation, degradation and outright loss of forests, wetlands, coral reefs and other ecosystems that poses the gravest threat to biological diversity.

Our cultural identity is also deeply rooted in our biological environment. Plants and animals are symbols of our world, preserved in flags, sculptures and other images that define us. We draw inspiration just from looking at nature's beauty and power.

While loss of species has always occurred as a natural phenomenon, the pace of extinction has accelerated dramatically as a result of human activity. We are creating the greatest extinction crisis since the natural disaster that wiped out the dinosaurs 65 million years ago. These extinctions are irreversible and, given our dependence on food crops, medicines and other biological resources, pose a threat to our own well-being.

An Agreement for Action

While concern for the environment is constant in history, heightened concern about environmental destruction and loss of species and ecosystems in the 1970s led to concerted international action. In 1972, the United Nations Conference on the Human Environment (Stockholm) led to the establishment of the United Nations Environment Programme (UNEP). In the following years, Governments, often under UNEP auspices, signed a number of regional and international agreements to tackle specific issues, such as protecting wetlands and migratory species and regulating the international trade in endangered species.

Twenty years later, in 1992, the largest-ever meeting of world leaders took place at the United Nations Conference on Environment and Development in Rio de Janeiro, Brazil. An historic set of agreements was signed at the "Earth Summit", including two binding agreements, the Convention on Climate Change, which targets industrial and other emissions of greenhouse gases such as carbon dioxide, and the Convention on Biological Diversity, the first global agreement on the conservation and sustainable use of biological diversity. Over 150 Governments signed the treaty at the Rio Conference, and since then more than 175 countries have ratified it.

The Convention has three main goals:

- the conservation of biodiversity;
- sustainable use of the components of biodiversity; and
- sharing the benefits arising from the commercial and other utilization of genetic resources in a fair and equitable way.

The Convention recognizes – for the first time – that the conservation of biological diversity is "a common concern of humankind" and is an integral part of the development process. It also covers the rapidly expanding field of biotechnology, addressing technology development and transfer, benefit sharing and biosafety. The Convention also offers decision-makers guidance based on the precautionary principle that where there is a threat of significant reduction or loss of biological diversity, lack of full scientific certainty should not be used as a reason for postponing measures to avoid or minimize such a threat.

Some of the many issues dealt with under the Convention include:

- Measures and incentives for the conservation and sustainable use of biological diversity.
- Regulated access to genetic resources.

- Access to and transfer of technology, including biotechnology.
- Technical and scientific cooperation.
- Impact assessment.
- Education and public awareness.
- Provision of financial resources.
- National reporting on efforts to implement treaty commitments.

National Action

The Convention on Biological Diversity, as an international treaty, identifies a common problem, sets overall goals and policies and general obligations, and organizes technical and financial cooperation. However, the responsibility for achieving its goals rests largely with the countries themselves. At the national level, private companies, landowners, fishermen and farmers take most of the actions that affect biodiversity. Governments need to provide the critical role of leadership, particularly by setting rules that guide the use of natural resources, and by protecting biodiversity where they have direct control over the land and water.

Under the Convention, Governments are required to develop national biodiversity strategies and action plans, and to integrate these into broader national plans for environment and development. This is particularly important for such sectors as forestry, agriculture, fisheries, energy, transportation and urban planning.

Other treaty commitments include:

- Identifying and monitoring the important components of biodiversity that needs to be conserved and used sustainably.
- Establishing protected areas to conserve biodiversity while promoting environmentally sound development around these areas.
- Rehabilitating and restoring degraded ecosystems and promoting the recovery of threatened species in collaboration with local residents.
- Respecting, preserving and maintaining traditional knowledge of the sustainable use of biological diversity with the involvement of indigenous peoples and local communities.
- Preventing the introduction of, controlling and eradicating alien species that could threaten ecosystems, habitats or species.
- Controlling the risks posed by organisms modified by biotechnology.
- Promoting public participation, and educating people and raising awareness about the importance of biological diversity and the need to conserve it.
- Reporting on how each country is meeting its biodiversity goals.

Taking action

The conservation of each country's biodiversity can be achieved in various ways. "In-situ" conservation – the primary means of conservation – focuses on conserving genes, species and ecosystems in their natural surroundings, for example by establishing protected areas, rehabilitating degraded ecosystems, and adopting legislation to protect threatened species. "Ex- situ" conservation uses zoos, botanical gardens and gene banks to conserve species. There are many examples of country-level initiatives to integrate the objectives of conservation and sustainable use:

- In 1994, Uganda adopted a programme under which protected wildlife areas shared part of their tourism revenues with local people -- an approach now being used in several African countries.
- Costa Rica's 1996 Forestry Law includes provisions to compensate private landowners and forest managers who maintain or increase the area of forest within their properties.

- Through weekly "farmer field schools", some 2 million rice farmers in several Asian countries have enhanced their understanding of the tropical rice ecosystem – including the interactions between insect pests of rice, their natural enemies, fish farmed in the rice paddies, and the crop itself – in order to improve their crop management practices. As a result, they have increased their crop yields, while at the same time almost eliminating insecticide use.
- Clayoquot Sound on the western coast of Vancouver Island, Canada, encompasses forests and marine and coastal systems. The establishment of adaptive management to implement the ecosystem approach at the local level is currently under development with the involvement of indigenous communities, with a view to ensuring rational use of the forest and marine resources.

The Convention's success depends on the combined efforts of the world's nations. The responsibility to implement the Convention lies with the individual countries and, to a large extent, compliance will depend on informed self-interest and peer pressure from other countries and from public opinion. The Convention Secretariat in Montreal regularly organizes global and regional meetings – where Governments, nongovernmental organizations, the academic and scientific communities, the private sector and other interested groups or individuals share ideas and compare strategies.

Sharing the benefits of genetic resources

An important part of the biodiversity debate involves access to and sharing of the benefits arising out of the commercial and other use of genetic material, such as pharmaceutical products. The treaty recognizes a country's sovereignty over its genetic resources, and provides that access to valuable biological resources be carried out on "mutually agreed terms" and subject to the "prior informed consent" of the country of origin. When a micro-organism, plant or animal is used for a commercial application, the country from which it came has the right to benefit through cash, samples of what is collected, the participation or training of national researchers, the transfer of biotechnology equipment and know-how, and shares of any profits. Work has begun to translate this concept into reality and there are already examples of benefit-sharing arrangements, such as:

- In 1995, the Philippines required bio-prospectors to get "prior informed consent" from both the Government and local peoples.
- Costa Rica's National Institute of Biodiversity (INBIO) signed a historic bio-prospecting agreement with a major drug company to receive funds and share in benefits from biological materials that are commercialized.

The Biosafety Protocol

Since the domestication of the first crops and farm animals, we have altered their genetic makeup through selective breeding and cross-fertilization. The results have been greater agricultural productivity and improved human nutrition.

In recent years, advances in biotechnology techniques have enabled us to cross the species barrier by transferring genes from one species to another. We now have transgenic plants, such as tomatoes and strawberries that have been modified to protect the plants from frost. Some varieties of potato and corn have received genes from a bacterium that enables them to produce their own insecticide. Other plants have been modified to tolerate herbicides sprayed to kill weeds. Living Modified Organisms (LMOs) are becoming part of an increasing number of products, including foods and food additives, beverages, drugs, adhesives, and fuels. Agricultural and pharmaceutical LMOs have rapidly become a multi-billion-dollar global industry.

Biotechnology is being promoted as a better way to grow crops and produce medicines, but it has raised concerns about potential side effects on human health and the environment. In some countries, genetically altered agricultural products have been sold without much debate, while in others, there have been vocal protests against their use, particularly when they are sold without being identified as genetically modified.

In response to these concerns, Governments negotiated a subsidiary agreement to the Convention to address the potential risks posed by cross-border trade and accidental releases of LMOs. Adopted in January 2000, the Cartagena Protocol on Biosafety allows Governments to signal whether or not they are willing to accept imports

of agricultural commodities that include LMOs by communicating their decision to the world community via a Biosafety Clearing House, a mechanism set up to facilitate the exchange of information on, and experience with, LMOs. In addition, commodities that may contain LMOs are to be clearly labelled as such when being exported.

Exporters must also provide detailed information to each importing country in advance of the first shipment of seeds, live fish and other LMOs that are to be intentionally introduced into the environment, and the importer must then authorize the shipment. The aim is to ensure that recipient countries have both the opportunity and the capacity to assess any risks involving the products of modern biotechnology. The Protocol will enter into force after it has been ratified by 50 Governments.

Secretary-General Kofi Annan, in his *Millennium Report* has proposed convening a high-level global policy network to address these and related controversies concerning the risks and opportunities associated with the increased use of biotechnology and bioengineering.

A new initiative for assessing ecosystems

During the past three decades we have become increasingly aware that the natural ecosystems on which human life depends are under threat. But we still lack detailed knowledge of the extent of the damage – or its causes. Secretary-General Kofi Annan, in his *Millennium Report*, has underscored the need to develop a truly comprehensive global evaluation of the condition of the five major ecosystems: forests, freshwater systems, grasslands, coastal areas and agroecosystems. This proposed the Millennium Ecosystem Assessment seeks to produce just such an evaluation.

An initiative of the World Resources Institute, the World Bank, the United Nations Development Programme and the United Nations Environment Programme, among others, will draw on and collate existing sources of data and promote new research to fill the missing knowledge gaps.

The Secretary-General has called on the Member States to help provide the necessary financial support for the Millennium Ecosystem Assessment and to become actively engaged in it. Both developed and developing country Governments will benefit from the research work. The private sector will also benefit by being able to make more informed forecasts. And it will provide civil society with the information they need to hold corporations and Governments accountable for meeting their environmental obligations.

Joining hands

While Governments should play a leadership role, other parts of society need to be actively involved. After all, it is the choices and actions of billions of individuals that will determine whether or not biodiversity is conserved and used sustainably.

In an era when economics is a dominant force in world affairs, it is more important than ever to have business willingly involved in environmental protection and the sustainable use of nature. Fortunately, a growing number of companies have found ways to make a profit while reducing their environmental impacts, thus increasing goodwill from their business partners, employees and consumers.

Local communities play a key role since they are the true "managers" of the ecosystems in which they live. Many projects have been successfully developed in recent years involving the participation of local and indigenous communities in the sustainable management of biodiversity.

Finally, the ultimate decision-maker for biodiversity is the **individual citizen**. The small choices that individuals make add up to a large impact because it is personal consumption that drives development, which in turn uses and pollutes nature. By carefully choosing the products they buy and the government policies that they support, the general public can begin to steer the world towards sustainable development. Governments, companies and others have a responsibility to lead and inform the public, but, finally, it is individual choices, made billions of times a day, that count the most.

On a practical level, one can join others in:

1. Beautifying school grounds and parks, using local plant species.
2. Reclaiming abandoned lots into community gardens; adopting a local park.
3. Educating one another about local species of animals and plants.
4. Forming wildlife and gardening organizations, or joining existing ones.

UN Briefing Paper on

Poverty

Overview

"I call on the international community at the highest level... to adopt the target of halving the proportion of people living in extreme poverty, and so lifting more than 1 billion people out of it, by 2015."

Secretary-General Kofi Annan in the *Millennium Report*

Vital Statistics

- More than 2.8 billion people, close to half the world's population, live on less than the equivalent of $2/day. More than 1.2 billion people, or about 20 per cent of the world population, live on less than the equivalent of $1/day.
- South Asia has the largest number of poor people (522 million of whom live on less than the equivalent of $1/day). Sub-Saharan Africa has the highest proportion of people who are poor, with poverty affecting 46.3 per cent or close to half of the regions' population.
- Nearly 1 billion people are illiterate; more than 1 billion people do not have access to safe water; some 840 million people go hungry or face food insecurity; about one-third of all children under five suffer from malnutrition.
- The estimated cost of providing universal access to basic social services and transfers to alleviate income poverty is $80 billion, which is less than 0.5 per cent of global income.
- The top fifth (20 per cent) of the world's people who live in the highest income countries have access to 86 per cent of world gross domestic product (GDP). The bottom fifth, in the poorest countries, has about one per cent.
- The assets of the world's three richest men exceed the combined Gross Domestic Products of the world's 48 poorest countries.

The poverty trap

Until recently, poverty was understood largely in terms of income—or a lack of one. To be poor meant that one could not afford the cost of providing a proper diet or home. But poverty is about more than a shortfall in income or calorie intake. It is about the denial of opportunities and choices that are widely regarded as essential to lead a long, healthy, creative life and to enjoy a decent standard of living, freedom, dignity, self-esteem and the respect of others.

People don't live in the squalor of the slums, squatter communities, low-rent districts or beside garbage dumps because they want to. They have no other choice. Possessing little money, little education, few skills for the marketplace and a multitude of health problems, nearly half of all the people in the world live in poverty, without much opportunity to improve their lives.

Poverty has multiple dimensions, and many of them are inter-related, making for a vicious cycle:

- Poor health, disease and disability can prevent people from working full time, limiting their income and their ability to work to move out of poverty. Health problems for the breadwinner mean income problems, but an illness in the family can ruin an entire household. Not only is income lost, but expenses go up due to the need for medicines and health care and the need for family members to care for the sick person.
- Those with less formal education tend to be disproportionately represented in the ranks of the poor, perhaps because they are more likely to hold poorly paid jobs or to be unemployed. Poor families often face enormous difficulties in keeping their children in school due to the costs, as well as to the pressure to have as many household members, including children, out working. The next generation, being poorly educated, could in turn end up holding similar poorly paid jobs.

- Women with children constitute the majority of the poor in many countries. Where women can move out of poverty their children appear to face a brighter future, but where their chances are limited, poverty is transmitted inter-generationally. In many cases, girls have higher dropout rates as they are the first to be pulled out of school to help with household work and childcare. Yet, experience has shown that investment in girls' and women's education not only makes for greater equity but also tends to translate directly into better nutrition for the family, better health care, declining fertility and potentially greater economic empowerment.
- Poverty has been identified as a major factor in the spread of HIV/AIDS in many parts of Africa. From simply being a cause of individual suffering, HIV/AIDS has become a major economic and social crisis for entire economies, as it affects the economically productive sections of society and makes it harder to eradicate poverty. It is estimated that at the end of 1999, nearly 34 million people worldwide were infected with HIV and by that by 2010 in Africa alone there will be 40 million orphans from the epidemic.
- As United Nations Secretary General Kofi Annan points out in his *Millennium Report*, "poor countries -- especially those with significant inequality between ethnic and religious communities -- are far more likely to be embroiled in conflicts than rich ones." In fact, twenty of the world's 38 poorest countries are either in the middle of an armed conflict or have recently emerged from it, according to other UN sources.

The roots of poverty

Poverty exists in many of the industrialized countries and characterizes whole regions of the developing world. The roots of poverty lie in a tangled web of local situations combined with national and international circumstances. It is the product of economic processes occurring at a variety of levels, as well as a range of particular social and economic conditions that appear to structure the possibilities of the individual.

Some countries have to pay more to finance their debt than they can spend on health and education: An obligation to repay debt incurred by past regimes—sometimes due to bad advice from developed countries, sometimes due to corrupt regimes—has severely curtailed the ability of many countries' efforts to break the poverty cycle. Sub-Saharan Africa pays over 14 per cent of export revenue in debt service. South Asia, another very poor region, pays 22 per cent. The Latin American and the Caribbean region must devote almost one-third of its export revenue to debt servicing.

- In recent years, Tanzania's debt service payments have been nine times its expenditure on primary health care, and four times as much as that spent on primary education.
- The value of Honduras's debt is 208 per cent of its exports; its debt service accounts for 55 per cent of Government expenditures.

In 1999, the IMF and the World Bank adopted the Enhanced Heavily Indebted Poor Countries Initiative, aimed at providing debt relief to 41 heavily indebted poor countries (HIPCs). The plan is expected to relieve up to 70 per cent of the approximately $170 billion debt that these countries owe. But so far, few countries have been able to qualify for relief and debt servicing has not always been sustainable. i.e. even after debt relief, the cost of servicing the debt has been greater than the amount spent on basic health and education, leave alone allowing for increased investment levels necessary for economic growth.

Trade-related factors and structural adjustment policies have had unfavourable effects: Many developing countries must rely on exporting unprocessed agricultural commodities to earn income overseas, but the prices of these agricultural products have been relatively unfavourable and have continued to fall. At the same time, world market prices for fuel and for manufactured and processed goods have risen. Furthermore, many developed countries have imposed steep trade restrictions on agricultural products from developing countries, making it harder for them to sell their goods. With depressed earnings, many countries have been unable to break out of the poverty cycle through a focus on exports. At the same time, depressed export prices but a rising import bill made for balance of payment problems, a rise in borrowing and in the current context, higher debt levels. Some estimates of the loss on account of declining prices in the year 1992, find it to be higher than the total aid budget of the OECD for that year ($65 billion compared to $58 billion). The situation was often compounded by structural adjustment policies which encouraged depreciation of the currencies.

- Indonesia, once self sufficient in food, more recently had come to depend on imported food – 20 million tonnes of rice a year. This had disastrous consequences in the late 1990s, when in the wake of the Asian crisis, the currency was severely devalued (500%) and local conditions made for inadequate supplies of domestically produced food. The price of imported rice skyrocketed and according to one estimate, more than 100 million Indonesians joined the ranks of the poor as a consequence.

Owning few assets, the poor have little access to capital or credit: In many countries, a majority depend upon agriculture and inadequate access to land is one of the primary causes of rural poverty. Most of the world's poor either own no land or own land not worth owning. The land they live on is generally of poor quality for farming, and often subject to damage from storms and other natural disasters. Or they are subject to century-old land-owning systems that perpetuate an almost feudal-like system of land tenure, such as in the *hacienda* system in the Philippines. Caught in a trap between marginal incomes and little chance to obtain funds for improvements, there is little opportunity for advancement. Land reforms, public investment in rural infrastructure, technology and marketing services along with increased credit and price stability are necessary to remove the multiple constraints restricting the possibilities of the rural poor.

Lack of sufficient employment opportunities: Escaping the poverty of the rural areas, many people head toward the cities – in their own and in foreign countries -- to find a job. But in most countries, there aren't enough decent jobs—the kind that pays a living wage—to go around. Poor people then tend to try to eke out a living at the margins—in what has become known as the informal sector. The pressure on this sector is heightened with labour displacing technical change, declining growth of the economy and formal sectors, and by budget cuts. However, people in the informal sector barely scrape by, and enjoy little or no social protection. Globally, it is estimated that of a workforce of a three billion people, 140 million are unemployed, and between a quarter and a third are underemployed.

Inadequate infrastructure and lack of access to basic social services in relation to education, health and reproductive health: Often living in areas that have no sewage or clean water, poor people are much more susceptible to illness and disease. They also often lack the mean to obtain the health care they need. At the same time, people living in poorer areas lack information on health and reproductive health issues, and consequently, are often uninformed on measures they can take to avoid risks.

Social exclusion: There are biases and prejudices in every country, and in some cases policies that exclude people of a certain race, religion, or sex from attaining positions of power or from getting good jobs. Often the bias has no basis in the law but is active nevertheless as in the case of gender discrimination or marginalisation of indigenous peoples. In such cases, affirmative action policies may need to be adopted for a period of time to improve the conditions of the excluded and to make for more equitable access to job opportunities.

Re-defining poverty

In the early days of the UN, poverty was measured in terms of the ability to meet a minimum number of calories or to have a minimum level of income to satisfy needs (income poverty). A "poverty line" defined this minimum level and the poor constituted the actual number of people whose incomes or calorie intake is less than this. A commonly used measure for purposes of international comparisons of income poverty is the $1 or $2 per day measure (purchasing power equivalent to $1 or $2 in the United States in 1993). There have been changes in thinking as to how to measure poverty with attempts at incorporating some of its various dimensions, as well as its circular connections that we talked about earlier.

In the 1970s the International Labour Organization (ILO) broadened the focus, and poverty came to be seen as the inability to meet basic needs. In the 1980s and 90s, the concept underwent further change by considering non-monetary aspects such as isolation, powerlessness, vulnerability and lack of security, as well as an individual's capacity and capability to experience well being.

Inspired by the work of Amartya Sen, a world famous economist who won the Nobel Prize for Economics in 1999, the United Nations Development Programme (UNDP) introduced measures for progress and for deprivation that focus on poverty from a human development perspective. It now views poverty as a denial

of choices and opportunities for living a tolerable life. The human poverty index (HPI) constructed for each country provides a country-by-country picture of deprivation in terms of longevity, education and economic factors. Considering poverty in a different way leads to new observations. For example, an elevated level of the United States population experiences acute "human poverty" despite its high average income levels.

A strategy to fight poverty

In programmes aimed at tackling poverty, specific goals have been created and efforts concentrated or focused on meeting those targeted goals. Through this approach there has been some progress in poverty reduction since 1970, although it has not been spread equally over the different parts of the world. Most of the decline in poverty took place in East Asia, notably in China. In developing countries, infant mortality was cut by more than 40% and adult illiteracy by 50%. A newborn baby can expect to live 10 years longer, and combined net primary and secondary school enrolment has increased by nearly 50%. But there have also been reversals over the last few years, and huge problems remain.

Based on the experience of the past years, there is now a growing consensus among national and international policy makers on what works and what does not in fighting poverty. Policies that are part of the successful poverty reduction package of different countries include the following:

Inclusive and broad-based economic growth: Economic growth is one of the most important factors in helping to reduce poverty, but it is not sufficient. The effectiveness of economic growth in reducing poverty depends upon the structure of growth, existing levels of inequality and on how the benefits of growth are distributed.

Inequality in income is a function of the distribution of economic assets (land, industrial and financial capital), and so-called "human capital" in the form of education and skills. Governments need to work on creating more equity in the distribution of income and assets.

The effectiveness of growth in reducing poverty also depends on the extent of growth and employment opportunities created, and whether it takes place in areas and sectors where the poor are located. In most cases, with the exception of the South East Asian countries (Republic of Korea, Taiwan Province of China, Malaysia, etc.) in their high growth phase, there has not been sufficient employment generation in the formal sector of the economy. Attention now needs to be paid to the informal sector of the economy.

- According to the Secretary-General's *Millennium Report*, a 1 per cent increase in a country's gross domestic product can bring about an increase in the incomes of the poorest 20 per cent of the population. But this cannot happen where inequalities in society do not permit growth to benefit the poor.
- China is an example of what could be achieved by rapid economic growth built on investment in people: the gap in average income between China and the rest of the world has decreased by over 50 % compared to 40 years ago.

However, prospects for growth in the world economy currently are rather bleak. The world economy appears to be growing too slowly to create enough jobs or to make a real impact on poverty. Even the industrialized countries appear to be stuck with high unemployment, a major cause of poverty. This suggests that economies cannot rely on growth to pull them out of poverty, but must take specific steps to target poverty reduction directly.

Growth, if it is achieved at the cost of environmental degradation, can also undermine the livelihoods of the poor who are dependent upon these resources. Hence, development policies need to be sensitive to the social and economic environments of the poor.

- After the 1992 Earth Summit (Rio de Janeiro, Brazil), the Philippines was the first country to establish a council for sustainable development with partners from Government, civil society and private business. Key businesses worked to implement sustainable development initiatives – reusing by-products, controlling pollution levels and including environmental provisions in collective bargaining agreements with labour unions.

Realizing Globalization's Potential: The phenomenon of large corporations operating in many countries, in the hands of private individuals who make decisions about opening/closing and reorganizing operations that affect the lives of many people, is a reality of this new millennium. The process called globalization and increased economic integration offer countries many positive market and employment opportunities. But there are also risks and problems associated with it. The poor in poor countries at this time are often victims of this process. (See *Briefing Paper on Globalization* for a more comprehensive discussion of its pros and cons.) Countries need to prepare themselves for globalization by:

- building up the competitive advantage of their industries.
- addressing the problems of those who will lose out from global competition; and
- improving technology and increasing productivity so as to avoid competing on the basis of low wages, poorly regulated working conditions and exploitation of the environment.

Even after they have done all this, nothing is guaranteed. Markets may be saturated and despite globalization, many industrialized countries also still protect their markets with tariffs and quotas and discriminate against the products of developing countries. Better trade policies, fairer rules and terms that allow poor countries to enter developed country markets need to be put in place. The United Nations Secretary-General has urged all industrialized countries to consider granting duty-free and quota-free access for essentially all exports from the least developed countries. Governments and international agencies also need to work on preparing countries assisting them in developing regulatory policies that will soften the negative impact of volatile financial flows.

Promoting good governance, accountability and participation: Honest and fair government practices, free of corruption; decision making open to the input of the public; and follow-up actions in accordance with decisions made, are measures needed to eradicate poverty. Of prime importance are:

- good governance - the conduct of a government that is honest and fair; see briefing on governance
- transparency :- decision making can be open to public input and scrutiny; and
- accountability - ensuring that follow-up actions are in accordance with decisions openly arrived at, and that they can help ensure that the benefits of growth and poverty reduction policies actually reach the poor.

Key in bringing this about is the role that civil society can play, as is the process of allowing and encouraging the participation of the poor themselves in the making of policies, especially those that affect them directly. There is a clear link between empowering the poor and overcoming poverty. According to the UNDP Poverty Report 2000:

- In Andhra Pradesh, India, women organized themselves into self-help groups (SHG), which mobilized community savings, created opportunities for income generation for women via the increased access to credit and through a focus on skill formation and improved the status of women. The groups mobilized the community to make recommendations about loan priorities, and also tried to reduce or eliminate child labor and improve the condition of girls.
- Similarly, in Cambodia, local communities developed their own anti-poverty projects. Villagers brainstormed about their problems, they asked questions of officials and expressed their opinions about how best to do things.
- In Bulgaria, self-governing civic organizations increasingly provided vocational training, fostering new businesses, protecting the environment and resolving conflicts.

Provision of basic services and budgetary policies: The way in which public resources are mobilized and spent determines the kind of impact that it has on poverty. A fair and equitable public budgetary policy (relating to expenditure, taxation and government fiscal priorities) can also help to promote economic growth, reduce inequality and make development more pro-poor. Examples of success in pro-poor and participatory budgetary policies can be found in India, Brazil and Uganda.

Bringing about improvements in the quality of life, or reducing the level of deprivation, is a function not only of the resources available but also of the economic and social priorities and policies of government. Reducing the impact of the various dimensions of poverty is possible, even at low levels of income. Government spending on health and education, in combination with other policies that promote equitable growth, is particularly important in addressing poverty. Such social provisioning policies can help:

- reduce the experience of deprivation and poverty;
- increase peoples' productive capacities and possibilities; and
- reduce the amount that government must spend on dealing with the impacts of health or other crises and deprivation.

Countries such as Costa Rica, Cuba, Sri Lanka and Viet Nam and the state of Kerala in India have secured better health conditions, greater reductions in mortality and improvements in literacy over others with similar or greater economic resources. Viet Nam, with a per capita income of $350, has a lower infant mortality (31 as compared to 60 per 1,000 live births) and higher adult literacy (92.9% as compared to 84.6%) than South Africa, which has a per-capita income of $3,310.

Mauritius, a small island nation in the Indian Ocean cut its military budget and invested heavily in health and education. Today, all Mauritians have access to sanitation, 98 per cent to safe water and 97 per cent of births are attended by skilled health staff.

Achieving Gender Equity: More women than men live in absolute poverty. Economic crises have often hit them harder. Few of them tend to get fewer skilled jobs, and in situations of growing unemployment they are often the first to lose their jobs. This increases their vulnerability and makes them more susceptible to falling into poverty, a phenomenon referred to as the feminization of poverty. Yet, as mentioned earlier, experience has shown that investment in girls' and women's education translates directly into better nutrition for the family, better health care and declining fertility. It has also been widely acknowledged that poverty is unlikely to be overcome without specific immediate and sustained attention to girls' education and women's empowerment. According to one estimate, closing the gender gap in education adds 0.5 percentage points to annual growth in GNP per capita.

National and International targets for poverty reduction: Throughout the 1990s, a series of international conferences on global development issues was held, with the eradication of poverty as a central goal. The World Summit for Social Development in 1995 expanded the context of poverty eradication to include such factors as:

- access to basic services
- productive employment
- sustainable livelihoods
- sense of human security
- reduction of inequalities
- elimination of discrimination
- participation in the life of the community.

At the summit, 117 nations pledged that their countries would take steps to eradicate poverty. Following the summit, countries were expected to establish national targets and policies to eradicate poverty.

The five-year follow-up review conference in Geneva in June 2000 recognized that "Since the Summit, globalization has presented new challenges for the fulfillment of the commitments made and the realization of the goals of the Summit … The growing interdependence of nations, which has caused economic shocks to be transmitted across national borders, as well as increased inequality, highlights weaknesses in current

international and national institutional arrangements and economic and social policies, and reinforces the importance of strengthening them through appropriate reforms."

As of now, it appears that with the slow growth in the world economy, and with countries struggling to revive economic growth, there is no prospect for their reaching their poverty targets any time soon.

Targets for a new millennium: In his Millennium Report, Secretary-General Kofi Annan lists ensuring freedom from want as the top-most priority facing humanity today. "We must spare no effort to free our fellow men and women from the abject and dehumanizing poverty," he declares. In the report, he identifies the following seven goals:

- halving the proportion of people living on less than a dollar a day;
- halving the proportion of people who suffer from hunger;
- halving the proportion of people who are unable to obtain safe drinking water;
- providing primary education to all girls and boys on an equal basis;
- halting—or even reversing—the spread of HIV/AIDS and the scourge of malaria;
- reducing maternal mortality by three-quarters and child mortality by two-thirds; and
- improvement in the lives of at least 100 million slum dwellers.

But how are such goals to be achieved?

The Secretary-General proposes very specific actions that affluent Governments should undertake:

- Grant free access to their markets for goods produced in poorer countries;
- Write off foreign debts;
- Grant more generous development assistance; and
- Work with pharmaceutical companies to develop an effective and affordable vaccine against HIV.

THIS PAGE INTENTIONALLY LEFT BLANK

UN Briefing Paper on

Human rights

Overview

"As Secretary General I have made human rights a priority in every programme the United Nations launches and in every mission we embark upon. I have done so because the promotion and defence of human rights is at the heart of every aspect of our work and every article of our Charter. Above all, I believe human rights are at the core of our sacred bond with the peoples of the United Nations."

Kofi Annan, "The Question of Intervention," 1999

Vital Statistics

- The Universal Declaration of Human Rights, adopted unanimously in 1948 and translated into over 300 national and local languages, is the best known and most cited human rights document in the world.
- More than 80 international human rights instruments have been created since then.
- The office of the High Commissioner for Human Rights, the UN official with principal responsibility for human rights activities, receives reports of over 200,000 violations per year.
- A statute creating an International Criminal Court was adopted. Over 100 Member States signed it.
- The Office of the High Commissioner for Human Rights has set up a fax hot line for receiving complaints of violations of human rights. The fax number in Geneva is 41-22-917-9018.

A small step…

There are some 200,000 Guarani Indians living in Bolivia, Argentina, Brazil and Paraguay. For many years, schools in these countries taught only in Spanish and did not allow the use of Indian languages. Guarani children were unable to cope with the new language and lagged behind. Many thought they were stupid and backward. Then in 1989, two United Nations agencies, UNICEF and UNESCO, started a new school programme for the Guarani children, allowing them to learn two languages, Spanish and Guarani.

The initiative soon paid off. Guarani children began getting higher grades in all subjects. As a result, fewer children left schools before finishing. Thanks to the United Nations, the Guarani Indians will no longer be punished for speaking their own language.

...toward a giant leap

Now, more than a decade later, the world's indigenous peoples, including the American Indians, have won another significant recognition. For the first time, the United Nations has established a permanent forum to discuss issues important to the indigenous peoples. This forum, which will be a sub-group of the UN's Economic and Social Council, will deal with human rights, environmental, educational and development issues affecting indigenous people around the world.

"It is an exhilarating, historic day," said a spokesman for the indigenous peoples. This was another important step for the United Nations in its quest for establishing universal recognition of all rights for all peoples, a principle enshrined in the Universal Declaration of Human Rights. The explanation and articulation of the rights defined by the Universal Declaration has now achieved virtually universal acceptance. Today the Universal Declaration, translated into over 300 national and local languages, is the best-known and most cited human rights document in the world. It has served as a model for numerous international treaties and declarations as well as the constitutions and laws of many countries. The Declaration has inspired more than 80 international human rights instruments, which together constitute a comprehensive system of legally binding treaties for the promotion and protection of human rights.

There is now international recognition that respect for human rights includes:

- the right of political choice;
- the freedom of association;
- the freedom of opinion and expression;
- the right to express and enjoy one's own culture;
- the right to be free from arbitrary arrest and detention;
- the right to an adequate standard of living, including health, housing and food;
- the right to be free; and
- the right to work.

During the past five and a half decades, the list of rights clarified and articulated by International Law has expanded dramatically to include new issues, such as the right to development, capital punishment, children in armed conflicts, compensation of victims, disability, discrimination based on HIV/AIDS, enforced or involuntary disappearances, environment, impunity, indigenous peoples, migrant workers, peacekeeping operations, sale of children, terrorism, human rights defenders, war crimes and many more.

But assuring human rights for all people remains a daunting challenge, especially given the impunity with which they continue to be violated in all parts of the world. In a survey conducted in 1999, the world's largest ever public opinion poll survey conducted by Gallup International, respondents showed widespread dissatisfaction with the level of respect for human rights. In one region, fewer than one in 10 citizens believed that human rights were being fully respected, while one-third believed they were not observed at all. Discrimination by race and gender were commonly expressed concerns.

The building blocks

The major advances in human rights and human development came after the horrors of the Second World War. The 1945 Charter of the United Nations, followed by the Universal Declaration of Human Rights in 1948, ushered in a new era of international commitment to human freedoms. Among other things, they:

- emphasized the universality of rights, centered on the equality of all people;
- recognized the realization of human rights as a collective goal of humanity;
- identified a comprehensive range of all rights -- civil, political, economic, social and cultural -- for all people;
- created an international system for promoting the realization of human rights with institutions to set standards, establish international laws and monitor performance (but without powers of enforcement); and
- established the State's accountability for its human rights obligations and commitments under international law.

Work on international human rights legislation continued. But polarized by the cold war, the rhetoric of human rights was often reduced to a weapon in official propaganda for geopolitical interests. The West emphasized civil and political rights, pointing the finger at socialist countries for denying these rights. The socialist (and many developing) countries emphasized economic and social rights, criticizing the richest Western countries for their failure to secure these rights for all citizens. In the 1960s this led to two separate covenants -- one for civil and political rights; the other for economic, social and cultural rights.

The 1980s brought a strong renewal of international interest and action, propelled by a surge of activity by civil society on issues of democracy, women's and children's rights, rights of indigenous peoples and other issues. The two most notable achievements in these areas were: the Convention on the elimination of All Forms of Discrimination Against Women (1979) and the Convention on the Rights of the Child (1989). Another milestone

was the adoption in 1984 of the Convention against Torture and Other Degrading Treatment or Punishment, which declared torture as an international crime.

In 1986 the Declaration on the Right to Development was adopted. And further strong commitments were made at the World Conference on Human Rights in Vienna in 1993. This was followed by the creation of the position of United Nations High Commissioner for Human Rights and the growing advocacy for rights internationally and nationally. The late 1990s and the turn of the millennium brought other exciting developments:

- The 1998 Rome Statute to establish the International Criminal Court opened up possibility for prosecuting those responsible for crimes against humanity. By April 2000 nearly 100 countries signed it.
- Establishment of the International Tribunals for former Yugoslavia (1993) and for Rwanda (1994) is helping enforce individual accountability for war crimes.
- The optional protocol to CEDAW (1999) has opened the way for individuals to submit claims of violations of women's rights.
- Two new Optional Protocols to the Convention on the Rights of the Child have strengthened the landmark 1989 treaty: one on child soldiers, the other on sale of children.
- Useful stock taking exercises regarding government programs in women' rights and social development was carried out in the Beijing+5 and Coppenhagen+5 review conferences.
- The appointment of three new Special Rapporteurs -- on the right to adequate housing, the right to food and the issue of globalization and its impact on the full enjoyment of all human rights -- will help focus on the emerging human rights issues.

Principal human rights instruments

- **International Bill of rights**: The International Bill of Rights consists of the Universal Declaration of Human Rights (UDHR), the International Covenant on Civil and Political Rights (ICCPR) and its two optional protocols and the International Covenant on Economic, Social and Cultural Rights (ICESCER). UDHR is a Declaration adopted by the General Assembly and hence requires no ratification; ICCPR has been ratified by 144 countries and ICESCER by 142 countries.
- **International Convention on the Elimination of All Forms of Racial Discrimination**: Adopted in 1965 and entered into force in 1969, it deals with a particular kind of discrimination – that based on race, colour, descent or national ethnic origin. Ratification: 156 countries.
- **Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).** Adopted in 1979 and entered into force in 1981, this represents the first comprehensive, legally binding international instrument prohibiting discrimination against women and obligating Governments to take affirmative action to advance gender equality. Ratification: 165.
- **Convention Against Torture and Other Cruel, Inhuman and Degrading Treatment or Punishment.** Adopted in 1984 and entered into force in 1989, the Convention lays out the steps to be taken by Governments to prevent torture and other cruel or degrading treatment or punishment. Ratification: 119 countries.
- **Convention on the Rights of the Child**. Adopted in 1989 and entered into force in 1991, the Convention recognizes the need for specific attention to protecting and promoting the rights of children. Ratification: 191 countries.

How is compliance monitored once a country ratifies a Convention?

Within each of the six major human rights treaties there is a provision to set up a treaty body to monitor compliance. This treaty body examines report of States which have ratified the treaty. Each year they engage in dialogue with approximately 60 national Governments and issue concluding observations and suggestions by independent experts for improvement. Some of these bodies are:

- The Committee on the Elimination of Racial Discrimination
- The Committee on the Elimination of Discrimination against Women

- The Committee on the Rights of the Child
- The Committee against Torture
- The Human Rights Committee
- The Committee on Economic, Social and Cultural Rights

In addition, mechanisms have been set up beyond the Conventions to address special issues. Such mechanisms include the creation of:

- United Nations Special Rapporteurs
- Special Representatives of the Secretary-General
- Experts
- Working Groups

Human rights and human security

In the 1990s, the world witnessed some of the worst violations of human rights. In country after country, innocent civilians became targets of unprecedented terror, often led by armed groups who demonstrated scant regard for human life and human values. In some cases, the Governments were unable to protect their own civilians; in others, the Governments themselves took part in attacking civilians, especially minority ethnic groups. From Angola and Sierra Leone to Bosnia and Kosovo to East Timor, millions have been killed; over 30 million have been displaced; countless men, women and children have been denied some of the most fundamental human rights.

What should be done when faced with such humanitarian crises?

Secretary-General Kofi Annan says the United Nations – and the international community – cannot accept a situation where people are brutalized behind national boundaries. "A United Nations that will not stand up for human rights is a United Nations that cannot stand up for itself. We know where our mission for human rights begins and ends: with the individual and his or her universal and inalienable rights -- to speak, to act, to grow, to learn and to live according to his or her own conscience," he said.

To address the new humanitarian challenges, in a report to the Security Council submitted in September 1999, the Secretary-General proposed specific recommendations for consideration by the Member States, including:

- **Ratification and implementation of international instruments**: He urged Member States to ratify the major instruments of international humanitarian law, human rights law and refugee law, and to adhere to them.
- **Accountability for war crimes**: When Governments or groups fail to comply with such international humanitarian law, enforcement measures should be considered. He asked the Member States to ratify the Statute of the International Criminal Court.
- **Minimum age of recruitment in the armed forces**: He asked the Member States to support raising the minimum age for recruitment in the armed forces to 18.
- **Intervention in cases of systematic violations of international law**: He asked the Member States to consider appropriate enforcement action in the face of massive and ongoing abuses.

Human rights and development

"Poverty limits human freedoms and deprives a person of dignity," says the *2000 Human Development Report* published the United Nations Development Programme (UNDP). This statement only re-emphasized what has already been clearly stated by the Universal Declaration of Human Rights (1948), the Declaration on the Right to Development (1986) and the Vienna Declaration adopted at the 1993 Human Rights Conference.

To quote the General Assembly Declaration on Development, "the human person is the central subject of the development process and …development policy should therefore make the human being the main participant and beneficiary of development." Yet, at a time of unprecedented economic growth, more than a billion people live in abject poverty; almost 800 million people suffer from malnutrition, 140 million school age children do not go to school; and 900 million adults are illiterate. Of a total world labour force of some 3 billion, 140 million workers are out of work altogether, and a quarter to a third are underemployed.

One of the ways the United Nations has tried to respond to this need is by setting specific goals and working towards achieving them. In each of the major world conferences held in the 1990s, the United Nations set such goals and subsequently took stock of progress made. Based on the experience of the past years and through close collaboration with the Organization for Economic Cooperation and Development, the World Bank and the International Monetary Fund, the United Nations has now come up with seven specific goals to be achieved between the years 2000 and 2015. The goals, outlined in a report entitled "*2000: For a better world*," are as follows:

- Reduce the proportion of people living in extreme poverty by half;
- Enroll all children in primary school;
- Make progress towards gender equality and empowering women by eliminating gender disparities in primary and secondary education;
- Reduce infant and child mortality ratios by two-thirds;
- Reduce maternal mortality ratios by three-quarters;
- Provide access for all who need reproductive health services;
- Implement national strategies for sustainable development to reverse the loss of environmental resources.

In the words of Secretary-General Kofi Annan, the goals are not utopian. They are ambitious, but achievable. "To reach them, we will need to work hard."

Signs of progress

- The ratification of the Children's Rights Convention by nearly every country on earth since its adoption by the General Assembly in 1989 has made it the most ratified human rights treaty in history. Marked changes are occurring in its implementation. At least 22 countries have incorporated children's rights in their constitutions. More than 50 countries have a process of law review to ensure compatibility with the Convention's provisions. Parliaments in Brazil, South Africa and Sri Lanka have enacted legislation and national budgets to more clearly identify allocations for children. Such harmful traditional practice as genital mutilation is now banned in a number of West African states, including Burkina Faso and Senegal. Corporal punishment of children in schools and in the family is prohibited in Austria, Cyprus and the Nordic countries.
- Two new Optional Protocols to the Children's Convention have been adopted. One is on the involvement of children in armed conflict. It raises from 15 to 18 years the age at which participation in armed conflicts will be permitted and establishes a ban on compulsory recruitment below 18 years. The second relates to the sale of children, child prostitution and child pornography. It gives special emphasis to the criminalization of serious violations of children's rights - namely sale of children, illegal adoption, child prostitution and pornography.
- CEDAW's new optional protocol allows individuals to claim remedies for violations of Convention rights.
- Non-governmental organizations can now submit "shadow reports" – alternative statements to supplement State submissions – to all human rights treaty bodies.
- The International Criminal Tribunal for Rwanda found Jean-Paul Akayesu guilty of the crime of genocide, making him the first person ever found guilty of the crime of genocide by an international tribunal.

- Efforts are under way to set up a tribunal to deal with crimes against humanity committed by Khmer Rouge in Cambodia. Secretary-General Kofi Annan has recommended that any such tribunal should have an international character.

Several major multinational corporations have joined with the United Nations in a "Global Compact", agreeing to respect fundamental human rights, labour rights and environmental norms everywhere, including in countries where such rights are not fully upheld.

The Seven Freedoms

In an important contribution to the rights-based approach to development, the *2000 Human Development Report*, prepared by the United Nations Development Programme, lists seven freedoms which all people have the right to enjoy:

- **Freedom from discrimination** - Women, racial and ethnic groups have suffered violent discrimination. While the struggles against deep prejudices have brought many gains in freedom, the war is not yet over for the billions still suffering from discrimination.
- **Freedom from want** - There is enough food, but distribution inequities still account for hunger and malnutrition. National and global economic systems have to honour obligations to those humiliated by want.
- **Freedom for personal development** - Fundamental changes are occurring in the communications and information industries, and at near lightening speed. The opportunities afforded for personal development through technological changes are enormous. But a digital divide still exists in the world. Information is different and must be accessible to those who need and want it. We are all impoverished if the poor are denied opportunities to make a living. And it is within our power to extend these opportunities to all.
- **Freedom from threats to personal security** - The frequency of torture in history provides a tragic indicator of the evil that lurks in the hearts of people. The elimination of torture, and the national and international prosecution of those who engage in it, are central to the continuing struggle for the freedom of personal security. And when rape is the issue, institutions and values that deny dignity and protection to women must be accountable.
- **Freedom for participation** - The global gains in democracy are still very recent. Active involvement in civic institutions and unprecedented access to information and knowledge by all will enhance fundamental political freedoms.
- **Freedom from injustice** - Securing this freedom will require institutions that protect people through transparent rules applied equally to all. Social institutions must be based on legitimacy, consent and rule of law.
- **Freedom for productive work** - Much has been achieved in protecting children and improving the working conditions of adults. Many enjoy this freedom but millions toil in inhumane conditions while others feel socially excluded by lack of work. Dignity demands a commitment to including the ostracized and abolishing oppressive working conditions.

CHAPTER 2

PO 502

COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

EO M502.01 – PERFORM 45 HOURS OF INDIVIDUAL COMMUNITY SERVICE

Total Time:	One session = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO M502.01 (Perform 45 Hour of Individual Community Service) located in A-CR-CCP-605/PG-001, *Royal Canadian Sea Cadets Phase Five Qualification Standard and Plan*, Chapter 4.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Gather the required resources:

- One copy of the case study “Flight Sergeant Kaye and Green Narrows Park” located at Annex A for each cadet,
- One copy of the Personal Inventory Handout located at Annex B for each cadet,
- One copy of the Investigation Plan handout located at Annex C for each cadet,
- One copy of the Community Service Checklist located at Annex E for each cadet,
- Pen / pencil and eraser for each cadet, and
- Whiteboard or flipchart and markers.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to orient the cadets to the requirements of PO 502 (Perform Community Service), introduce cadets to the stages of service learning and generate interest.

A case study was chosen for TP 3 to illustrate the application of the community service model and to stimulate thought about the different options available under the model.

A practical activity was chosen for TPs 4 and 6 as it is an interactive way to introduce cadets to the first stages of service learning.

An in-class activity was chosen for TP 5 as it is an interactive way to stimulate thought on needs in the community and introduce cadets to ideas they may not have otherwise considered.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have an understanding of the requirements for 502 PC (Perform Community Service) and the stages of service learning. They will also have begun the first stage of service learning, as required to complete PO 502 (Perform Community Service).

IMPORTANCE

It is important for cadets to perform community service as it contributes directly to supporting part of the aim of the Cadet Program—to develop attributes of good citizenship. Through completing the stages of service learning, cadets can ensure community service is meaningful and successful.

Teaching Point 1 **Review the requirements of PO 502 (Perform Community Service).**

Time: 10 min Method: Interactive Lecture

A requirement of Phase Five / Master Cadet / Proficiency Level Five is the completion of 45 hours of community service. These hours will be tracked by cadets in the Phase Five / Master Cadet / Proficiency Level Five logbook.

The 45 hours of community service shall not consist of activities that directly benefit the corps / squadron or the sponsor, such as fundraising. However, community service activities that the corps / squadron participates in (such as supporting the Royal Canadian Legion Poppy Campaign) may be used to satisfy the 45-hour requirement.

At least one community service activity must be completed using the “community service learning model,” a five-stage process that ensures that the community service has value, purpose, and meaning, offers learning experiences, and uses previously acquired skills and knowledge.

The model’s steps, which are explained thoroughly in the next TP, consist of:

- inventory and investigation,
- preparation and planning,
- action,
- reflection, and
- demonstration.

As part of the PC for PO 502 (Perform Community Service), cadets’ demonstrations of community service (the last stage of the model) will be evaluated. Cadets will showcase one or more community service activity and demonstrate one to three major learning outcomes from the community service.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. How many hours of community service must cadets complete in order to successfully complete PO 502 (Perform Community Service)?

Q2. Why will activities benefiting the corps / squadron not be counted towards the requirements of PO 502 (Perform Community Service)?

Q3. What is the final stage of the service learning model and what must be done to successfully complete it?

ANTICIPATED ANSWERS:

A1. 45 hours.

A2. Cadet community service is intended to be outward focused, benefiting the community rather than the corps / squadron itself. Genuine community service is focused on improving the situation of the community, rather than one’s own situation.

A3. Demonstration. Cadets must showcase one or more of their community service activities and demonstrate one to three learning outcomes from the service.

Teaching Point 2 **Explain the five stages of service learning.**

Time: 20 min Method: Interactive Lecture

Conduct the interactive lecture using a dynamic method that allows for the engagement of the cadets, such as:

- having the cadets review a handout covering the material, highlighting key points, marking a question mark beside points needing clarification, and making other notes as needed; or
- assigning a stage to each cadet, or pairs of cadets, to read and review and present to the other cadets.

STAGE 1: INVENTORY AND INVESTIGATION

Objective

The aim of the first stage of service learning is to identify a genuine opportunity for meaningful community service.

Process

A genuine opportunity for meaningful community service is found by identifying a verified need in the community which appeals to the individual's interests and which their skills and knowledge will allow them to fill.

This stage is completed in two steps:

First, a personal inventory is created, identifying the skills, knowledge, and strengths of the volunteer. This simple list will serve as a tool to identify the optimal manner in which the individual can address a community need.

Second, a need in the community is identified. This may be done by:

- identifying an existing program or activity that is addressing a community need;
- observing a need in the community; and / or
- receiving a request from the community for assistance in meeting a need.

The volunteer then investigates the problem and validates the need. The observable need or issue is the manifestation or symptom of the problem. Where possible, the underlying problem should be the target of the community service rather than the visible need. For example, to address the need posed by litter in a park, the volunteer could arrange for the installation of additional garbage cans rather than organizing patrols. This would address the underlying problem, a lack of places to put garbage, rather than the observable issue (the presence of trash).

Even if a need is identified through a request from a community member or organization, an investigation is still conducted to document, authenticate, and understand the underlying problem behind the need.

Research methods that may be used to investigate underlying problems and validate needs include:

- examining the media, such as books, magazines, and newspapers;
- conducting interviews with people who have expertise in the subject matter;
- reviewing past experiences;
- observing relevant situations (eg, investigating homelessness by visiting a local shelter); and
- conducting a survey with people who may have knowledge about the subject matter.

When the investigation is completed, the volunteer will understand the extent of the need and have developed a baseline from which they may monitor progress.

STAGE 2: PREPARATION AND PLANNING

Objective

The aim of the second stage of the service learning process is to prepare the volunteer to complete the service by developing a plan.

Process

The volunteer completes a plan for performing the community service. The plan should draw upon the skills and knowledge identified during the inventory and directly address the need and problem found during the investigation. Collaboration with community organizations, such as government agencies and non-profit organizations, will almost definitely play a prominent role in the plan. If the plan involves multiple volunteers, roles and responsibilities for those involved must be identified. Finally, realistic parameters and objectives will be defined, working off the benchmarks identified in the first stage.

Developing the plan may involve more research using the methods discussed earlier or other methods.

STAGE 3: ACTION

Objective

In this stage, the community service is conducted.

Process

While conducting the community service, it is important that the volunteer monitor progress towards the objectives, conduct more research as needed and alter the plan as required.

STAGE 4: REFLECTION

Stage 4: Reflection may occur both during and after implementation of the community service activity. Reflection during the activity may reveal better ways to complete the community service or a new focus.

Objective

The aim of the fourth stage is to place the service learning experience in the context of the volunteer, the community, and the global community.

Process

Reflection is not simply a process for reviewing the events that have occurred. Rather, it is a method by which the volunteer examines the events within the context of themself and the community.

Questions that may be answered through reflection include:

- What did I learn from this experience?
- What will I take away from this experience?
- How did I feel when conducting the service? Why?
- Five years from now, how will I remember this service?
- If I could share one message with the community as a result of this service activity, what would it be?
- What would I do differently?

To reflect, volunteers could complete:

- the four square reflection tool located at Annex D,
- a journal, blog, or video blog,
- an analysis of a “day in the life” of those benefiting from the service. How has it changed? How might they feel differently?
- a piece of art that represents the community service activity, or
- another activity that provides a structured avenue to viewing the community service.

STAGE 5: DEMONSTRATION

Objective

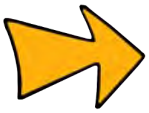
The aim of the final stage of the service learning model is to showcase what the volunteer has done and the effect it has had on the volunteer and the community.

Process

Examples of demonstrations include:

- a report to peers, staff, parents / community members,
- an article or letter to a local newspaper,
- a publication or website,
- a video or photo essay,
- a presentation or performance, and
- a public display of art.

Demonstrations share what the volunteer has discovered and learned and may inspire others to become involved.



Consider the volunteer at the beginning of the service learning process, in Stage 1: Inventory and Investigation or Stage 2: Preparation and Planning: a demonstration would be extremely helpful to them as they consider getting involved in the community.

By inspiring and informing other volunteers, demonstrations can leverage one individual’s involvement into the involvement of many and contribute to building a culture of community service.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. While conducting the community service, it is important to continually monitor progress and make modifications to the plan as necessary. What types of modifications to the plan might be made?

Q2. Why create a personal inventory of interests, skills, and knowledge?

Q3. Where might needs be observed in the community?

Q4. What may be achieved through the demonstration phase?

ANTICIPATED ANSWERS:

A1. Extension or shortening of timelines, modification of objectives, involvement of more or fewer volunteers, etc.

A2. Meaningful service opportunities will put a person's skills to good use. Service will be more enjoyable if it aligns with skills and interests.

A3. Daily life. The press. City council minutes. Academic reports.

A4. Inform other individual's plans for community service. Inspire others to perform community service. Raise awareness for the need or issue.

Teaching Point 3 — **Have the cadets identify the stages of service learning in a case study.**

Time: 25 min — Method: Case Study

Have the cadets review the case study located at Annex A.

Conduct a discussion on the stages of the service learning model seen in the case study to identify alternative methods of completing the five stages.

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay 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 cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1. How did FSgt Kaye find the underlying problem in Green Narrows? How else could she have researched it?

Q2. How well did FSgt Kaye's plan reflect her interests, skills, and knowledge?

Q3. Would you have conducted the community service differently? If so, how?

Q4. How did FSgt Kaye reflect on her community service? How else could she have reflected?

Q5. Do you think FSgt Kaye's method of demonstration was a good one? Why or why not?

Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the group discussion will serve as the confirmation for this TP.

Teaching Point 4 **Have the cadets complete a personal inventory of skills, talents, and interests.**

Time: 10 min Method: Practical Activity

OBJECTIVE

The objective of this activity is to provide cadets with the opportunity to identify their skills, talents and interests, beginning the first stage of the service learning model.

RESOURCES

- A copy of the Personal Inventory handout located at Annex B for each cadet, and
- A pen or pencil and eraser for each cadet.

ACTIVITY LAYOUT

Quiet area with table space.

ACTIVITY INSTRUCTIONS

1. Distribute the Personal Inventory handout located at Annex B to each cadet.
2. Provide 10 minutes to complete.
3. Provide assistance as necessary.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the practical activity will serve as the confirmation for this TP.

Teaching Point 5 **Have the cadets brainstorm needs in their community.**

Time: 10 min Method: In-Class Activity

OBJECTIVE

The objective of the brainstorming activity is to stimulate thought about needs in the cadets' communities that they may address through community service.

RESOURCES

Whiteboard or flipchart and markers.

ACTIVITY LAYOUT

Classroom with seating arranged in a semi-circle.

ACTIVITY INSTRUCTIONS

1. Have cadets brainstorm different communities (eg, geographic, interest, and cultural) in their area and write them in a list.
2. Have cadets brainstorm different needs within those communities and write them in a list.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the in-class activity will serve as the confirmation for this TP.

Teaching Point 6 **Have the cadets complete an initial plan for the investigation process.**

Time: 15 Method: Practical Activity

OBJECTIVE

The objective of this activity is to provide cadets with the opportunity to create a plan for an investigative process, continuing the first stage of the service learning model.

RESOURCES

- A copy of the Investigation Plan handout located at Annex C for each cadet.
- A pen or pencil and eraser for each cadet.

ACTIVITY LAYOUT

Quiet area with table space.

ACTIVITY INSTRUCTIONS

1. Have the cadets select a need identified during TP 5 or another need.
2. Distribute the Investigation Plan handout located at Annex C to each cadet and have them develop a plan to research that need.
3. Provide 15 minutes to complete.
4. Provide assistance as necessary.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 6

The cadets' participation in the in-class activity will serve as the confirmation for this TP.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. What are the requirements for successfully completing PO 502 (Perform Community Service)?

Q2. How is community service tracked?

Q3. What are the five stages of service learning? Are you required to use them for completing PO 502 (Perform Community Service)?

ANTICIPATED ANSWERS:

A1. 45 hours of community service that may not directly benefit the corps / squadron or the sponsor. One community service activity must utilize the service learning model.

A2. Through the logbook.

A3. Inventory and Investigation, Preparation and Planning, Action, Reflection, and Demonstration. The stages must be used for at least one community service activity.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW Chapter 3, Annex B, 502 PC.

CLOSING STATEMENT

The service learning model is designed to ensure a complete process whereby cadets participate in genuine, meaningful service.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

Kaye, Cathryn B. *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum*, & *Social Action*. Minneapolis, MN: Free Spirit Publishing Inc, 2010.

THIS PAGE INTENTIONALLY LEFT BLANK

CASE STUDY: "FLIGHT SERGEANT KAYE AND GREEN NARROWS PARK"

On the way to her parade night, FSgt Kaye passes through Green Narrows Park. She always arrives at cadets a little bit annoyed. The path is littered with wrappers, cans, and chip bags left by students at the nearby school. While FSgt Kaye stops to pick up a few pieces of litter every night, it only makes a small dent in the look of the park. There's always quite a few pieces left.

One night, after she arrived particularly frustrated, 2Lt Hailstone asked her what the matter was. After FSgt Kaye explained, 2Lt Hailstone left FSgt Kaye with a sympathetic nod. "Let me know if you want to do something about it, Flight Sergeant."

FSgt Kaye considered 2Lt Hailstone's suggestion. What could she do? She surveyed the scene around her: FSgt Kaye was a Flight Commander, a leader. She knew how to organize a team, motivate subordinates, and create a plan. A high school student, she was also a good researcher and writer.

One obvious question still needed to be answered: where was this litter coming from? FSgt Kaye decided to visit the park during her school's lunch break to see if she could learn something new. Instead of finding a vacant park, like on her walks to the squadron, the park was filled with teenagers from the middle school across the street. She watched as students finished their lunches and made their way back to the school. When a boy dropped trash right beside her she couldn't stop herself: "you dropped something!" she called out. "Ya, where else should I put it?" the student replied over his shoulder. As FSgt Kaye looked around, she realized that the student had a point. There were no garbage bins to be seen.

On the walk back to school, FSgt Kaye made a plan. Rather than lead her cadets in garbage sweeps of the park, she would tackle the underlying issue: the lack of garbage bins. Other parts of the city had garbage bins —perhaps this park was just missed. She would contact her city councilor. And, to make it easier on the city, she could offer her cadets' help in installing the bins. She bounced the plan off OCdt Patterson, who agreed to edit the letter if FSgt Kaye liked.

A few weeks later, she heard back. The city had indeed forgotten to include garbage bins in its plan for the park. They would arrange for a few to be installed, if only she could suggest where they be placed. The next week she returned to the park with OCdt Patterson and a group of cadets. With the maps from the city in hand, the cadets got to work counting the trash, finding where most of it ended up, and noting the grid references for the best places for garbage bins.

A few weeks later 2Lt Hailstone noticed the difference in FSgt Kaye. Instead of inspecting uniforms with a frown, she was cheerfully greeting cadets as they came in the door. "How's that park looking?" she asked.
"The park?"
"I was just wondering: you said it was your source of frustration but you seem to be in such a good mood this week."
"Oh, that's right! I guess I have been in a different mood lately. My project turned out great, the trash cans seem to be collecting everything and I got a nice note from the City's planning department commending me and the cadets for the accuracy of the gird references and choices of location."
"Good to hear, Flight Sergeant. I knew you would figure it out."

FSgt Kaye saw one more opportunity to make a difference though. When Lt Daley asked for volunteers to put together static displays for the Annual Ceremonial Review, she quickly volunteered. She wanted other cadets to know how easy it was to effect change in their city.

THIS PAGE INTENTIONALLY LEFT BLANK

PERSONAL INVENTORY

Interests: I like to learn and think about . . .

Skills and talents: I can . . .

Knowledge: I know . . .

THIS PAGE INTENTIONALLY LEFT BLANK

INVESTIGATION PLAN

Use the questions in the following four categories as guides for planning how to find out more about a community need. Not all methods must be used.

Finding out about _____

MEDIA

What media (newspapers, TV stations, radio, etc.) in your community might have helpful information? List ways you can use different media to learn about this need in your community.

_____
_____
_____
_____
_____
_____

INTERVIEWS

Think of a person who is knowledgeable about this topic in your area—perhaps someone in a local organization or government office. Write four questions you would ask this person in an interview.

An interview with _____

Questions:

1.

2.

3.

4.

SURVEY

A survey can help you find out what people know or think about a topic and get ideas for helping.

Who could you survey—cadets, family members, neighbours? How many surveys would you want completed? Write three survey questions.

Who to survey: How many surveys:

Questions for the survey:

1.

2.

3.

OBSERVATION AND EXPERIENCE

How can you gather information through your own observation and experience? Where would you go? What would you do there? How would you keep track of what you find out?

FOUR SQUARE REFLECTION TOOL

What happened?	How do I feel?
Ideas?	**Questions?**

THIS PAGE INTENTIONALLY LEFT BLANK

COMMUNITY SERVICE CHECKLIST

Inventory and Investigation	Identify skills and interests	❑
	Identify a community need to address	❑
	Investigate the underlying problem	❑
	Identify potential community partners	❑
Preparation and Planning	Collaborate with community partners	❑
	Define the goal of the community service	❑
	Describe anticipated results	❑
	Identify how to measure the effects of the community service	❑
	Identify how progress will be monitored	❑
	Define roles and responsibilities of all involved	❑
	Create a timeline for all tasks	❑
	Identify required resources	❑
	Create a budget if required	❑
Action	Monitor progress	❑
Reflection	Describe what happened	❑
	Examine the difference made	❑
	Discuss thoughts and feelings	❑
	Consider activity improvements	❑
	Generate ideas and identify questions	❑
	Receive feedback	❑
Demonstration	Identify an audience	❑
	Identify a time and place to do the demonstration	❑
	Create a demonstration	❑
	Execute the demonstration	❑

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 3

PO 503

COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 1

EO M503.01 – CREATE A PROPOSAL

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy the Create a Proposal worksheet located at Attachment A for each cadet.

Photocopy the Create a Proposal Aide-Mémoire located at Attachment B for each cadet.

Photocopy the table of contents of A-CR-CCP-030/PT-001, *Water Safety Orders* for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to project management and the writing of a proposal.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to create a proposal.

IMPORTANCE

It is important for cadets to create a proposal as it is an important step in the achievement of a project. A well thought out proposal allows people to get a better understanding of the project's workload, the necessary requirements for the project and if the project is feasible in the first place.

Teaching Point 1 **Define project management.**

Time: 5 min Method: Interactive Lecture

PROJECT

A project always has the following components:

Specific outcomes. Product or result.

Defined start and end date. Projects do no go on forever. Projects are temporary and are created to achieve particular results. When the results are achieved, the project ends.

Established budgets. Required amount of people, funds, facilities, equipment, and information.

Projects vary:

- **Large or small.** Organizing an inter-corps sports competition is a large project. Organizing a sports event for senior cadets is a small project.
- **Involve a large of limited number of people**. Planning a corps sports event is a project that involves many people. Reorganizing the furniture in a bedroom is also a project even though it only involves a limited number of people.
- **"Business-related" or personal.** Organizing the corps's annual Christmas dinner is a business-related project. Having a dinner party for 12 people is a personal project.

PROJECT MANAGEMENT

Project management is the process of guiding a project from its beginning to its end. Project management includes three basic operations:

- planning;
- organizing; and
- controlling.

No matter what size the project, what needs to be performed is the same. Large projects may require more time to prepare than small projects but both still need to be structured.

Every project entails five phases:

1. **Conceive: Coming up with the idea.** This is the stage during which project managers come up with the project idea. It is at this stage that they determine the project's feasibility, its benefits and its limitations. At the end of this stage, project managers submit their project for approval.

2. **Define: Developing a plan.** This is the stage during which a detailed plan is developed.

3. **Start: Forming a team.** It is at this stage that people who need to know about the project are informed of it and are informed of their tasks.

4. **Perform: Doing the work.** This is when the work of the plan is put into action. This is where supervisors collect information (supervise) to identify deviations from the plans in order to apply corrective measures. This ensures that the objectives are attained.

5. **Close: Ending the project.** This is where a meeting is held to recognize achievements and discuss lessons that can be applied to the next project.

For small projects, the entire process can take a few days; larger projects may take many years. No matter how simple or complex the project, the process is the same.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What are the five phases of a project?

Q2. What is project management?

Q3. In what stage is the proposal developed?

ANTICIPATED ANSWERS:

A1. The five phases of a project are:

- Conceive: Coming up with the idea.
- Define: Developing a plan.
- Start: Forming a team.
- Perform: Doing the work.
- Close: Ending the project.

A2. Project management is the process of guiding a project from its beginning to its end.

A3. The proposal is developed during the first stage, which is the conceiving stage.

Teaching Point 2 **Explain the conceiving phase of a project.**

Time: 10 min Method: Interactive Lecture

All projects begin with an idea. Sometimes the organization has specific requirement for a project; sometimes there is more freedom in the choice.

CHOOSING A PROJECT

A project organized within the Canadian Cadet Organizations (CCO) should be in-line with its aim.

Ask the cadets to list the aim of the CCO.

The aim of the CCO is to:

1. Develop in youth the attributes of good citizenship and leadership through citizenship and leadership.
2. Promote physical fitness.
3. Stimulate the interest of youth in the sea, land and air activities of the Canadian Forces.

Cadets may be asked to participate in the organization of an exercise.

Here are examples of exercises that cadets may choose to organize:

- community service,
- CF familiarization,
- fitness and sports,
- marksmanship,
- seamanship,
- healthy living,
- navigation,
- leadership, or
- drill.

CHOOSING AN ACTIVITY OR ACTIVITIES

When the exercise is chosen, activities that relate to the exercise have to be generated. According to CATO 11-03, *Cadet Program Mandate*, the vision of the Cadet Program (CP) is "a relevant, credible, and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become better leaders of tomorrow through a set of fun, challenging, well-organized and safe activities." That vision should be kept in mind when determining activities for a cadet exercise.

A good method to generate ideas is brainstorming.

Ask the cadets to list some guidelines on how to carry out a brainstorming activity.

Here are some guidelines:

- Write everything that comes to mind.
- Critique is prohibited: all ideas are welcomed.
- Use others ideas to generate new ideas.
- Produce a maximum of ideas.

For example, if cadets choose a fitness and sports exercise, they may brainstorm activities, such as:

- a race,
- a swim session,
- a karate session,
- a downhill skiing day,
- a boxing training session, and
- a tabloid event.

Before making a final decision, it is important to consider a few factors:

- the activity's or activities' goals, and
- the limitations that may stop the exercise from happening.

The age of participants should also be taken into consideration. What may be fun for first year cadets may not be as fun for third year cadets.

DETERMINING THE ACTIVITY'S OR ACTIVITIES' GOALS

Each activity that is part of the exercise has to have a specific goal. The goal of each activity should meet the CCO's aim.

Goals should be specific, measurable, achievable, relevant, and timed. Having clear expectations makes it easier to ensure the project maintains the right direction.

Ask the cadets to explain the concept of making goals SMART.

- **Specific.** The aim of the goal must be defined and everyone involved must be aware of it.
- **Measurable.** A standard to assess achievement must be identified.
- **Achievable.** The goal must be realistic and all required resources must be accessible to accomplish it.
- **Relevant.** The goal must be worthwhile for the people involved
- **Timed.** The goal must be able to be completed within the given time.

DETERMINING LIMITATIONS

At this stage, project managers have to determine the limitations that may put a stop to their project.

Such limitations may include:

- policies, and
- resources, such as:
  - schedule / time,
  - personnel,
  - transportation,
  - finance, and
  - equipment.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What is the aim of the CCO? Why is it important to know it?

Q2. What is a method of generating ideas for activities?

Q3. What are some limitations that may put a stop to a project?

ANTICIPATED ANSWERS:

A1. The aim of the CCO is to:

- Develop in youth the attributes of good citizenship and leadership through citizenship and leadership.
- Promote physical fitness.
- Stimulate the interest of youth in the sea, land and air activities of the Canadian Forces.

It is important to know the aim of the CCO because a project organized within the Canadian Cadet Organizations (CCO) should be in-line with its aim.

A2. Brainstorming is a method of generating ideas for activities.

A3. Limitations that may put a stop to a project include:

- policies, and
- resources, such as:
  - schedule / time,
  - personnel,
  - transportation,
  - finance, and
  - equipment.

Teaching Point 3 **Explain the parameters of cadet activities with reference to policies.**

Time: 5 min Method: Interactive Lecture

A policy is a course or a principle of action created to guide leaders and to provide them with parameters for carrying out cadet activities. There are many policies and safety procedures to ensure cadets are participating in fun and challenging training safely. Those policies and procedures have to be taken into account when an exercise is being organized.

CADET ADMINISTRATIVE TRAINING ORDERS (CATOS)

CATOs contain a list of policies that apply to the administration and training of cadets across the country. Some policies restrict some activities and give guidance on others. For example, CATO 13-12, *Supervision of Cadets* describes the requirements for the number of instructors needed for each type of activity that may be carried out to ensure proper supervision.

WATER SAFETY ORDERS

Distribute the table of contents of A-CR-CCP-030/PT-001, *Water Safety Orders* to each cadet.

Water Safety Orders is a document that gives guidance on the organization of on-the-water (OTW) activities.

The document contains information on:

- water safety orders,
- powerboat safety orders,
- rowing safety orders,
- sailing safety orders,
- canoe / kayak safety orders,
- swimming safety orders, and
- scuba diving.

The information refers to floatation, the number of staff per cadet, wind, weather, equipment, clothing, night operation, wearing of shoes, capsize drills, etc.

Other documents exist to guide leaders when planning various activities. They include:

The DND/CF *General Safety Guide for the Cadet Program* has been produced to assist leaders in the fulfillment of their safety leadership responsibilities. It can be found online at http://www.cadets.ca/content-contenu.aspx?id=64062

The A-CR-CCP-177/PT-001, *Cadet Marksmanship Program Reference Manual* contains guidance on the organization of marksmanship activities.

Some regions or detachments may have additional orders which amplify or clarify directives found in national documents.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1. Which documents contain a list of national policies that apply to the administration and training of cadets across the country?

Q2. What document must be used when organizing an activity on the water?

Q3. What type of information can be found in this document?

ANTICIPATED ANSWERS:

A1. CATOs.

A2. Water Safety Orders should be used when planning OTW activities.

A3. Information on the activities and the various safety procedures to be followed can be found in this document.

Teaching Point 4 **Explain how to write a proposal.**

Time: 5 min Method: Interactive Lecture

A proposal should tell how, when, by whom, and for how much. It needs to contain enough information for the supervisor to either accept or refuse the project.

By writing a proposal, it becomes clear to supervisors what the project will produce and the resources needed to carry it out.

Distribute the Create a Proposal worksheet to the cadets.

The proposal should include the following information:

- project title (type of exercise),
- activities selected,
- objective(s) of each activity, and
- limitations, such as:
  - policies,
  - schedule / time,
  - personnel,
  - finance, and
  - equipment.

Distribute the Create a Proposal Aide-Mémoire to the cadets.

Once the proposal is complete, it is submitted to the appropriate authority for approval.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

Q1. What information should be included in a proposal?

Q2. What are examples of limitations?

Q3. What needs to be done when the proposal is complete?

ANTICIPATED ANSWERS:

A1. A proposal should include the following information:

- project title (type of exercise),
- activities selected,
- objective(s) of each activity, and
- limitations.

A2. Some examples of limitations include:

- policies,
- schedule / time,
- personnel,
- finance, and
- equipment.

A3. Once the proposal is complete, it is submitted to the appropriate authority for approval.

END OF LESSON CONFIRMATION

The cadets' creation of a proposal will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is evaluated IAW A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 3, Annex B, 503 PC.

CLOSING STATEMENT

Creating a proposal is an important step to making a project happen. The more thought put into the proposal, the more defined your ideas are, the easier the rest of the stages of the project should be. Creating a proposal clarifies the scope of the project and how much of a commitment is needed to make it happen.

INSTRUCTOR NOTES / REMARKS

Cadets will be given the opportunity to create a proposal, as a member of a group, as part of their OJT.

REFERENCES

A0-003 Director Cadets. (2006). *Cadet administrative and training orders index*. Retrieved May 25, 2006, from http://www.cadets.ca/support/cato-oaic/intro.aspx

A1-010 A-CR-CCP-030/PT-001 Director Cadets 4. (2008). *Water safety orders*. Ottawa, ON: Department of National Defence.

C0-452 Universite de Montréal. (2009). *Le remue-méninges*. Retrieved October 29, 2009, from http://www.ebsi.umontreal.ca/jetrouve/projet/etape1/brain_1.htm

C3-252 ISBN 978-0-470-04923-5 Portny, S. E. (2007). *Project management for dummies*. Hoboken, NJ: Wiley Publishing.

THIS PAGE INTENTIONALLY LEFT BLANK

CREATE A PROPOSAL

Group members: _____

Date: _____

PROJECT:			
Selected Activities	**Objectives**	**Limitations (Resources Required)**	**Others (Specify)**

Approximate time needed for planning and preparation: _____

THIS PAGE INTENTIONALLY LEFT BLANK

CREATE A PROPOSAL AIDE-MÉMOIRE

Steps to follow to create a proposal

1. Choose the project.
2. Choose the activity or activities.
3. Determine the goal of each activity.
4. Determine the limitations of each activity.

Questions to help you create a proposal and make a plan

Here is a list of questions to keep in mind when planning an activity. Some apply to the proposal planning stage and some need to be taken into consideration later in the process. Either way, it is good to be aware of these questions throughout the entire process.

- Are there policies that apply to this activity (eg, supervision)?
- Are there specific safety procedures to follow?
  - fire regulations,
  - medical / emergency situations,
  - weather,
  - equipment, and
  - specialist instructor.
- What are the requirements (if applicable) for:
  - transportation,
  - facilities,
  - supervision,
  - equipment,
  - food and water,
  - time,
  - specialist instructors, and
  - hygiene maintenance?
- What are the costs associated with the activity?
- Is there the potential for a Plan B (eg, bad weather, insufficient number of instructors)?
- Are there particular requirements for the cadets:
  - for dress / clothing,
  - to bringing lunch, and
  - to have a specific level of fitness, knowledge, or ability?

THIS PAGE INTENTIONALLY LEFT BLANK

COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 2

EO M503.02 – PREPARE AN EXERCISE

Total Time:	60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Make OHPs of Figures A-1 and A-2 located at Attachment A.

Photocopy Exercise Plan Example located at Attachment B for each cadet.

Photocopy Exercise Plan Template located at Attachment C for each cadet.

Photocopy the Guided Discussion Worksheet located at Attachment D.

PRE-LESSON ASSIGNMENT

Have the cadets bring their Aide-Mémoire of EO M503.01 (Create a Proposal) to the class.

APPROACH

An interactive lecture was chosen for TPs 1, 2 and 4 to orient the cadets to the planning and preparation of an exercise.

An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest about plan format.

A guided discussion was chosen for TP 5 as it allows the cadets to discuss sustaining motivation during a project by sharing opinions, knowledge and experience with the group. The instructor, through a series of guided and follow-up questions, is able to stimulate the cadet's interest in sustaining motivation during an activity. The guided discussion contributes to the cadets' listening skills and team development.

INTRODUCTION

REVIEW

QUESTIONS:

Q1. What is project management?

Q2. What are the three basic operations included in project management?

Q3. What are the five phases of project management?

ANTICIPATED ANSWERS:

A1. Project management is the process of guiding a project from its beginning to its end.

A2. Project management includes three basic operations:

- planning;
- organizing; and
- controlling.

A3. The five phases of a project are:

- conceive: coming up with the idea;
- define: developing a plan;
- start: forming a team;
- perform: doing the work; and
- close: ending the project.

OBJECTIVES

By the end of this lesson the cadet shall be expected to prepare an exercise.

IMPORTANCE

It is important for cadets to know how to prepare an exercise, as it is not only a transferable skill, but it also gives them the tool to take initiative in organizing various events that will benefit cadets in their corps.

Teaching Point 1 **Explain the concept of a project audience.**

Time: 5 min Method: Interactive Lecture

A project audience is any person or group that supports, is affected by, or is interested in a project. A project audience can be inside or outside the organization.

Knowing your project's audience helps you to:

- plan whether, when and how to involve them; and
- determine whether the scope of the project is bigger or smaller than you originally had thought.

ACTIVITY

Time: 4 min

OBJECTIVE

The objective of this activity is to have the cadets see the scope a project audience can take.

RESOURCES

- Paper, and
- Pen / Pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have cadets take out a piece of paper and a pen / pencil.
2. Inform the cadets that you will read a question to which they will have two minutes to write as many answers as possible.
3. Read the following question: "The senior cadets from this unit have decided to organize a sports competition between this corps and two other corps in the area. They are hoping to hold the competition three months from now in a local school gym. The competition will start at 0800 hrs and end at 1600 hrs and lunch will be provided to the entire group (estimation 100 cadets). Who needs to be contacted or informed for this event to happen?"
4. Allow two minutes for cadets to write their answers.
5. Alternating, have each cadet share one answer from their list and why they believe that those people should be involved in or informed of the project.
6. Answers may include:
    - cadets from all corps,
    - officers from all corps,
    - parents from all corps,
    - corps parents committee from all corps,

- school authorities,
- equipment related personnel (supply officer or equipment rental agency),
- restaurant personnel (if planning on ordering food for the group),
- cleaners, and
- cadet detachment.

The list is not exhaustive. Cadets may have provided other answers that are correct. If they can correctly justify why certain people are involved, then their answer should be accepted as correct.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the activity will serve as the confirmation of this TP.

Teaching Point 2 **Explain defining the plan.**

Time: 25 min Method: Interactive Lecture

There are many steps that need to be taken when defining a plan. They are as follows:

1. developing a work-breakdown structure (WBS);
2. determining precedence;
3. developing a schedule;
4. determining team members' skills and knowledge;
5. defining team members' roles and responsibilities;
6. determining and planning non-personnel resources;
7. identifying risk;
8. preparing a tracking system; and
9. confirming team members' participation.

DEVELOPING A WORK BREAKDOWN STRUCTURE (WBS)

Psychologists say human brains can normally comprehend 7–9 items simultaneously. For that reason, a project with dozens or even thousands of tasks may often be overwhelming. Project managers can deal with such projects by organizing the numerous tasks into phases to make them more manageable.

The most important guideline when preparing an exercise is thinking in detail. Project managers often underestimate the time and resources they need because they do not recognize everything they have to do to complete their tasks.

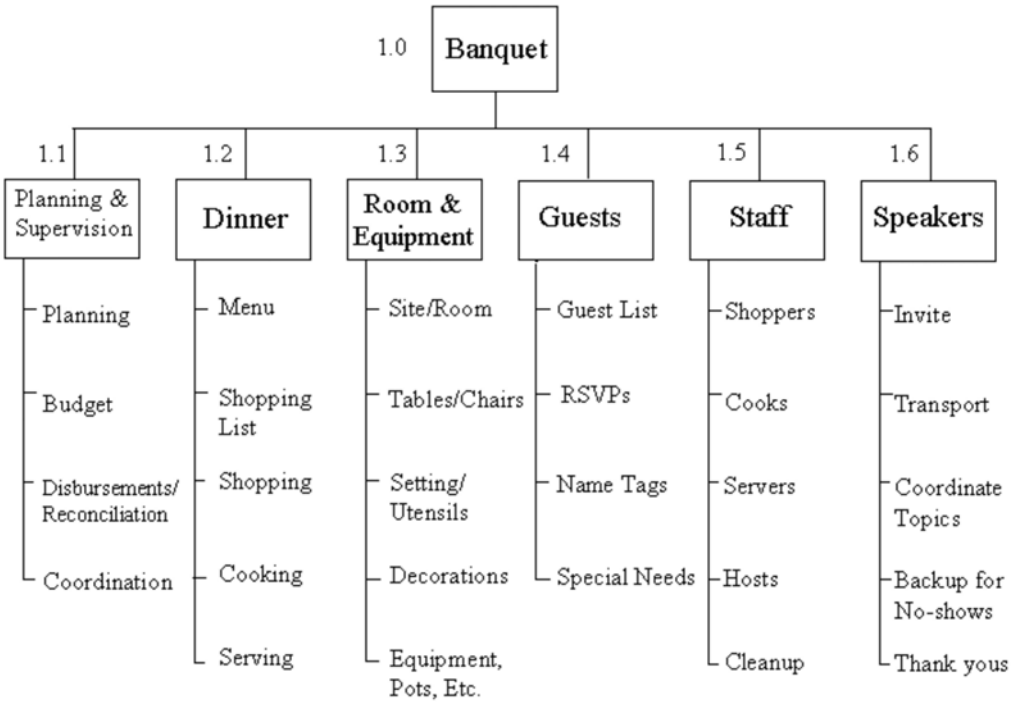
The WBS is a representation of all the tasks that have to be completed. The WBS allows leaders to see all tasks in an organized manner.

Those representations may take various forms. They are often displayed in the form of a hierarchical tree, but they can also be in the form of a tabular list.

As examples, Figure 1 shows a WBS for a hypothetical banquet and Figure 2 shows a WBS for a report preparation.

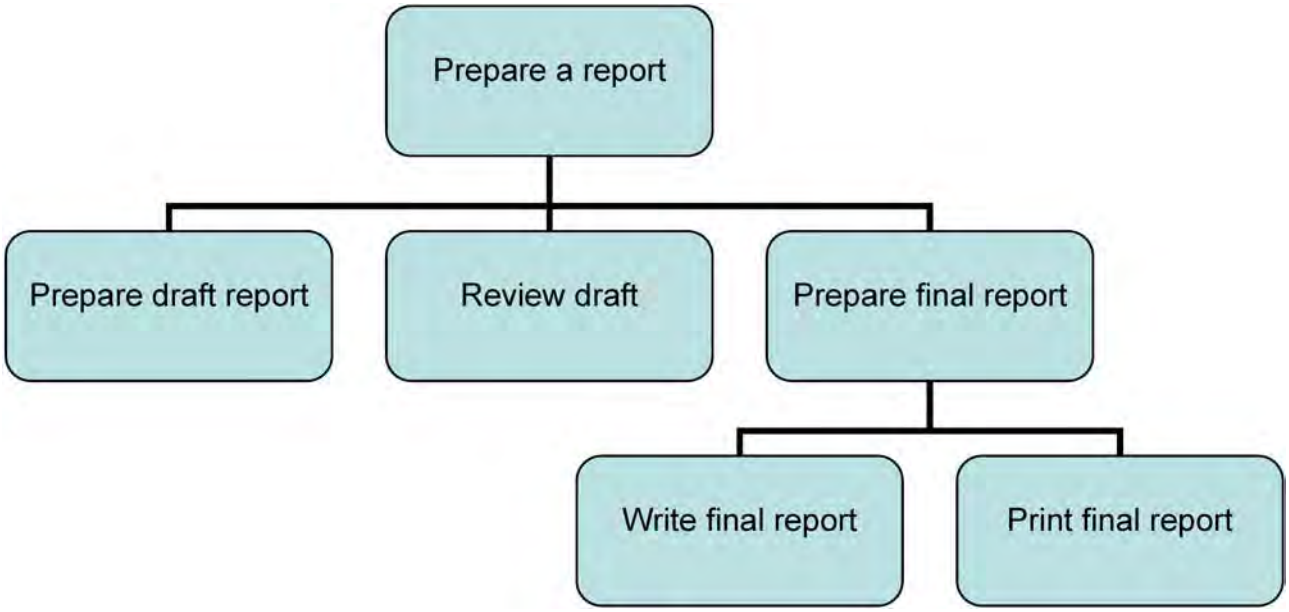
Show the cadets the slide of Figure A-1 located at Attachment A.

Show the cadets the slide of Figure A-2 located at Attachment A.



Note. From "Principle Based Project Management", 2007, Work Breakdown Structure (WBS). Retrieved October 16, 2008, from http://www.hyperthot.com/pm_wbs.htm

Figure 1 Banquet WBS



Note. From Project Management for Dummies (p.76), by S. E. Portny, 2007, Hoboken, NJ: Wiley Publishing.

Figure 2 Report Preparation WBS

Here is how to develop a WBS:

1. Brainstorm all the necessary tasks for the exercise.
2. Group the tasks into a few major categories with common characteristics.
3. Within each category, group together the tasks that have the same characteristics.

To determine if the work has been broken into small enough pieces, answer these questions:

- Can the resources needed for the exercise be accurately estimated (personnel, equipment, raw materials, money, facilities, information, etc.)?
- Can the time requirements for each activity be accurately estimated?
- If some tasks were to be assigned to a stranger, would that person have sufficient detail to understand exactly what to do?

Here are some tips to improve the quality of the WBS:

- Involve the people who will be doing the work.
- Review information from previous similar projects.
- Make assumptions when there is uncertainty about a certain activity. Do not forget to update the WBS (or the plan) when that uncertainty is clarified.

The WBS does not take into consideration the chronological order in which each event should be done.

At this stage, it can be beneficial to identify obstacles that may be encountered throughout the project, in order to generate some contingency plan ideas.

DETERMINING PRECEDENCE

Once all the tasks have been outlined, it has to be determined in which order they have to be completed. Also, it has to be determined which events do not depend on others because they may be able to get accomplished concurrently with other tasks.

DEVELOPING A SCHEDULE

Once the precedence of tasks has been determined, the duration of each task has to be estimated. This step allows leaders to visualize how much time is needed prior to the conduct of the exercise, during the exercise and after the exercise.

The information could be displayed as follows:

	Activity	Required Time	Comments
1			
2			
3			
4			
5			
6			

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

DETERMINING TEAM MEMBERS' SKILLS AND KNOWLEDGE

To accomplish the most with a minimum of time and resources, each task must be done in the correct order and each person must work at peak efficiency.

To ensure this happens, leaders should:

- determine which skills and knowledge they require to get the tasks done; and
- determine who is available and what skills they have to offer.

DEFINING TEAM MEMBERS' ROLES AND RESPONSIBILITIES

A leader may assign tasks for various reasons, such as:

- the assigned person is the most qualified or efficient at that task;
- the assigned person needs further practice at that task; or
- the assigned person has expressed an interest for that task.

No matter how the task is assigned, a leader's main focus should be to ensure the project is going to move along smoothly. If someone has been assigned a task in which they have little experience, then a leader should ensure the person receives sufficient support in accomplishing that task.

A leader may be able to delegate but that doesn't mean they have nothing to do with the task anymore. A leader may transfer the decision-making power to someone else, but they still need to ensure that the desired results are achieved.

Delegating is important for three reasons:

- to allow the leader to do other tasks;
- to have the most qualified person make decisions; and
- to develop subordinates' ability to handle additional assignments prudently and successfully.

Leaders should never assign other people tasks that they cannot clearly define themselves.

DETERMINING AND PLANNING NON-PERSONNEL RESOURCES

To determine and plan non-personnel resources, a leader should:

- look at every task outlined in the WBS and determine the requirements for each task; and
- determine how those requirements are going to be met.

IDENTIFYING RISK

The first step toward controlling risks is identifying them. Not all risks cause the same degree of concerns. Risk has to be managed throughout the duration of the project, from its beginning to its end.

Here is a list of possible risk factors that may arise during a project:

- insufficient time to prepare,
- missing parts to the plan (eg, wet weather plan),
- replacement of team member / leader, and
- a supporting activity (i.e. meals or transportation) has no assigned leader.

Leaders have to be aware of what may happen. In some cases, the risks are such that they create a requirement for a contingency plan (also referred to as Plan B).

PREPARING A TRACKING SYSTEM

Before the project starts, the desired results and the measures taken to ensure the desired results are achieved, have to be determined. Throughout the duration of the project, leaders need to maintain control, to ensure work is getting done. Monitoring performance makes it easier to detect problems.

Leaders should follow these procedures throughout a project's life:

- At the start of a project, reconfirm with people their commitments.
- At the start of a project, ensure people understand what is expected of them.
- Have people keep track of the work they perform.
- At agreed-upon intervals during the project, confirm with people the work they have completed.
- At intervals during the project, compare actual performance with planned performance, identify any problems, formulate, take corrective actions, and keep people informed.

CONFIRMING TEAM MEMBERS' PARTICIPATION

Starting a project off correctly is the key to ultimate success. As a project is about to start, here are things that should be done:

- Inform the people that the project is going to go ahead, that the plan is finalized.
- Confirm they are still available to support the project.
- Reconfirm the work expect from them.
- Advise them of the pre-exercise meeting. They should get a copy of the plan for review before the meeting. This will be when everyone becomes aware of what everyone's tasks are and that clarifications from the plan are made.

At this point, it is also important to start the groundwork for the post-project evaluation. Here are some guidelines to follow:

- Inform the team that there will be a post-exercise meeting at the end of the project.
- Encourage team members to record their problems, challenges, ideas and suggestions throughout the project.
- Clarify the criteria that define your project's success by reviewing the latest version of the project's objectives with team members.
- Maintain a own project log (project issues and occurrences) and encourage team members to do the same.

Before the pre-exercise meeting, leaders should meet with their supervisors to have the plan reviewed and approved. Leaders should be open minded to supervisors' feedback.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What are the steps to defining a plan?

Q2. What is a WBS?

Q3. What are some procedures that can be followed to ensure the work is getting done?

ANTICIPATED ANSWERS:

A1. The steps to defining a plan are:

(1) developing a WBS;

(2) determining precedence;

(3) developing a schedule;

(4) determining team members' skills and knowledge;

(5) defining team members' roles and responsibilities;

(6) determining and planning non-personnel resources;

(7) identifying risk;

(8) preparing a tracking system; and

(9) confirming team members' participation.

A2. The WBS is a representation of all the tasks that have to be done. The WBS allows leaders to see all tasks in an organized manner.

A3. Some procedures that can be followed to ensure the work is getting done are:

- At the start of a project, reconfirm with people their commitments.
- At the start of a project, ensure people understand what is expected of them.
- Have people keep track of the work they perform.
- At agreed-upon intervals during the project, confirm with people the work they have completed.
- At intervals during the project, compare actual performance with planned performance, identify any problems, formulate, take corrective actions, and keep people informed.

Teaching Point 3 **Have the cadets create an exercise plan template.**

Time: 20 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets create an exercise plan template.

RESOURCES

- Exercise Plan Example located at Attachment B,
- Exercise Plan Template located at Attachment C,
- Paper,
- Pen / Pencil,
- Flip Chart paper, and
- Markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets in groups of no more than three.
2. Distribute paper, pen / pencil, flip chart paper and markers to each group.
3. Tell the cadets they have to create a plan template that included all the information to be included in a plan. It has to be a template they could use.

Encourage the cadets to use their Create a Proposal Aide-Mémoire (EO M503.01 Create a Proposal), as it contains information that may help.

4. Allow the cadets 10 minutes to work in groups.
5. Allow a total of five minutes for all the groups to present their final work to the class.
6. Distribute the Exercise Plan Example located at Attachment B and the Exercise Plan Template located at Attachment C and discuss elements that differ from the ones they have created.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the activity will serve as the confirmation of this TP.

Teaching Point 4 **Explain starting the team.**

Time: 20 min Method: Interactive Lecture

It is important for people (especially cadets) to be informed at the appropriate time.

Review the concept of project audience.

Ask the cadets if they believe everyone in the project audience needs to be informed at the same time. Why or why not?

ANNOUNCING THE EXERCISE

The people affected by the exercise need to be informed at various times depending on the tasks or impact they have on the exercise.

Before announcing an exercise to cadets, leaders need to ask themselves if the time is appropriate to make an announcement. They can ask themselves questions, such as "Are we ready to make this announcement?" or, "Is this going to allow sufficient time for the cadets to prepare for the exercise?"

There are many ways to announce the exercise to the cadets, such as:

- email,
- a written announcement in the corps's newsletter or monthly schedule,
- a verbal announcement at the end of a training session, or
- a formal meeting.

PLANNING A SUCCESSFUL PRE-EXERCISE MEETING

The information in a pre-exercise meeting must include:

- what has to be done;
- when it has to be done;
- how it has to be done;
- by whom it has to be done; and
- available resources.

To have a good meeting, there needs to be some preplanning. Here are some pointers:

Decide who needs to attend and why. People who have necessary information or the authority to make specific decisions should be in attendance.

Give plenty of notice of the meeting. This increases the chances that the people you want to attend will be available.

Let the people who should attend the meeting know its purpose. People are most likely to attend a meeting if they understand why their attendance is important.

Prepare a written agenda that includes topics and their allotted times. This document helps people see why attending the meeting is in their interests. It is also the guide to running the meeting.

Circulate the agenda and any necessary material (eg, plan) in advance. This gives everyone time to suggest changes to the agenda and to plan for the meeting.

Keep meetings to an hour or less. People can be forced to sit in a room for hours, but they cannot be forced to keep their minds on the activities and information. If necessary, several meetings of one hour or less to discuss complex issues or multiple topics can be scheduled.

Here are essentials for conducting a productive meeting:

Start on time, even if people are absent. When people see that a leader waits for latecomers, they have a tendency to show up late! When people see a leader that starts on time, they show up on time!

Assign a timekeeper. This person reminds the group when a topic has exceeded its allocated time.

Take detailed notes (minutes) of who attended, the items discussed, and the decisions and assignments the group made. This procedure allows people to review and clarify the information and serves as a reminder of actions to be taken after the meeting.

Keep a list of items that need further action (action list), and assign one person to be responsible for each item. This step helps ensure that when discussing these issues again, the right information and responsible people are present.

If you do not have the right information or the right people to resolve an issue, stop the discussion and put it on the action list. Discussing an item without having the necessary information or the right people present is just wasted time.

End on time. Meeting attendees may have other commitments that begin when the meeting is supposed to end. Not ending on time causes people to be late for their next commitments or to leave the meeting before it is over.

When a project runs over a long period of time, regularly scheduled meetings give members an opportunity to share progress and issues. Consulting with team members to develop a meeting schedule is a way to ensure

meeting times are convenient for as many people as possible. For those meetings, it may be beneficial to create a progress report to give everyone a brief overview of how the project is coming together. That should be distributed beforehand with any other background information related to the topics on the agenda.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

Q1. What are some ways to announce an exercise?

Q2. What information must be included a pre-exercise meeting?

Q3. What is a meeting agenda? Why is it important?

ANTICIPATED ANSWERS:

A1. There are many ways to announce an exercise, such as:

- email,
- written announcement in the corps's newsletter or monthly schedule,
- verbal announcement at the end of a training session, or
- formal meeting.

A2. The information in a pre-exercise meeting must include:

- what has to be done;
- when it has to be done;
- how it has to be done;
- by whom it has to be done; and
- available resources.

A3. A written agenda is a guide for running the meeting. It is important because it helps people see why attending the meeting is in their interests. Circulating it in advance gives everyone time to suggest changes to the agenda and to plan for the meeting.

Teaching Point 5 **Have the cadets discuss sustaining motivation during a project.**

Time: 10 min Method: Guided Discussion

It is recommended that the facilitator review the instructional guide for EO M403.03 (Motivate Team Members) prior to conducting the guided discussion.

BACKGROUND KNOWLEDGE

The point of the guided discussion is to present the following information to the group using the tips for answering / facilitating discussion and the suggested questions provided.

The guided discussion is an instructional method where new material is presented to the group and specific learning objectives must be achieved. Unlike a group discussion, the group may not have any previous experience, opinion or training on the material.

The guided discussion focuses on the group determining the correct answers to specific questions through discussion as opposed to participating in a discussion to only voice an opinion or share an experience.

Facilitate the guided discussion and have an assistant record observations, comments and answers to focus on the discussion. The notes made by the assistant will then be used during the summary portion of the discussion to ensure that all learning objectives are met.

MOTIVATION

Even though motivation is a personal choice, leaders can create the opportunity for others to become motivated by giving them a sense of:

- desirability: giving value to achieving the goal;
- feasibility: having people believe the project can be done;
- progress: letting people know how they are doing; and
- recognition: recognizing work well done.

Desirability: Why should I want to do this project? How is this project beneficial to me?

When people feel a connection to the project, they are more inclined to work toward its accomplishment.

There are many ways for leaders to develop the notion that a project is personally beneficial. They can get team members to discuss:

- personal interests and goals and relating those to aspects of the project.
- past projects that they enjoyed and why they enjoyed them.
- some of the benefits that they hope to realize by working on the project and the value of those benefits.

Feasibility: Is this project even possible?

What seems impossible to one person can seem feasible to another. If a project does not seem possible, people are not going to give it their full effort.

The assessment of feasibility can become a self-fulfilling prophecy. If people think an assessment is feasible, they will work hard to complete it; if they encounter problems, they will try to work them out. However, if people really believe they have no chance of succeeding, they give up at the first sign of difficulty. Any problems just confirm what they already knew—the project was doomed from the start. Of course, as soon as they give up, they have no chance of succeeding, so their initial belief is that the project wasn't feasible has been confirmed. No matter how desirable people may feel a project is, they will give up more easily when they encounter any difficulties if they are convinced that nothing they do can cause it to succeed. People do not need a guarantee of success, but they must believe they have a chance.

To help people believe a project is feasible, leaders can:

- encourage members to identify potential concerns, so they can be addressed; or
- explain why they feel that targets and plans are feasible.

Progress: How I am doing so far?

People have to know how they are doing over time for various reasons, such as:

- achieving intermediate goals provides them personal satisfaction;
- recognizing their successes confirms they are on the right track; and
- successfully completing intermediate goals reinforces their beliefs that they can accomplish the final goals.

People tend to wait until the last minute when no other motivation comes their way.

To help keep people on track and excited about the project:

- establish meaningful and frequent intermediate goals;
- continually assess how people are doing;
- frequently share information with people about their performance; and
- continually reinforce the project's potential benefits.

Recognition: Am I being appreciated for all the hard work I have been doing?

People like to be recognized when they are working hard. However, leaders should be aware that there are guidelines to follow when formalizing that appreciation.

Rewards can take multiple forms, such as:

- talking with the person and expressing your appreciation;
- expressing appreciation in a written note or email;
- expressing appreciation in writing to the person's supervisor;
- issuing the person a certificate of appreciation; and
- taking the person out to lunch.

To make the rewards most effective:

- be sure that acknowledgment and appreciation is honest and sincere; and
- respect the person's personal style and preferences when giving the reward:
    - Some people enjoy receiving acknowledgments in front of their peers, while others prefer receiving them in private.
    - Some people appreciate receiving an individual award; others appreciate receiving an award presented to the entire team.

GUIDED DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay 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 cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer.
- Additional questions should be prepared ahead of time.

Take time to introduce the material so the group is oriented for the discussion. The introduction can take the form of an introductory statement / paragraph or can be completed with an in-class activity or exercise prior to the guided discussion.

The introduction is only used to orient the group to the material and should not be used to issue control statements or set ground rules.

During the discussion, take notes on the Guided Discussion worksheet located at Attachment A.

INTRODUCTION

The aim of PO 503 is to provide the tools to take a project from its conception to its end, and that means through its execution. Since a project's success depends on the project manager's ability to organize, coordinate, and support a diverse team that is working toward a common goal, this lesson is going to allow discussing the execution of a plan, and specifically how to keep the members motivated throughout the duration of the project.

Develop other questions and answers throughout the guided discussion; however, it is important to use the prepared questions to ensure the learning objectives are met. Develop follow-up questions so knowledge can be confirmed or if time permits, deeper exploration of the topic can occur.

Reinforce those answers given and comments made during the guided discussion, ensuring each learning objective is achieved.

PREPARED QUESTION:

Q1. How is motivation created? Where does motivation come from?

ANTICIPATED ANSWER:

A1. Even though motivation is a personal choice, leaders can create the opportunity for others to become motivated by giving them a sense of:

- desirability: giving value to achieving the goal;
- feasibility: having people believe the project can be done;
- progress: letting people know how they are doing; and
- recognition: recognizing work well done.

Desirability

PREPARED QUESTION:

Q1. How do people react when they work on a project they believe is personally beneficial to them?

ANTICIPATED ANSWER:

A1. When people feel a connection to the project, they are more inclined to work toward its accomplishment.

Follow-Up Question if Required:

Q1. How can people develop the notion that a project is beneficial to them?

Follow-Up Answer if Required:

A1. There are many ways for leaders to develop the notion that a project is personally beneficial. They can get team members to discuss:

- personal interests and goals and relating those to aspects of the project.
- past projects that they enjoyed and why they enjoyed them.
- some of the benefits that they hope to realize by working on the project and the value of those benefits.

Feasibility

PREPARED QUESTIONS:

Q1. Do you believe feasibility is the same for everyone? How does it differ between individuals?

Q2. How does it affect the people's attitude towards a project? How do people react when they work on a project they believe is unfeasible in opposition to a project they believe is feasible?

ANTICIPATED ANSWERS:

A1. Of course, feasibility is a subjective assessment. What seems impossible to one person can appear feasible to another.

A2. Assessment of feasibility can become a self-fulfilling prophecy. If people think an assessment is feasible, they will work hard to complete it; if they encounter problems, they will try to work them out. However, if people really believe they have no chance of succeeding, they give up at the first sign of difficulty. Any problems just confirm what they already knew — the project was doomed from the start. Of course, as soon as they give up, they have no chance of succeeding, so their initial belief is that the project wasn't feasible has been confirmed. No matter how desirable people may feel a project is, they will give up more easily when they encounter any difficulties if they are convinced that nothing they do can cause it to succeed. People do not need a guarantee of success, but they must believe they have a chance.

Follow-Up Question if Required:

Q1. How can people develop the notion that a project is feasible?

Follow-Up Answer if Required:

A1. People can develop the notion that a project is feasible by:

- identifying potential concerns to the leader and getting them addressed; or
- having the leader explain why they feel that targets and plans are feasible.

Progress

PREPARED QUESTION:

Q1. Why should people be informed of how they are progressing?

ANTICIPATED ANSWER:

A1. People have to know how they are doing over for various reasons, such as:

- achieving intermediate milestones provides personal satisfaction;
- recognizing their successes confirms they are on the right track; and
- successfully completing intermediate steps reinforces their beliefs that they can accomplish the final goals.

Follow-Up Questions if Required:

Q1. How do you feel when someone takes some interest in the work you have done? That such and such an area needs improvement or that you have done a great job so far?

Q2. Have you ever seen a three-month project where all the major milestones occur in the last 3–4 weeks? When do you think people get serious about the project?

Q3. How could you have kept those people on track earlier in the process?

Follow-Up Answers if Required:

A1. Answers will vary.

A2. People tend to wait until the last minute, when no other motivation comes their way.

A3. Do the following to help keep people on track and excited about the project:

- establish meaningful and frequent intermediate milestones;
- continually assess how people are doing;
- frequently share information with people about their performance; and
- continually reinforce the project's potential benefits.

Recognition

PREPARED QUESTION:

Q1. What are forms of rewards that you can give people?

ANTICIPATED ANSWER:

A1. Rewards can take multiple forms, such as:

- talking with the person and expressing your appreciation;
- expressing appreciation in a written note or email;
- expressing appreciation in writing to the person's supervisor;
- issuing the person a certificate of appreciation; and
- taking the person out to lunch.

Follow-Up Question if Required:

Q1. What are ways to make those rewards most effective?

Follow-Up Answer if Required:

A1. To make the rewards most effective:

- be sure your acknowledgment and appreciation is honest and sincere.
- respect the person's personal style and preferences when giving the reward:
  - Some people enjoy receiving acknowledgments in front of their peers, while others prefer receiving them in private.
  - Some people appreciate receiving an individual award; others appreciate receiving an award presented to the entire team.

As a confirmation question, you can ask: "What are ways to encourage motivation?" Answers should include:

- desirability: giving value to achieving the goal;
- feasibility: having people believe the project can be done;
- progress: letting people know how they are doing; and
- recognition: recognizing work well done.

SUMMARY

The summary is used to cover all comments, answers, and discussion that developed throughout the guided discussion. The summary is not used as a confirmation of the material discussed. Use the notes from the Guided Discussion Worksheet to prepare the summary emphasizing points that support the learning objectives of the guided discussion.

Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the guided discussion will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' preparation of an activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is evaluated IAW A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 3, Annex B, 503 PC.

CLOSING STATEMENT

Preparation is the key to success. A well thought plan allows operations to go smoothly. Being able to plan and prepare is a skill that may be used in many life opportunities, and is therefore a very important transferable skill set.

INSTRUCTOR NOTES / REMARKS

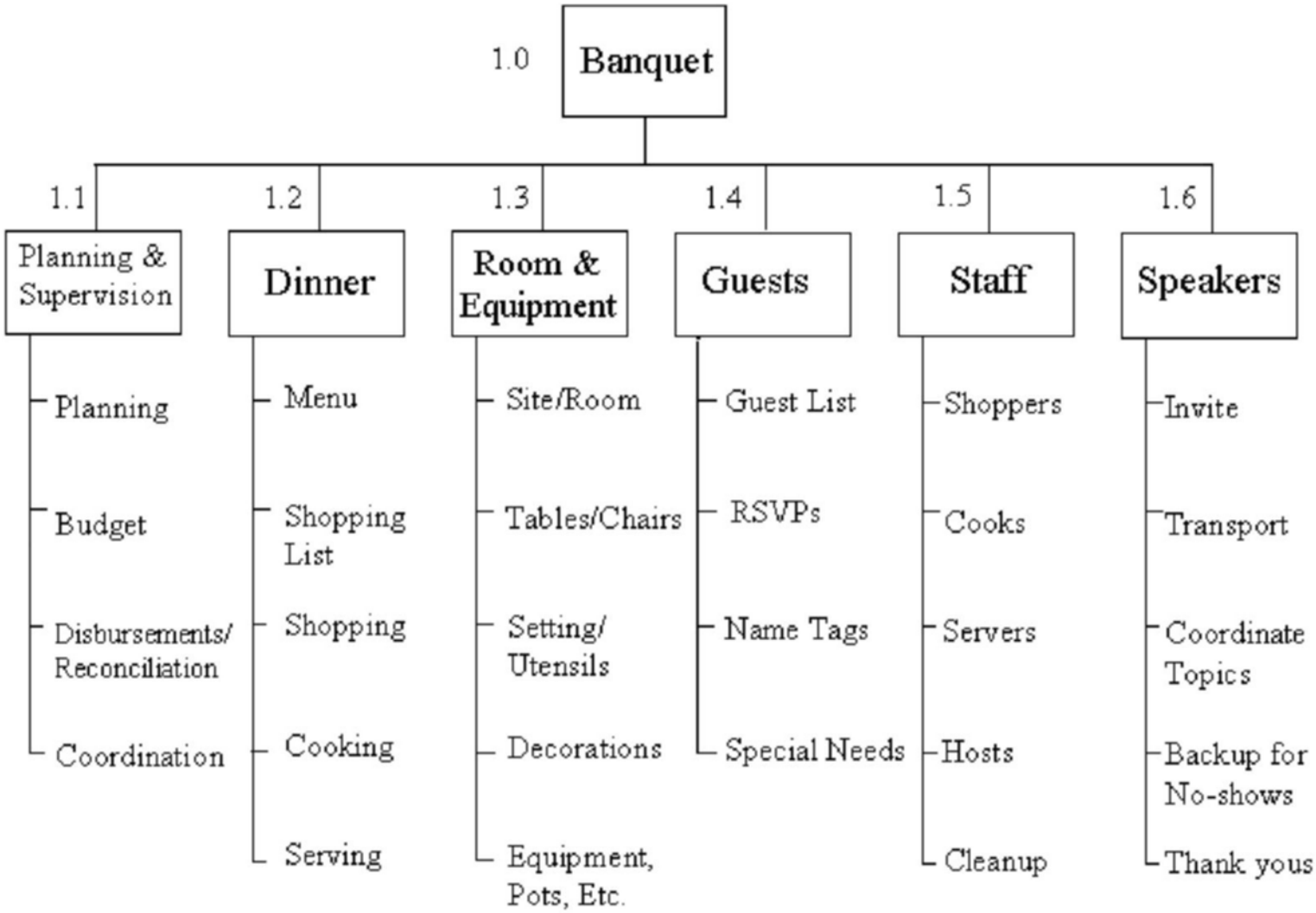
Cadets shall be given the opportunity to prepare a cadet exercise, as a member of a group, as part of their OJT.

REFERENCES

A0-200 B-GL-303-002/FP-000 Canadian Forces. (1995). *Operational staff procedures: Staff duties in the field. (Volume 2)*. Ottawa, ON: Department of National Defence.

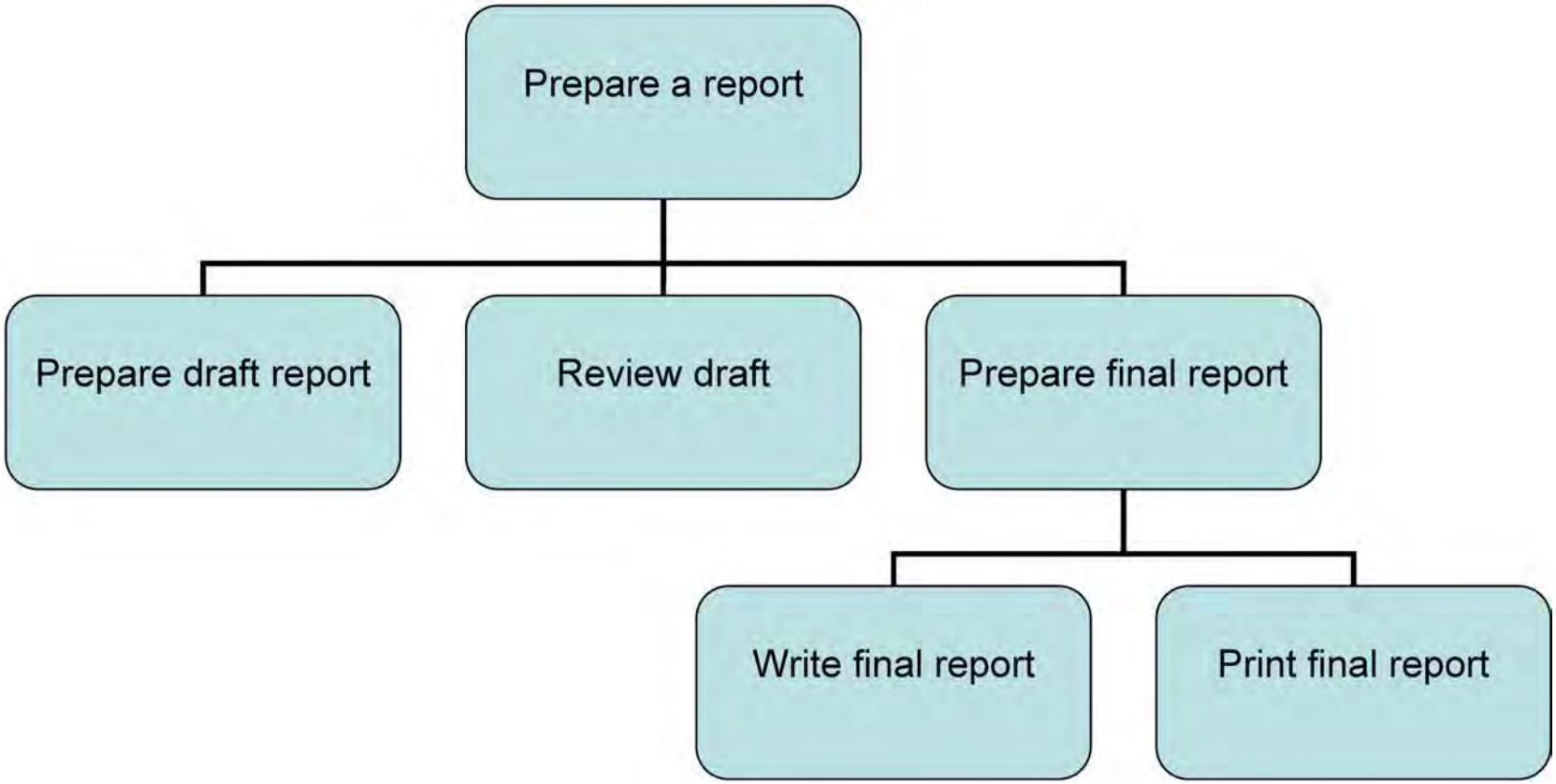
C0-453 Doc Stoc. (2009). *Format for activity plan*. Retrieved November 1, 2009, from http://www.docstoc.com/docs/4977554/FORMAT-FOR-ACTIVITY-PLAN

C3-252 ISBN 978-0-470-04923-5 Portny, S. E. (2007). *Project management for dummies*. Hoboken, NJ: Wiley Publishing.



Note. From "Principle Based Project Management", 2007, Work Breakdown Structure (WBS). Retrieved October 16, 2008, from http://www.hyperthot.com/pm_wbs.html

Figure A-1 Banquet WBS



Note. From Project Management for Dummies (p.76), by S. E. Portny, 2007, Hoboken, NJ: Wiley Publishing.

Figure A-2 Report Preparation WBS

EXERCISE PLAN EXAMPLE

TITLE OF THE EXERCISE: SPORTS EVENT: OPERATION GET-YOUR-MOVE-ON

WHAT

Who is involved, what is going to happen, where and when?

Example: Unit 123 Moncton will participate in Operation GET-YOUR-MOVE-ON, a sports event to be conducted at the Moncton Everblue High School on 10 Mar 2012 from 0900 hrs–1600 hrs.

WHY

Why is this happening?

Example: Unit 123 Moncton will conduct the sports event to promote physical fitness amongst all cadets, to introduce them to various sports, and to develop leadership and refereeing skills in senior cadets. The event will take place over one day to allow the conduct of multiple sports.

HOW

A. General Outline

What are the main parts of the exercise?

Example: *This exercise will be conducted in four phases:*

1. Phase One – Administration

The pre-activity meeting will be conducted on 21 Feb 12 in the CO's office at 1730 hrs. All members will attend. Booking of facilities, administrative preparation and planning are being completed by the Training Officer.

2. Phase Two – Preparation of Facilities

Prior to the cadets' arrival, all sergeants are required to prepare the facilities. The equipment for all sports events is to be taken out of the supply room and placed in the appropriate area. Signs identifying bathrooms, water points, and safety points have to be put up. This should be completed NLT 0840 hrs.

3. Phase Three – Conduct of the Exercise

As per schedule. Will include safety briefing, warm-up, conduct of the sports, lunch, cool-down and activity debriefing. Cadets will be allowed to leave at 1600 hrs.

4. Phase Four– Return of Stores

Return of stores, clean-up of facilities.

5. Phase 5 - Post-exercise meeting

Post-exercise meeting will be conducted on Monday 11 Mar 2012 at the CO's office from 1700 hrs to 1830 hrs. All senior cadets and officers will attend.

B. Groupings

Are there particular groups you need created?

Example: Cadets will be divided upon arrival into four different sports teams. CPO1 Mackey will ensure this is done as soon as cadets are on ground.

C. Tasks

What are the tasks specific to each person?

WHO	TASKS
Lt(N) Malloy	• Plan the sports event. • Book school facilities. • Deliver the safety briefing upon arrival. • Deliver the event's debriefing.
SLt Nixon	• Responsible for meal arrangements. • Responsible for all medical emergencies. First-aider for the event.
CPO1 Mackey	• Responsible to ensure that equipment and signs are ready before 0840 hrs as per Annex C. • Responsible to ensure all activities are carried out safely and according to the timetable. • Responsible to have cadets divided into four sports teams.
CPO2 Landry	• Responsible for the training and evaluation of all activity referees. • Offer feedback to activity referees. • Complete and submit an individual evaluation of all referees to the Training Officer.
PO1 Gagnon	• Responsible for the evaluation all activity referees. • Offer feedback to activity referees. • Complete and submit an individual evaluation of all referees to the Training Officer.
PO2 Penny	• Responsible for equipment set-up and tear-down • Become familiar with and referee soccer. • Become familiar with and referee volleyball.
PO2 Randell	• Responsible for equipment set-up and tear-down. • Become familiar with and referee soccer. • Become familiar with and referee volleyball.
PO2 Picard	• Responsible for equipment set-up and tear-down. • Become familiar with and referee ball hockey. • Become familiar with and referee badminton.
PO2 Clark	• Responsible for equipment set-up and tear-down. • Become familiar with and referee ball hockey. • Become familiar with and referee badminton.
PO2 Belliveau	• Responsible for set-up and tear-down. • Responsible to carry out the warm-up and the cool-down. • Responsible for the tug-of-war event.

All members	• All members are to look after safety. • Anything deemed unsafe should be stopped right away and rectified.

D. Timings

What are the timings of this event?

Example: See timetable in Annex A.

E. Dress

What should people wear to the event?

Example: Dress for the event will be suitable sports gear. No outdoor footwear shall be worn inside.

WITH WHAT - RESOURCES

What else do people need to know to put the plan into action?

Example:

Rations
Rations will be arranged by SLt Nixon.

Accommodations
Arrangements for the school are to be made by Lt(N) Malloy.

Equipment
See Annex B for Equipment List.
See Annex C for Activity Layout.

Transport
Cadets are responsible for their own transportation to and from the school.

Emergency Procedures
All medical emergencies will be reported to SLt Nixon. First aid will be available on site, and will be given if necessary. Medical emergencies will be directed to 911.

Water
Water will be available at school fountains. All cadets are to bring a personal water bottle to have water on hand.

Hygiene
The school washrooms (toilets and showers) will be available.

CHAIN OF COMMAND

What is the chain of command in the event? Who is in charge of what?

Example:

Planning: Lt(N) Malloy
Conduct: CPO1 Mackey
Evaluation: CPO2 Landry, PO1 Gagnon
Rations: SLt Nixon
First-Aider: SLt Nixon
Referees: PO2 Penny, PO2 Randell, PO2 Picard, PO2 Clark and PO2 Belliveau

Lt(N) R. Malloy
TrgO
123 Moncton

Distribution List

Who needs to know about this plan?

Example:

CO
DCO
Lt(N) Malloy
SLt Nixon
CPO1 Mackey
CPO2 Landry
PO1 Gagnon
PO2 Penny
PO2 Randell
PO2 Picard
PO2 Clark
PO2 Belliveau

List of Annexes

What annexes does your plan require?

Example:

Annex A - Timetable
Annex B - Equipment
Annex C - Exercise Layout

Annex A

TIMETABLE

Period	Time	What	Who	Comments
1	0810–0840 hrs	Set-up	All Sergeants	
2	0840–0900 hrs	Cadets arrival	All senior cdts	
3	0900–0910 hrs	Attendance		
4	0910–0920 hrs	Safety briefing	Lt(N) Malloy	CPO1 to divide teams at this time.
5	0920–0930 hrs	Warm up	PO2 Belliveau	
6	0940–1010 hrs	Game 1	PO2 Randell PO2 Penny	Soccer (Teams 1 vs 2) Volleyball (Teams 3 vs 4)
7	1010–1030 hrs	Break		
8	1030–1100 hrs	Game 2	PO2 Penny PO2 Randell	Soccer (Teams 1 vs 3) Volleyball (Teams 2 vs 4)
9	1100–1120 hrs	Break		
10	1120–1200 hrs	Game 3	TBD*	Soccer (Teams 3 vs 4) Volleyball (Teams 1 vs 2)
11	1200–1300 hrs	Lunch		
12	1300–1330 hrs	Game 4	PO2 Picard PO2 Clark	Hockey (Teams 1 vs 2) Badminton (Teams 3 and 4)
13	1330–1350 hrs	Break		
14	1350–1420 hrs	Game 5	PO2 Clark PO2 Picard	Hockey (Teams 3 vs 4) Badminton (Teams 1 and 2)
15	1420–1440 hrs	Break		
16	1440–1510 hrs	Game 6	TBD*	Hockey (Teams 1 vs 4) Badminton (Teams 2 and 3)
17	1510–1535 hrs	Tug of war	PO2 Belliveau	
18	1535–1545 hrs	Cool down	PO2 Belliveau	
19	1545–1600 hrs	Debriefing	Lt(N) Malloy	
20	1600 hrs	Departure	All senior cdts	

* Based on previous experience of both sports, determine who may need more practice and assign as appropriate.

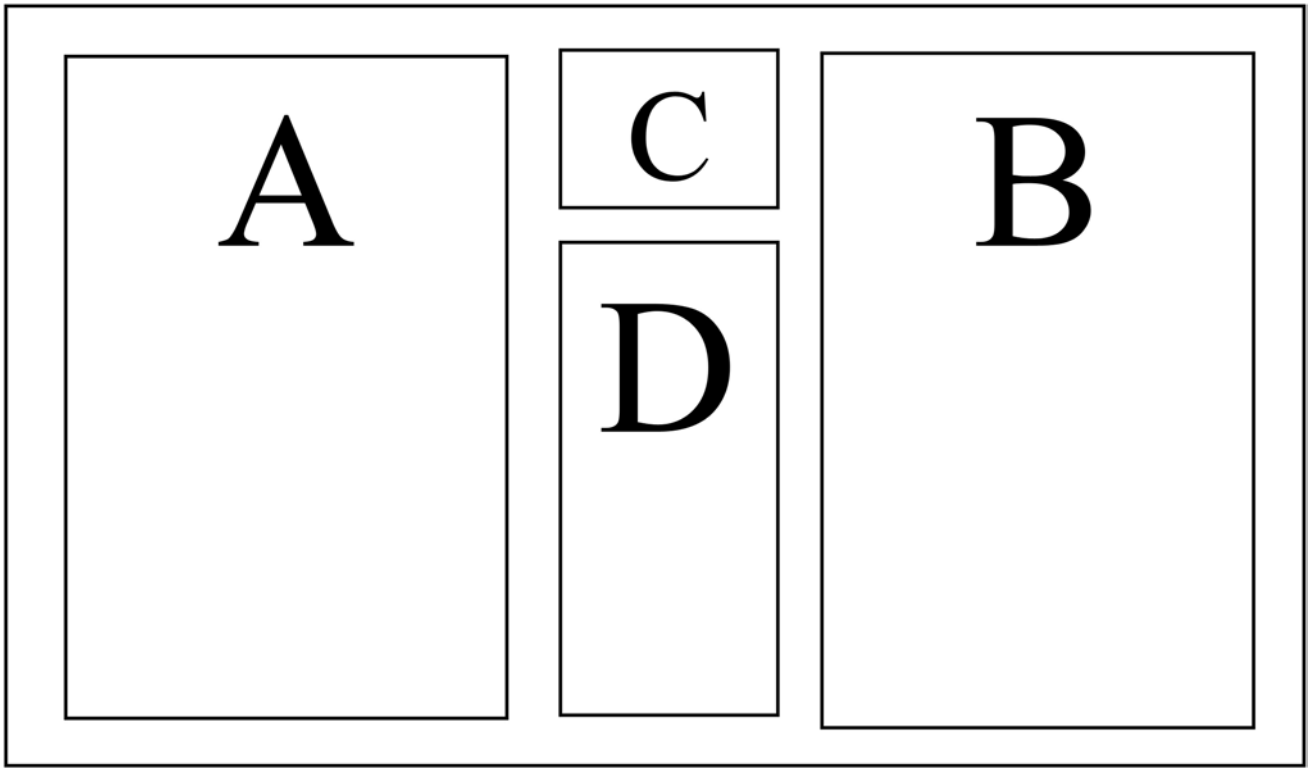
Annex B

EQUIPMENT LIST

- Hockey sticks x 20
- Hockey masks x 20
- Hockey gloves x 20
- Protective goggles x 20
- Hockey nets x 2
- Pucks x 2
- Badminton rackets x 20
- Badminton birds x 6
- Badminton sets (nets and poles) x 3
- Pinnies x 20 of each colour (2 colours)
- Volleyball set (nets and poles) x 1
- Volleyball ball x 2
- Large 18-m (60-foot) rope x 1
- First aid kit x 2

Annex C

EXERCISE LAYOUT



Legend:

A: Soccer / Hockey
B: Volleyball / Badminton
C: First Aid Station
D: Tug of War

THIS PAGE INTENTIONALLY LEFT BLANK

EXERCISE PLAN TEMPLATE

TITLE OF THE PROJECT: _____

WHAT

_____
_____
_____
_____

WHY

_____
_____
_____
_____

HOW

A. General Outline – Main Events

Phase____– _____
_____
_____

Phase___ – _____
_____
_____

Phase_____ – _____
_____
_____

Phase____– _____
_____
_____

Phase____– _____
_____
_____

B. Groupings

_____
_____
_____
_____

C. Tasks

Who	Tasks	Comments

D. Timings

_____

_____

E. Dress

_____

_____

RESOURCES

1. _____

_____

_____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

CHAIN OF COMMAND

_____
_____
_____
_____
_____
_____
_____
_____
_____

By: _____
Position: _____
Unit: _____

Distribution List

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

List of Annexes

Annex __ - _____
Annex __ - _____
Annex __ - _____
Annex __ - _____
Annex __ - _____
Annex __ - _____

GUIDED DISCUSSION WORKSHEET

TP 5: Discuss sustaining motivation during a project.

INTRODUCTION

The aim of PO 503 is to provide the tools to take a project from its conception to its end, and that means through its execution. Since a project's success depends on the project manager's ability to organize, coordinate, and support a diverse team that is working toward a common goal, this lesson is going to allow discussing the execution of a plan, and specifically how to keep the members motivated throughout the duration of the project.

GUIDED DISCUSSION

Prepared Content / Learning Objectives	Notes / Comments / Answers from the Guided Discussion for Summary
Motivation	
PREPARED QUESTION: Q1. How is motivation created? Where does motivation come from?	
ANTICIPATED ANSWER: A1. Even though motivation is a personal choice, leaders can create the opportunity for others to become motivated by giving them a sense of: • desirability: giving value to achieving the goal; • feasibility: having people believe the project can be done; • progress: letting people know how they are doing; and • recognition: recognizing work well done.	
Desirability	
PREPARED QUESTION: Q1. How do people react when they work on a project they believe is personally beneficial to them?	
ANTICIPATED ANSWER: A1. When people feel a connection to the project, they are more inclined to work toward its accomplishment.	

Prepared Content / Learning Objectives	Notes / Comments / Answers from the Guided Discussion for Summary
Follow-Up Question if Required: Q1. How can people develop the notion that a project is beneficial to them?	
Follow-Up Answer if Required: A1. There are many ways for leaders to develop the notion that a project is personally beneficial. They can get team members to discuss: • personal interests and goals and relating those to aspects of the project. • past projects that they enjoyed and why they enjoyed them. • some of the benefits that they hope to realize by working on the project and the value of those benefits.	
Feasibility	
PREPARED QUESTIONS: Q1. Do you believe feasibility is the same for everyone? How does it differ between individuals? Q2. How does it affect the people's attitude towards a project? How do people react when they work on a project they believe is unfeasible in opposition to a project they believe is feasible?	
ANTICIPATED ANSWERS: A1. Of course, feasibility is a subjective assessment. What seems impossible to one person can appear feasible to another. A2. Assessment of feasibility can become a self-fulfilling prophecy. If people think an assessment is feasible, they will work hard to complete it; if they encounter problems, they will try to work them out. However, if people really believe they have no chance of succeeding, they give up at the first sign of difficulty. Any problems just confirm what they already knew — the project was doomed from the start. Of course, as soon as they give up, they have no chance of succeeding, so their initial belief is that the project wasn't feasible has been confirmed. No matter how desirable people may feel a project is, they will give up more easily when they encounter any difficulties if they are convinced that nothing they do can cause it to succeed. People do not need a guarantee of success, but they must believe they have a chance.	
Follow-Up Question if Required: Q1. How can people develop the notion that a project is feasible?	

Prepared Content / Learning Objectives	Notes / Comments / Answers from the Guided Discussion for Summary
Follow-Up Answer if Required: A1. People can develop the notion that a project is feasible by: • identifying potential concerns to the leader and getting them addressed; or • having the leader explain why they feel that targets and plans are feasible.	
Progress	
PREPARED QUESTION: Q1. Why should people be informed of how they are progressing?	
ANTICIPATED ANSWER: A1. People have to know how they are doing over time for various reasons, such as: • achieving intermediate milestones provides personal satisfaction; • recognizing their successes confirms they are on the right track; and • successfully completing intermediate steps reinforces their beliefs that they can accomplish the final goals.	
Follow-Up Questions if Required: Q1. How do you feel when someone takes some interest in the work you have done? That such and such an area needs improvement or that you have done a great job so far? Q2. Have you ever seen a three-month project where all the major milestones occur in the last 3–4 weeks? When do you think people get serious about the project? Q3. How could you have kept those people on track earlier in the process?	

Prepared Content / Learning Objectives	Notes / Comments / Answers from the Guided Discussion for Summary
Follow-Up Answers if Required: A1. Answers will vary. A2. People tend to wait until the last minute, when no other motivation comes their way. A3. Do the following to help keep people on track and excited about the project: • establish meaningful and frequent intermediate milestones; • continually assess how people are doing; • frequently share information with people about their performance; and • continually reinforce the project's potential benefits.	
Recognition	
PREPARED QUESTION: Q1. What are forms of rewards that you can give people?	
ANTICIPATED ANSWER: A1. Rewards can take multiple forms, such as: • talking with the person and expressing your appreciation; • expressing appreciation in a written note or email; • expressing appreciation in writing to the person's supervisor; • issuing the person a certificate of appreciation; and • taking the person out to lunch.	
Follow-Up Question if Required: Q1. What are ways to make those rewards most effective?	

Prepared Content / Learning Objectives	Notes / Comments / Answers from the Guided Discussion for Summary

Follow-Up Answers if Required:
A1. To make the rewards most effective:
• be sure your acknowledgment and appreciation is honest and sincere.
• respect the person's personal style and preferences when giving the reward:
  ○ Some people enjoy receiving acknowledgments in front of their peers, while others prefer receiving them in private.
  ○ Some people appreciate receiving an individual award; others appreciate receiving an award presented to the entire team.	

THIS PAGE INTENTIONALLY LEFT BLANK

COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 3

EO M503.03 – CONDUCT AN EXERCISE

Total Time:	60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A group discussion was chosen for TPs 1 and 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, and opinions about beginning and ending activities and supervision an activity.

An interactive lecture was chosen for TPs 2 and 4 to orient the cadets to how to begin and end an exercise and how to supervise an exercise.

INTRODUCTION

REVIEW

QUESTIONS:

Q1. What is a project audience?

Q2. What is the approach of dividing an item into its component parts to describe the details of a project?

Q3. What is an important guideline to follow when assigning people tasks?

Q4. What information needs to be included in a pre-exercise meeting?

Q5. What are ways to encourage motivation?

ANTICIPATED ANSWERS:

A1. A project audience is any person or group that supports, is affected by, or is interested in a project.

A2. A work-breakdown-structure (WBS) is the approach of dividing an item into its component parts to describe the details of a project.

A3. An important guideline to follow when assigning tasks is "Leaders should never assign other people tasks that they cannot clearly define themselves."

A4. The information in a pre-activity meeting must include:

- what has to be done;
- when it has to be done;
- how it has to be done;
- by whom it has to be done; and
- available resources.

A5. Motivation can be encouraged through:

- desirability,
- feasibility,
- progress, and
- recognition.

OBJECTIVES

By the end of this lesson the cadet shall be expected to conduct an exercise.

IMPORTANCE

It is important for cadets to know how to conduct an exercise because monitoring and making changes as necessary are important steps in ensuring an exercise meets its goals. Also, announcing the activity at the appropriate time and holding a successful pre-exercise meeting allows people to prepare for the exercise.

Teaching Point 1 **Have the cadets discuss how to begin and end an activity.**

Time: 10 min Method: Group Discussion

BACKGROUND KNOWLEDGE

The point of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

ELEMENTS OF AN INTRODUCTION

Always have the area set up, including placement of resources, prior to the arrival of participants. Ask the following questions before participants arrive:

- Are all the required resources in place?
- Does everyone involved in conducting the activity have a clear understanding of their responsibilities?
- Is there sufficient space?
- If applicable, can the weather be relied on? If not, is the backup plan ready and achievable?

Getting the team's attention. To introduce an activity, the leader first gets the attention of the team. The leader gets the team's attention before continuing to introduce the activity. If one cadet is not paying attention, they could miss an important point that could affect their participation in the activity or the activity's outcome.

Explaining the goal of the activity. The goal of the activity should be explained to the team in general terms of what will be learned or accomplished. The context of the activity should be explained so the cadets know why their participation is essential and why the activity is a part of the day's agenda. It is important not to give too much detail at this point, as the leader should draw some points on the purpose of the activity from the cadets after the activity's completion.

Explaining the activity. The activity must be explained to the team prior to participating in the activity. The rules of the activity must be clearly outlined and understood by all cadets prior to commencement. The leader should ensure the activity is clearly understood.

Assigning tasks as necessary. If any specific tasks need to be performed throughout the activity, the leader should assign cadets to these tasks during the introduction of the activity.

Setting time limits. The leader is to set a time limit for the cadets to participate in the activity. The leader must factor in time for debriefing the cadets after completion of the activity.

Relaying safety concerns as necessary. If there are any safety concerns, the leader must pass these on to the team prior to the start of the activity.

Motivating the team. Prior to the start of the activity, the leader must motivate the team. The leader should be enthusiastic and share this enthusiasm with the cadets. The goal of the activity is important and there is a

reason the activity is being performed. The cadets should be informed of this reason and be motivated toward achieving the goal.

ELEMENTS OF A DEBRIEFING

Reviewing the goal. After the completion of an activity, it is important to review what the goal of that activity was with the cadets. Cadets always want to know why they had to participate in an activity or learn about a specific topic, so reinforce why the learning was important.

Providing feedback. The leader should first ask for feedback from the group on the activity. This can be done through some preset questions, specifically about the activity. It is important to find out how the cadets felt about the activity (eg, did they feel it was useful, did they learn anything from participating in the activity, etc). The leader gains valuable insight from the cadets on the activity itself (eg, if they would use it again, how it could be conducted differently, what elements of the activity they would not change if they did the activity again, etc). The most important information to elicit from the cadets is if they felt the activity was worthwhile. The leader must also give feedback to the cadets. Whether the goal was met is an important point to focus on during this stage. Why was the goal met or why not? Was the activity completed and did this have an effect on the goal being met? The leader should also give and get feedback on how the group interacted throughout the duration of the activity. The leader tells the cadets how they viewed the groups' interactions and ask how the cadets felt they interacted with each other.

Re-motivating the team. The final step in debriefing a group after an activity has been completed is to re-motivate the cadets.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay 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 cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1. What is the first thing you should do when starting an activity? Why?

Q2. Should the goal of the activity be explained prior to commencing the activity? Why or why not? How will the activity be affected if the goal is not explained?

Q3. What other considerations should be passed on during an introduction? Should safety concerns be passed on to the team or should they be left to figure them out as they proceed through the activity?

Q4. What is the purpose of reviewing the goal of the activity after the completion of the activity?

Q5. What feedback should be given from the group to the leader? How can this information be obtained? What feedback should the leader give to the group?

Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the group discussion will serve as the confirmation of this TP.

Teaching Point 2 **Explain how to begin and end an exercise.**

Time: 5 min Method: Interactive Lecture

Beginning and ending an exercise is very similar to beginning and ending an activity.

Ask the cadets to list actions that should be taken before cadets arrive.

Before cadets arrive, leaders should:

- inspect the exercise area for any damage or safety concerns;
- set up the exercise area; and
- ensure everyone involved has a clear understanding of their responsibilities.

When cadets arrive on grounds, leaders should hold an introductory meeting with the entire group to cover information that will be important throughout the exercise.

Ask the cadets to list information that should be included in an introductory meeting.

The introductory meeting should include information, such as:

- welcome to the participants,
- introduction of staff members,
- general outline of the exercise,
- safety concerns (eg, slippery floor, out-of bound areas, etc.),
- location of facilities (eg, washrooms, canteen, classes, gym, etc.),
- muster area in case of emergency, and
- first aid station.

At the end of the exercise, leaders should hold a conclusion meeting with the entire group to cover information that was relevant to the exercise.

Ask the cadets what information could be included in a conclusion meeting.

The conclusion meeting should include information, such as:

- conduct of the exercise (eg, competition winners);
- feedback from the instructors;
- feedback from the cadets; and
- recognition to individual or group contribution.

If leaders want more detailed feedback, they could get the cadets to write their feedback and submit it at the next training session.

After the cadets have left, leaders should:

- inspect the exercise area for any damage or safety concerns;
- tear down the exercise area;
- return stores.

Any damage to the exercise area or to the equipment need to be reported to the appropriate authority (eg, Training Officer, Commanding Officer, building management, Supply Officer, school administration, etc.).

One way to simplify the conclusion of an exercise is to include it in the WBS because it allows people to observe the importance of the final steps and maintain focus to the tasks that need to be carried out. It also ensures sufficient time and resources have been allocated for those activities to be performed.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What are things that should be completed prior to the cadets' arrival?

Q2. What information should be included in an introductory meeting?

Q3. What information could be included in a conclusion meeting?

ANTICIPATED ANSWERS:

A1. Prior to the cadets' arrival, leaders should:

- inspect the exercise area has for any damage or safety concerns;
- set up the exercise area; and
- ensure everyone involved has a clear understanding of their responsibilities.

A2. The introductory meeting should include information, such as:

- welcome to the participants,
- introduction of staff members,
- general outline of the exercise,
- safety concerns (eg, slippery floor, out-of bound areas, etc.),
- location of facilities (eg, washrooms, canteen, classes, gym, etc.),
- muster area in case of emergency, and
- first aid station.

A3. The conclusion meeting should include information, such as:

- conduct of the exercise (eg, competition winners);
- feedback from the instructors;
- feedback from the cadets; and
- recognition to individual or group contribution.

Teaching Point 3 **Have the cadets review supervising an activity.**

Time: 5 min Method: Group Discussion

BACKGROUND KNOWLEDGE

The point of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

Cadets should have previous knowledge on the subject as this was taught in EO M303.05 (Supervise Cadets).

THE PURPOSES OF SUPERVISION

There are three main purposes of supervision.

To provide protection. Supervision ensures the safety and well-being of personnel. Safety is the number one issue in every aspect of the Cadet Program. When situations are not safe, they are stopped immediately. CATO 14-31, *Director Cadets and Junior Canadian Rangers General Safety Program*, outlines the requirements for a general safety program that must be incorporated in every aspect of cadet activities.

To provide support. Supervision ensures that all members of the team are assisted, provided for and encouraged during tasks. If cadets are not practicing intrapersonal management, interpersonal management, teamwork and effective communication, the supervisor must act on the situation.

To provide quality assurance. Supervision ensures the outcomes of a task meet expectations for that task. If cadets are not meeting their responsibilities in completing the task, the supervisor must act on the situation. No one likes to be over-supervised. It is important not to micromanage the team.

HOW TO SUPERVISE

As leaders, cadets are expected to supervise others. Supervision takes place during the entire task, not just at the beginning or end of the task. Although each situation where supervision takes place is unique, there are some common responsibilities that must be fulfilled. Leaders shall meet these responsibilities by:

Ensuring safety. Ensuring that every situation in the Cadet Program is carried out in a safe manner is the primary concern of all members involved.

Ensuring the well-being of cadets. The welfare of cadets within the Cadet Program is a primary concern in the execution of all training and administrative tasks.

Encouraging cadets. Encourage cadets to produce satisfactory work because they want to. Inspiring results through praise creates a positive outcome.

Adjusting responsibilities as required. Being able to adjust a cadet's responsibilities during tasks is important. Cadets with experience may need less supervision and may be given extra responsibilities.

Maintaining control of cadets. Keep cadets on task while they are producing satisfactory work. An effective supervisor is able to keep cadets focused.

Correcting errors as required. If mistakes are made, effective supervisors communicate this. They revise what and how it needs to be done and remedy errors.

Reporting misconduct as required. When cadets behave in a manner that is in inconsistent with the core leadership qualities of a cadet, these behaviours should be reported up the chain of command.

Ensuring completion of responsibilities assigned to cadets as required. When supervisors delegate or assign tasks to others, it is the supervisor's responsibility to ensure all delegated tasks are completed.

Successful supervisors are usually successful leaders.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay 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 cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1. What are the purposes of supervision? When does supervision take place?

Q2. What do you think the responsibilities of an effective supervisor are?

Q3. Which responsibility do you find the most important? Why?

Q4. Which responsibility do you find the most difficult to apply? Why?

Q5. List some examples where you have seen leaders use various responsibilities.

Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the group discussion will serve as the confirmation of this TP.

Teaching Point 4 **Explain how to supervise an exercise.**

Time: 5 min Method: Interactive Lecture

Supervising an exercise is very similar to supervising an activity.

Ask the cadets to list the three main purposes of supervision.

There are three main purposes to supervision:

- to provide protection;
- to provide support; and
- to provide quality assurance.

The same way cadets are supervised by activity leaders, activity leaders should be supervised by exercise leaders. When exercise leaders are supervising, they should:

- ensure completion of tasks;
- ensure the activity leaders are providing challenging, fun and safe training;
- stop an activity when it is deemed unsafe; and
- provide guidance to activity leaders.

PROVIDING FEEDBACK

Guidance should be provided to activity leaders at the appropriate time and in an appropriate manner.

Ask the cadets to list the principles of effective feedback. The material was taught in more details during EO M403.04 (Provide Feedback to Team Members).

Feedback may be given to the team as a whole or it may be given to individual team members. Giving feedback well is a skill. When giving feedback, it should be:

- frequent,
- accurate,
- specific,
- timely.

Ask cadets to list the ground rules for providing feedback. The material was taught in more details during EO M403.04 (Provide feedback to Team Members).

The following ground rules for providing feedback may enable the team leader to give helpful, constructive feedback, without creating conflict or confrontational behaviour with team members.

The ground rules are:

- focusing on what is observed;
- focusing on behaviour;
- keeping it neutral;
- using it to inform;
- making it supportive; and
- keeping it simple.

Ask cadets to list the steps for providing feedback. The material was taught in more details during EO M403.04 (Provide feedback to Team Members).

The purpose for providing feedback is to let team members know how they are doing and when they are not meeting expectations. Leaders should ensure that feedback is given when team members meet and / or exceed their commitments, as well as when team members do not meet their commitments. There are five steps for providing feedback:

- planning what to say;
- providing examples of behaviours;
- allowing time for feedback;
- motivating; and
- setting a timeline for action and follow-up.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

Q1. What are the three main purposes to supervision?

Q2. What should exercise leaders do when supervising?

Q3. What are the ground rules to providing feedback?

ANTICIPATED ANSWERS:

A1. There are three main purposes to supervision:

- to provide protection;
- to provide support; and
- to provide quality assurance.

A2. When exercise leaders are supervising, they should:

- ensure completion of tasks;
- ensure the activity leaders are providing challenging, fun and safe training;
- stop an activity when it is deemed unsafe; and
- provide guidance to activity leaders.

A3. The ground rules are:

- focusing on what is observed;
- focusing on behaviour;
- keeping it neutral;
- using it to inform;
- making it supportive; and
- keeping it simple.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. What elements should be included in an activity introduction?

Q2. What are actions leaders should take prior to cadets' arrival on an exercise?

Q3. What are the five steps for providing feedback?

ANTICIPATED ANSWERS:

A1. Elements that should be included in an activity introduction are:

- getting the team's attention;
- explaining the goal of the activity;
- explaining the activity;
- assigning tasks as necessary;
- setting time limits;
- relaying safety concerns as necessary; and
- motivating the team.

A2. Prior to cadets' arrival, leaders should:

- inspect the exercise area for any damage or safety concerns;
- set up the exercise area; and
- ensure everyone involved has a clear understanding of their responsibilities.

A3. The five steps for providing feedback are:

- planning what to say;
- providing examples of behaviours;
- allowing time for feedback;
- motivating; and
- setting a timeline for action and follow-up.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is evaluated IAW A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 3, Annex B, 503 PC.

CLOSING STATEMENT

Once an exercise begins, there may be changes that need to be made. It is important for cadets to recognize the importance of supervising the activity to ensure it reaches its goals, goes as planned, and if not, that the appropriate changes are made.

INSTRUCTOR NOTES / REMARKS

Cadets shall be given the opportunity to conduct an exercise, as a member of a group, as part of their OJT.

REFERENCES

Nil.

THIS PAGE INTENTIONALLY LEFT BLANK

COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 4

EO M503.04 – CONCLUDE AN EXERCISE

Total Time:	30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Make an OHP of Attachment A.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to the conclusion of an exercise, the content of an after action report and the conduct of a debriefing.

An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest about after action report.

INTRODUCTION

REVIEW

QUESTIONS:

Q1. What are the elements in an activity debriefing?

Q2. What actions have to be completed by exercise leaders after the cadets' departure?

Q3. List the supervision responsibilities that a leader should meet.

ANTICIPATED ANSWERS:

A1. The elements in an activity debriefing should include:

- reviewing the goal;
- providing feedback; and
- re-motivating the team.

A2. After the cadets have left, leaders should:

- inspect the exercise area for any damage or safety concerns;
- tear down the exercise area;
- return stores.

A3. The supervision responsibilities that a leader should meet are:

- ensuring safety;
- ensuring the well-being of cadets;
- encouraging cadets;
- adjusting responsibilities as required;
- maintaining control of cadets;
- correcting errors as required;
- reporting misconduct as required; and
- ensuring completion of responsibilities assigned to cadets as required.

OBJECTIVES

By the end of this lesson the cadet shall be expected to conclude an exercise.

IMPORTANCE

It is important for cadets to conclude an exercise as it is an important step in project management. Recognizing areas for improvement and successes will allow people to take this knowledge into their next project and improve its chances for success.

Teaching Point 1 **Explain the steps in the conclusion of an exercise.**

Time: 10 min Method: Interactive Lecture

CONDUCTING A DEBRIEFING

Having a debriefing with the personnel involved in the exercise is a crucial step in identifying the practices to keep and the practices to avoid in future projects from the experience gained during the current project. The people involved in the project can, by sharing their experiences, observations and suggestions, help a leader recognize the achievements and areas for improvement encountered during the various planning and conducting stages of the exercise.

Like any meeting, the debriefing should be preceded by an agenda that may include:

- purpose of the debriefing,
- goals of the activity or activities,
- highlights, such as:
  - results, schedules, and resources,
  - tracking systems and procedures,
  - communications, and
  - practices and effectiveness;
- discussion and recognition of special achievements,
- review of reactions to the activity (cadets or supervisors),
- discussion of problems and issues, or
- discussion of how to reflect experiences from this project in future efforts.

During the debriefing, the following issues should be discussed:

- what was accomplished and individuals' contributions;
- techniques and approaches that worked to ensure they will be used in the future;
- techniques and approaches that did not work to ensure they are not used in the future, or they are used only following appropriate adjustments.

Here are a few things to keep in mind when planning a debriefing:

Invite the right people. Invite people that were involved. If the list is too long, decide to meet with the subgroups, then hold a general session where everyone reviews the results of the smaller meetings and where final comments and suggestions are made.

Ensure everyone understands the purpose of the meeting is to learn, not to blame. The post project evaluation is a means to examine what has been done to improve it.

If anyone starts to attack or criticize other participants, the discussion needs to be brought back to order. This can be done by asking questions, such as:

- What can you yourself do in the future to deal more effectively with such situations?
- What can we do in the future to prevent such situations from occurring?

It can also be done by having personnel:

- identify what others did well; or
- examine their own performance and see how they could have handled situations differently.

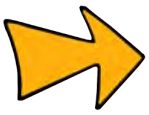
Be sure to assign a person to take notes during the debriefing. Those notes will be useful when writing the after action report (AAR).

CREATING AN AFTER ACTION REPORT (AAR)

As soon as possible after the debriefing, prepare and distribute an AAR based on notes from the briefing.

The AAR should include the following information:

- practices to incorporate in future projects,
- steps to take to encourage these practices,
- practices to avoid on future projects, and
- steps to be taken to avoid these practices.



After (and during if possible) the completion of a project, recognize the individuals or groups who helped "make it happen". Whether it be announcements or a thank you to who made it possible, recognizing those who worked hard is important.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What has to be accomplished after the conduct of an exercise?

Q2. What is the importance of the debriefing?

Q3. What elements are found in an AAR?

ANTICIPATED ANSWERS:

A1. After the conduct of an exercise, ensure the following tasks are completed:

- a tear down of the area,
- return of resources,
- debriefing, and
- AAR.

A2. Having a debriefing with the people involved in the exercise is a crucial step in identifying the practices to keep and the practices to avoid in future projects from the experience gained during the current project.

A3. The following elements are found in an AAR:

- practices to incorporate in future projects,
- steps to take to encourage these practices,
- practices to avoid on future projects, and
- steps to be taken to avoid these practices.

Teaching Point 2 **Conduct an activity where the cadets develop an after action report format.**

Time: 15 min Method: In-Class Activity

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets develop their own AAR format.

RESOURCES

- Flip chart paper, and
- Markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the class into two groups.
2. Distribute a flip chart paper and markers to each group.
3. Tell the cadets they have to create a template for an AAR that must contain all the necessary information.
4. Allow the cadets eight minutes to work on the assignment.
5. Allow each group two minute to present their work.
6. Have the cadets reflect on which format they prefer.

SAFETY

Nil.

Show the cadets Attachment A for an example of an AAR format that could be used.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the activity will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' conclusion of an activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is evaluated IAW A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 3, Annex B, 503 PC.

CLOSING STATEMENT

It is important to properly close out an activity as the mistakes and success of an activity can be used when planning the next one. Leaders have to recognize the importance of taking a few moments to reflect on the learning experience from the activities they prepare and conduct.

INSTRUCTOR NOTES / REMARKS

Cadets shall be given the opportunity to conclude an exercise, as a member of a group, as part of their OJT.

REFERENCES

C3-252 ISBN 978-0-470-04923-5 Portny, S. E. (2007). *Project management for dummies*. Hoboken, NJ: Wiley Publishing.

AFTER ACTION REPORT

EVENT: _____

		SITUATION	SOLUTIONS & RECOMMENDATIONS
1.	**Training**		
	a. Time allocation	The time allocated for EO MXXX.XX was insufficient. Instructors did not have time to complete the class and had to leave out the last TP.	The class may be completed during a regular training night. Allow two periods for this class in next year's training schedule.
	b. …	…	…
2.	**Support**		
	a. Transportation	…	…
	b. Facilities	The facilities were great. There was a sufficient number of classrooms for the number of lessons to be carried out. Having showers available was very useful. The fact that cadets had a chance to freshen up after the sports event was very appreciated by all.	Keep the same facilities for a similar event in the future.
3.	**Other**		
	a. …	…	…
	b. …		
	c. …	…	…
4.	**Other**		
	a. …	…	…
	b. …	…	…

By: _____

THIS PAGE INTENTIONALLY LEFT BLANK

COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 5

EO C503.01 – EXAMINE MEETING PROCEDURES

Total Time:	90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

Review the lesson content and become familiar with the material prior to facilitating this lesson.

Photocopy the self study package located at Attachment A for the cadet.

Photocopy the answer key located at Attachment B but do not provide it to the cadet.

For the final exercise located at the end of the self study package, obtain a copy of an actual exercise plan or operations order (ops order) used by the corps or photocopy the sample exercise located at Attachment C for the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine meeting procedures at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have examined meeting procedures.

IMPORTANCE

It is important for cadets to examine meeting procedures as the corps will be participating in meetings to create proposals and prepare / conduct / conclude exercises.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet examine meeting procedures.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the self study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet’s completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

By examining meeting procedures, you will have a better understanding of the benefits of meetings and on how to facilitate them to ensure their success.

INSTRUCTOR NOTES / REMARKS

This self study shall only be completed after the mandatory component of PO 503 (Lead Cadet Activities).

REFERENCES

A0-010 CATO 11-03 Director Cadets 2. (2006). *Cadet program mandate*. Ottawa, ON: Department of National Defence.

A0-201 United States Army Medical Department Battle Simulation Center (2003). *Military briefings*. Retrieved February 26, 2010 from http://www.cs.amedd.army.mil/simcenter/military_briefings.htm

C0-004 ISBN 1-58062-577-0 McClain, G., & Romaine, D. S. (2002). *The everything managing people book*. Avon, MA: Adams Media.

C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.

C0-022 ISBN 0-02864-207-4 Cole, K. (2002). *The complete idiot's guide to clear communications*. USA: Pearson Education, Inc.

C0-112 ISBN 0-8407-6744-7 Maxwell, J. C. (1993). *Developing the leader within you*. Nashville, TN: Thomas Nelson Inc. Publishers.

C0-113 ISBN 1-882664-12-4 Karnes, F. A., & Bean, S. M. (1995). *Leadership for students: A practical guide for ages 8–18*. Waco, TX: Prufrock Press.

C0-114 ISBN 0-02-863656-2 Pell, A. R. (1999). *The complete idiot’s guide to team building*. 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). *Peacebuilder 3: Peer helping participant resource guide*. Ottawa, ON: YouCAN.

C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.

C0-256 ISBN 0-7894-4863-7 Heller, R. (1999). *Achieving excellence*. New York, NY: DK Publishing, Inc.

C0-270 Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, Vol. 50*(4), 370–396.

C0-271 Farthing, D. (2001). *Peacebuilder 1: Conflict resolution youth reference guide*. Ottawa, ON: YouCAN.

C0-410 The ASPIRA Association. (2009). *Module #5: Defining leadership styles*. Retrieved on February 12, 2009, from http://www.aspira.org/files/documents/youthdev08/U_V_M_5_dls.pdf

C0-413 University of Arkansas, Division of Agriculture, Cooperative Extension Service. (2006). *4-H volunteer leaders' series: The enabler–A leadership style*. Retrieved February 18, 2009, from http://www.uaex.edu/other_areas/publications/PDF/4HCD2.pdf

C0-468 ISBN 0-06-091573-0 Hamlin, S. (1989). *How to talk so people listen*. New York, NY: Harper & Row Publishers.

C0-469 ISBN 1-57851-143-7 Argyris, C., Bartolomé, F., Bourgeous, L. J., III, Eisenhardt, K. M., Jay, A., Kahwajy, J. L., et al. (1999). *Harvard business review on effective communication*. Boston, MA: Harvard Business School Publishing.

C3-251 ISBN 978-0-306-81354-2 Robert, H. M., III, Evans, W. J., & Honemann, D. H. (2004). *Robert's rules of order: Newly revised in brief*. New York, NY: Perseus Books Group.

THIS PAGE INTENTIONALLY LEFT BLANK

Examine Meeting Procedures

SECTION: 1 IDENTIFY TYPES OF MEETINGS
SECTION: 2 EXAMINE HOW TO ORGANIZE MEETINGS
SECTION: 3 EXAMINE HOW TO FACILITATE MEETINGS

SECTION 1
IDENTIFY TYPES OF MEETINGS

TYPES OF MEETINGS

There are many types of meetings, such as two friends meeting over coffee or a session of the House of Commons. The two types of meetings that will be described here are the ones used most often within the Cadet Program: briefings and committee meetings.

BRIEFING

A briefing is a type of meeting used to convey what needs to be done during an exercise or to inform the participants of an activity and of the necessary details. There is little input from the group except asking clarifying questions.

Briefing. A meeting for delivering information or instructions.

As a cadet, a briefing is the most common type of meeting you would be expected to facilitate.

As a cadet, there are two types of briefings you may be asked to facilitate:

- **Information briefing.** The information briefing is intended to inform the listeners and to gain their understanding. The briefing deals primarily with facts. The briefer provides a brief introduction to define the subject and to orient the listener and then presents the information.
- **Staff briefing.** The staff briefing is intended to secure a coordinated or unified effort. This may involve the exchange of information, the making / announcement of decisions, the issuance of directives, or the presentation of guidance. The staff briefing may include characteristics of an information briefing.

Functions of a Briefing

A briefing needs to be clear, concise, and complete. It needs to be tailored to its audience; a briefing for the activity leaders of an exercise is different from the one you would give to the cadets participating in the exercise.

- **Communicating the overall plan.** Explain how the exercise will be carried out. Always include safety details that affect the whole exercise (eg, fire orders, muster points, first aid personnel, and boundaries). All team members should know what is involved. This may include identifying various stages and phases.
- **Communicating the tasks involved in the leadership appointment.** Explain the tasks involved within the exercise.
- **Assigning tasks to team members as applicable.** Assign team members tasks that must be completed within the scope of the exercise. Every team member should be actively engaged in a meaningful activity.
- **Ensuring the team members understand their tasks.** Confirm team members understand their tasks and ask the team members if they have any questions. The team leader should also ask questions of various team members to ensure comprehension. When team members are assigned specific tasks, it is important they understand what is expected of them.

Think about questions you could ask or actions you could take to ensure everyone has understood their tasks.

COMMITTEE MEETING

A committee meeting is used to plan and organize an exercise. Members' participation is necessary for this type of meeting to be successful.

Committee meeting. A group of people, nominally up to 12 members, headed by a chairperson, meeting for discussion and debate on subjects relevant to its members.

Now that you know that members' participation is necessary in a committee meeting, how would you ensure maximum participation in your meeting?

During your time in cadets, most of the meetings you have attended were briefings. Younger cadets have little input in the planning and organization of the activities in which they participate. As you have progressed through the Cadet Program, the tasks that you have been assigned to complete have progressed from leading a small group of cadets in setting up a classroom to leading a division on parade.

Functions of a Committee Meeting

Meetings fulfill many functions for the team. The functions of a meeting include:

- defining the team;
- providing an opportunity where the team revises, updates, and adds to what it knows as a team;
- helping everyone to understand the collective aim of the team and the way in which their work contributes to the team's success;
- creating a commitment to the decisions it makes and the objectives it pursues; and
- creating an occasion where the team physically exists and works **as a group**, and the only time when the leader is the leader of the team and not just a person to whom individuals are responsible to.

Objective(s) of a Meeting

There are many reasons to have meetings. As part of Phase Five you will participate in meetings to create proposals and prepare / conduct / conclude exercises as part of PO 503 (Lead Cadet Activities). Here are some meeting objectives:

- **Legislative framework.** The objective of the meeting is to clarify the organizational makeup of the team; its rules, routines and procedures (eg, who is responsible to whom, how problems should be addressed, what tasks need to be completed) through which all action takes place.
- **Executive responsibilities.** The objective of the meeting is to determine who will be responsible for what tasks. Each member sees what others are doing and also understands how their roles / responsibilities fit into the whole project / exercise.
- **Constructive / originative.** The objective of the meeting is to guide a discussion where the knowledge, experience, judgment and ideas of the team are used to come up with or think through a proposal, project, exercise, etc.
- **Informative / digestive.** The objective of the meeting includes progress reports—to keep the team up-to-date on the current status of the tasks—and a review of the completed project to see what can be learned for the next time (eg, a meeting used to determine details of an After Action Report).

SECTION 2
EXAMINE HOW TO ORGANIZE MEETINGS

HOW TO ORGANIZE A BRIEFING

To organize your briefing, you will need the complete activity or exercise plan. It should state the who, what, where and when of the briefing.

Tell them what **they** need to know, **not** all **you** know!

Organizing a briefing requires four steps:

1. **Analyze the situation.** This includes analyzing the audience and the occasion by determining:
   - Who is to be briefed and why?
   - How much knowledge of the subject does the audience have?
   - What is expected of the briefer?
2. **Construct the briefing.** The construction of the briefing will vary with its type and purpose. The analysis provides the basis for this determination. The following are the major steps in preparing a briefing:
   (a) Know the subject thoroughly.
   (b) Isolate the key points.
   (c) Arrange the key points in logical order.
   (d) Select visual aids, if required.
   (e) Establish the wording.
   (f) Rehearse before a knowledgeable person who can critique the briefing.
3. **Deliver the briefing.** A successful briefing is dependent on how it is presented. A confident delivery, clearly enunciated and obviously based on full knowledge of the subject helps convince the audience. The briefer maintains a relaxed, but professional bearing using natural gestures and movement, but avoiding distracting mannerisms. The delivery is characterized by conciseness, objectivity, and accuracy. The briefer must be aware of the following:
   - The basic purpose is to present the subject as directed and to ensure that it is understood by the audience.
   - Brevity precludes a lengthy introduction or summary.
   - Interruptions and questions may occur at any point. If these interruptions occur, the briefer answers questions before proceeding or should indicate that questions will be answered later in the briefing. Do not permit questions to distract you from your planned briefing. If the question will be answered later in the briefing, the briefer should make specific reference to the earlier question when introducing that material. The briefer should anticipate possible questions and be prepared to answer them.
4. **Follow-up.** Ensure an understanding of the material. When the briefing is over, the briefer should elicit the opinion of a peer or superior for a critique.

HOW TO WRITE A BRIEFING

The following is a format used when writing an information briefing.

The Information Briefing

The information briefing should follow this format:

1. The introduction, to include:
   - (a) greeting,
   - (b) purpose and scope, to include:
     - (1) giving the big picture first; and
     - (2) explaining the purpose and scope of your briefing; and
   - (c) outline or procedure, to include:
     - (1) summarizing the key points and your general approach; and
     - (2) explaining any special procedures (eg, demonstrations).
2. The body, to include:
   - (a) arranging the main points in a logical sequence;
   - (b) using visual aids to emphasize your main points;
   - (c) planning effective transitions from one main point to the next; and
   - (d) being prepared to answer questions at any time.
3. The closing, to include:
   - (a) asking for questions;
   - (b) summarizing the key points and making a concluding statement; and
   - (c) announcing what will be happening next.

What to Consider When Writing a Staff Briefing

The staff briefing should include:

1. **General.** The staff briefing is an information briefing presented to the staff who are leading the activities or responsible for completing tasks for the exercise.
2. **Purposes of a staff briefing.** Give specific instructions, if required. The staff briefing serves to:
   - issue or elaborate on the exercise plan;
   - instil a general appreciation of the exercise;
   - review the key points of the exercise plan; and
   - ensure participants know the exercise's objective(s), problems that may arise, and ways to overcome them.
3. **Format.** A staff briefing is normally informal and has no set format.

***Activate Your Brain #1*:**

What are the four steps when organizing a briefing?

_____ _____

_____ _____

HOW TO ORGANIZE A MEETING

During EO M503.02 (Prepare an Exercise), a basic procedure on how to plan a pre-exercise meeting was described. The following (more formal and detailed) procedures on how to organize and facilitate a meeting are from *Robert's Rules of Order: Newly Revised in Brief*, more commonly known as Robert's Rules of Order.

Did you know?

When Henry Martyn Robert (an officer in the United States Army) was asked to preside over a church meeting, he realized he did not know how. He tried anyway and his embarrassment was supreme. This event, which may seem familiar to many, left him determined never to attend another meeting until he knew something about parliamentary law. He studied the books that were available on the subject, but soon realized that every part of the United States had differing ideas of the correct procedure. To bring order to the chaos, he decided to write Robert's Rules of Order (first published in 1876) which quickly became the most commonly used procedures for facilitating meetings in the country.

Duties of the Chairperson

It is the responsibility of the chairperson for all planning for a meeting, which includes:

- setting the timings for the meeting;
- creating the agenda;
- running the meeting;
- supervising debate;
- conducting any voting; and
- creating the minutes.

Setting the Timings for the Meeting

Team members shall be notified of meetings as soon as possible to allow the meeting to be more productive and allow all members to express their concerns.

Creating the Agenda

Every meeting must first be convened. This process should begin with an agenda. The most critical priority for a meeting must always be to avoid wasting members' time. An effective agenda is the best tool for that purpose.

The agenda structures the order of business for a meeting and is a guide for attendees to follow. When setting the agenda, think of it as a set of rules for a good meeting.

The agenda must provide the organization's name, the date, time and place of the meeting. It should also give a finish time and, where possible, an approximate time for each item, so that the chairperson can keep an effective rein on the meeting by using the time framework.

Standard agenda items and their suggested order are:

1. confirmation of the minutes from the previous meeting;
2. matters arising from the previous minutes (any matter that was raised at the previous meeting which needed follow-up action on a carried motion);
3. correspondence in and out;
4. reports (these could be from the team's various departments); and
5. general business (brief background information on agenda topics as required).

The chairperson can vary the order of business at the meeting if the meeting members agree.

An agenda is more effective if given to the members before the meeting rather then at the meeting.

Running the Meeting

All business is brought before the assembly in the form of a motion. Before members can make a motion or address the assembly they must obtain the floor using the following protocol:

1. The members will raise their hand and wait to be recognized.
2. The chairperson is addressed by title, “Mr. Speaker” or “Madame Speaker”.
3. The member introducing a motion has the first right to the floor.
4. Members who have not spoken to a motion shall have precedence over those who have.
5. The chairperson must recognize any member who seeks the floor while entitled to it.
6. Before a motion is open to debate it must (if required) be seconded and stated by the Speaker after which it is open to debate.
7. All important motions and amendments shall be in writing.
8. After the Speaker has stated a motion it is the property of the assembly and can only be withdrawn with unanimous consent or permission of the assembly.

Debate

Speeches shall conform to the following rules:

- Maximum speech length, as determined by assembly, will be respected.
- Decorum in debate will be maintained, to include:
    - remarks must be confined to the merits of the pending question;
    - attacks on a member's motives are not allowed;
    - all remarks must be addressed through the chairperson;
    - the use of members’ names will be avoided;

- refrain from speaking against one's own motion;
- stop speaking during an interruption by the chairperson; and
- refrain from disturbing the assembly.

- The chairperson is not to take part in the debate.
- When possible, the chairperson shall alternate the debate between those for and those against the motion.

Voting

Voting, if required, shall conform to the following rules:

- Procedures for voting shall be as the chairperson suggests.
- A member can change their vote until the time that the result is announced.
- A straw poll (an unofficial ballot taken as a test of opinion) is not in order for official purposes; a formal vote is required.

Did you know?

For a vote to be valid, a quorum must exist.

Quorum. The fixed minimum number of members that must be present to make the proceedings of an assembly, society, or meeting valid.

Creating the Minutes

Minutes. A brief summary of the proceedings of a meeting.

Minutes should be taken by someone other than the chairperson. This allows the chairperson to concentrate on facilitating the meeting. Minutes shall contain enough information to:

- maintain an accurate historical account of a meeting held; and
- allow for a clear understanding of the business that was conducted for those present and not present.

As a guideline, minutes should contain the following information:

- name of body, associated office, department or organization;
- date, time and location of the meeting;
- the list of attendees, guests and regrets (including the chairperson, and recording secretary);

Regrets. Expressing polite apologies for not being able to attend a meeting.

Members who cannot attend the meeting contact the chairperson with their reasons. The chairperson informs the recording secretary of those members who have sent regrets to distinguish them from members who did not contact the chairperson about their absence.

- a record of all motions that were presented;
- a clear distinction between open and closed sections of the meeting;
- consecutively numbered pages (use a header with meeting name, date, and page number);

- time of adjournment; and
- list of titles of any reports presented during the meeting.

Principles for effective minute-taking:

- BEFORE the meeting:
  - If possible, meet with the chairperson to set the agenda.
  - Learn what is expected to be included in the meeting minutes.
  - Use the agenda to make an outline for recording purposes.
  - Make sure there is a backup recording tool (eg, if taking minutes using a laptop, having pen and paper available if there are problems).
  - Make an extra copy of the agenda and / or materials to bring to the meeting.
  - Read and review all meeting materials.
  - Prepare an attendance sheet (know who is expected to attend and who sent regrets).
- DURING the meeting:
  - When possible, sit next to the meeting chairperson.
  - Follow the sequence of the meeting using the agenda.
  - Listen actively.
  - Focus on documenting the main ideas, processes and outcomes.
  - Record all motions and results (if not clear on the wording, ask for the motion to be repeated).
- AFTER the meeting, compose the minutes as follows:
  - If needed, ask the chairperson for clarification on any issues discussed.
  - Draft the minutes as soon as possible, while everything is still fresh.
  - Include only factual and concise statements about each issue discussed.
  - Omit unnecessary details.
  - Record in the past tense and in the third person.
  - Proofread, and then have the chairperson proofread.
  - Ensure the minutes, and amendments if required, are available for approval at the next meeting.

***Activate Your Brain #2*:**

What are the duties of the chairperson?

_____ _____

_____ _____

_____ _____

SECTION 3
EXAMINE HOW TO FACILITATE MEETINGS

FACILITATING THE MEETING

Remember the objective of the meeting and stay on track. The two most important things for this to happen are the agenda (for dealing with the subject) and the actions of the chairperson (for dealing with the people).

Dealing With the Subject

When planning the agenda, the placement or order of items to be discussed can be very helpful for dealing with the subject of the meeting.

For example, you could:

- place smaller items first on the agenda to build up a sense of success before dealing with the main item;
- place the main item first to ensure it is discussed, leaving the smaller items to be decided after or at another meeting; or
- place a contentious item last so it can not potentially disrupt the entire meeting.

Dealing With the People

Dealing with people is an important skill, especially when you are in a position of leadership. Chairpersons need to build trust between themselves and their followers. There are six critical areas:

- **Communication.** Must always be a two-way street.
- **Support.** Being approachable, helpful, and concerned, especially when things are not going well.
- **Respect.** A question of delegating authority and listening to what subordinates have to say.
- **Fairness.** Giving credit and assessing blame where they are due.
- **Predictability.** Being dependable and keeping promises.
- **Competence.** Knowing your own job and doing it well.

Leadership is influence and influence is exercised through communication. Like any skill, competent communication must be learned and developed over a lifetime. Communication skills permit the flow of ideas from one individual to another or to a group, and vice versa. The process of communication can include both verbal and non-verbal messages. Understanding the three styles of communication aids you when facilitating a meeting by knowing who to watch out for (aggressive), who to draw out (passive) and who to support (assertive).

The ability of the team to work during a meeting is determined by their ability to work together. This is the primary task of the chairperson. Your conduct, both verbal and non-verbal, will set the tone for the meeting.

LEADERSHIP APPROACHES

There are three main leadership approaches discussed in the Cadet Program. They are:

- control,
- coach, and
- empower.

Each leadership approach is based on balancing the concern for the relationship with team members for the concern for accomplishing the goal(s) of the meeting.

All leadership approaches may be required when facilitating a meeting. You have to rely on your training and experience to help you decide which approach is best for a given situation.

As a chairperson, this can be the most difficult part in running a meeting. Often, getting everyone to participate can be a challenge.

MEETINGS: WHAT CAN GO WRONG AND WHY

When you have a group of people together at a meeting, anything can happen. A **poorly** facilitated meeting quickly reinforces the idea that meetings are a waste of time. The following definitions describe how members may act / feel during meetings.

Passivity. The members are only attending because they have to. They feel that they have little to no input into the overall plan.

Boring. Most of the meeting has nothing to do with most of the members, so why are they here? The only part of the meeting that interests the member is theirs!

People don't listen. Listening is a skill and many people are poor listeners. This is understandable as people think faster than they can talk, creating down time for their brain; when listening to others the brain "fills" this down time between the speaker's words with their own thoughts. Another reason people don't listen is the subject; other members' ideas are not as good as theirs so why listen?

Grandstanding. Sometimes one or two members seem to dominate the discussion. This grandstanding has the effect of overwhelming the younger, less experienced and less aggressive members.

The power of the leader. It's hard to disagree with the leader. If you, as the chairperson, are seen as favouring one idea, the members are less likely to challenge / disagree with it.

Foregone conclusions. Members feel that a meeting is a waste of time if it appears the chairperson has already made a decision.

Not useful. Members' past experiences of finishing a meeting left them not sure exactly what was decided and what they are to do next. This gives them the opinion that the meeting was a waste of time.

Fear of exposure. If members talk about their ideas or express opinions, they expose themselves to public criticism. This can be devastating to a young person, especially when such criticism is done by someone they respect.

Potential conflict. Most people prefer to get along with others. When you disagree with someone, there is the potential for conflict. Members who disagree may feel isolated or unpopular and opt instead for the safety of silence. Also, some people enjoy provoking conflict and these people need to be watched out for.

Prior relationships brought to the meeting. Members who associate together are seen by other members as a clique. Such cliques are seen as supporting their own members, even over the good of the team. If there is more than one clique, there is a potential for rivalry to overshadow the meeting.

Concern about consequences. What will be required of the members when an idea is accepted? Will some members have to do more than others? What are the consequences of not being able to do my part? This anxiety can make attending a meeting a very unpleasant experience for some members.

Have you experienced any of the situations described above? What is your opinion about attending a meeting?

_____

_____

_____

_____

_____

MEETINGS: WHY THEY ARE IMPORTANT

With all these problems is it even worth the effort to have meetings? Before you can make this decision, here are some of the reasons why meetings are important.

Getting a sense of the whole. So much work is done by individuals or small groups that it becomes vital for the team to see the big picture. This gives everyone a sense that their work is part of the plan, helping build morale and esprit de corps.

Comparing notes. By comparing notes, problems affecting one member may be solved by another member who had a similar problem.

Sharing information. Learning what others have done, hearing ways similar problems were solved, and being able to share something learned all builds toward a positive outcome for the meeting and the team.

Being visible to each other. Much of the team's work is done by individuals or small groups, so it can be difficult to actually be a team. Being together in a meeting allows the energy of the members to synergize the members into a team. It also allows the leader to be seen as a leader and not just someone that you report to.

Comfort of hearing others' opinions openly. It can be very uncomfortable discussing ideas and opinions one-on-one with the leader. However, if this is done by everyone as a team, there is less anxiety due to the fact that everyone is in the same boat. Such openness also create a norm of acceptable discussion.

Looking for solutions jointly. The saying "two heads are better than one" emphasizes the concept that there is usually more than one way to do something. Sometimes members get so caught up in their own thoughts and ideas that they don't see all the ways something can be done.

Group self-critique. If problems are aired by self-critique (eg, you talk about problems **you** are having), and everyone is doing it, it is easier to discuss the problems in a non-conflictive manner. By bringing up your own problems, you are trusting in the team to help you solve them. This also builds morale and esprit de corps.

Developing consensus. If there is consensus, the team as a whole gains a sense of ownership to the exercise. If everyone is in agreement, conflicts are resolved through solving the problem, not attacking the one who saw the problem.

Stimulating ideas. The atmosphere of the team focusing on one idea brings the creative level up for all the members. Discussing possible solutions stimulates other members to add to the idea to make it better.

In your opinion, why are meetings important?

_____

_____

_____

_____

THINGS TO WATCH OUT FOR DURING THE MEETING

As you have read, facilitating a meeting draws heavily on leadership principles and skills. The following are things to watch out for during the meeting.

Control the talkative. Some people can take a very long time to say very little. Remember, your meeting needs to stay on track. First try non-verbal cues (eg, staring the speaker in the eye) and, if necessary, verbal ones (eg, taking over the conversation by moving the discussion on) to control the talkative speaker.

Draw out the silent. Everyone's input is important, otherwise why are they at the meeting? However, for various reasons, most people remain silent throughout a meeting. People who are included in the planning / preparation of the project will usually work to make it successful.

***Activate Your Brain #3*:**

For the following phrases, which style of communication (aggressive / passive / assertive) do they most resemble?

Control the talkative _____

Draw out the silent _____

Protect the timid. The input of the younger / less experienced members of the group may provoke disagreement with their seniors, which is reasonable. However, if the disagreement escalates to personal attacks or suggestions that the younger / less experienced members should not contribute ideas, the morale of the team will quickly deteriorate. Successful participation in a productive meeting builds confidence for all, especially the younger / less experienced members.

Encourage the clash of ideas. If the goal is to have the best outcome, then all ideas need to be thoroughly discussed. However, this may become a clash of personalities (between those whose ideas are being discussed) instead of the ideas. As chairperson, you need to keep the tone of the discussion professional. Keep the discussion on the ideas, not the people promoting them.

Watch out for the suggestion-squashing reflex. If people feel that making a suggestion will provoke the negative reaction of being laughed at or squashed, they will soon stop suggesting ideas. This can be most destructive if it is done by the chairperson! Instead, take notice of all suggestions, especially if it is suggested by a younger / less experienced member of the team.

Come to the most senior people last. This serves several purposes. It allows the younger / less experienced members of the team the experience of participating in the discussion. It also allows these younger / less experienced members to present their ideas before hearing the ideas of the older / more experienced members.

Remember when you were the younger / less experienced member of a team? Did you experience anxiety when you were teamed with older / more experienced cadets?

Close on a note of achievement. Making a meeting worth the effort means ensuring that it is seen as a success. At the end of the meeting, make it a point of emphasizing all that was accomplished. Remember, as chairperson, it is your responsibility to ensure the meeting was a success!

Congratulations, you have completed your self study package on EO C503.01 (Examine Meeting Procedures). Complete the following exercise and hand the completed package to the Training / Crse Officer and have them record the completion in your Phase Five logbook.

FINAL EXERCISE
PREPARE A BRIEFING

Using the information briefing format, create a briefing for the provided exercise plan (Item #4 on the timetable).

Note. If there are more than five key points, use blank paper to complete.

INTRODUCTION

Greeting: _____

_____

_____

Purpose and Scope:

Give the big picture first. _____

_____

_____

Explain the purpose and scope of your briefing. _____

_____

_____

Outline or Procedure:

Briefly summarize the key points and your general approach. _____

_____

_____

_____

_____

Explain any special procedures (eg, demonstrations). _____

_____

_____

BODY

Point #1: _____

Visual Aid? No Yes Description: _____

Possible Questions: _____

Transition: _____

Point #2: _____

Visual Aid? No Yes Description: _____

Possible Questions: _____

Transition: _____

Point #3: _____

Visual Aid? No Yes Description: _____

Possible Questions: _____

_____

_____

Transition: _____

_____

Point #4: _____

_____

_____

Visual Aid? No Yes Description: _____

Possible Questions: _____

_____

_____

Transition: _____

_____

Point #5: _____

_____

_____

Visual Aid? No Yes Description: _____

Possible Questions: _____

_____

_____

Transition: _____

_____

CLOSING

Ask for Questions

Briefly recap key points:

Point #1: _____

_____

Point #2: _____

_____

Point #3: _____

_____

Point #4: _____

_____

Point #5: _____

_____

Make a Concluding Statement:

_____

_____

_____

Announce What Will Be Happening Next:

_____

_____

THIS PAGE INTENTIONALLY LEFT BLANK

ACTIVATE YOUR BRAIN ANSWER KEY

***Activate Your Brain #1*:**

What are the four steps when organizing a briefing?

Analyze the situation.

Construct the briefing.

Deliver the briefing.

Follow-up.

***Activate Your Brain #2*:**

What are the duties of the chairperson?

- **setting the timings for the meeting**
- **creating the agenda**
- **running the meeting**
- **supervising debate**
- **conducting any voting**
- **creating the minutes**

***Activate Your Brain #3*:**

For the following phrases, which style of communication (aggressive / passive / assertive) do they most resemble?

Control the talkative	**aggressive**
Draw out the silent	**passive**

GUIDELINES FOR MARKING THE FINAL EXERCISE

When marking the final exercise, the following points should be considered:

- Is it legible?
- Are all sections complete?
- Could another person use this briefing effectively?

INTRODUCTION

- Did the cadet state their name in the greeting?
- Is the purpose and scope of the briefing explained?

BODY

- Are all key points of the exercise plan covered?
- Are all points organized in a logical order?
- Are all points clear and concise?
- Are visual aids planned?
    - If no, should a visual aid(s) have been planned?
    - If yes, was it appropriate?
- Are possible questions prepared for?
    - If no, have the cadet explain why not?
    - If yes, are they appropriate?
- Are transitions planned between points?

CLOSING

- Are all points recapped?
- Is the concluding statement motivational?
- Is the happening next announcement correct?

EXERCISE PLAN EXAMPLE

TITLE OF THE EXERCISE: SPORTS EVENT: OPERATION GET-YOUR-MOVE-ON

WHAT

Unit 123 Moncton will participate in Operation GET-YOUR-MOVE-ON, a sports event to be conducted at the Moncton Everblue High School on Saturday, 10 Mar 2012 from 0900 hrs–1600 hrs.

WHY

Unit 123 Moncton will conduct the sports event to promote physical fitness amongst all cadets, to introduce them to various sports, and to develop leadership and refereeing skills in senior cadets. The event will take place over one day to allow the conduct of multiple sports.

HOW

A. General Outline

This exercise will be conducted in four phases:

1. Phase One – Administration

The pre-activity meeting will be conducted on 21 Feb 12 in the CO's office at 1730 hrs. All members will attend. Booking of facilities, administrative preparation and planning are being completed by the Training Officer.

2. Phase Two – Preparation of Facilities

Prior to the cadets' arrival, all sergeants are required to prepare the facilities. The equipment for all sports events is to be taken out of the supply room and placed in the appropriate area. Signs identifying bathrooms, water points, and safety points have to be put up. This should be completed NLT 0840 hrs.

3. Phase Three – Conduct of the Exercise

As per schedule. Will include exercise / safety briefing, warm-up, conduct of the sports, lunch, cool-down and activity debriefing. Cadets will be allowed to leave at 1600 hrs.

4. Phase Four– Return of Stores

Return of stores, clean-up of facilities.

5. Phase 5 - Post-exercise meeting

Post-exercise meeting will be conducted on Sunday 11 Mar 2012 at the CO's office from 1700 hrs to 1830 hrs. All senior cadets and officers will attend.

B. Groupings

Cadets will be divided upon arrival into four different sports teams. CWO Mackey will ensure this is done as soon as cadets are on ground.

C. Tasks

WHO	TASKS
Lt(N) Malloy	• Plan the sports event. • Book school facilities. • Deliver the safety briefing upon arrival. • Deliver the event's debriefing.

WHO	TASKS
SLt Nixon	• Responsible for meal arrangements. • Responsible for all medical emergencies. First-aider for the event.
CPO1 Mackey	• Responsible to ensure that equipment and signs are ready before 0840 hrs as per Annex C. • Responsible to ensure all activities are carried out safely and according to the timetable. • Responsible to have cadets divided into four sports teams.
CPO2 Landry	• Responsible for the training and evaluation of all activity referees. • Offer feedback to activity referees. • Complete and submit an individual evaluation of all referees to the Training Officer.
PO1 Gagnon	• Responsible for the evaluation all activity referees. • Offer feedback to activity referees. • Complete and submit an individual evaluation of all referees to the Training Officer.
PO2 Penny	• Responsible for equipment set-up and tear-down • Become familiar with and referee soccer. • Become familiar with and referee volleyball.
PO2 Randell	• Responsible for equipment set-up and tear-down. • Become familiar with and referee soccer. • Become familiar with and referee volleyball.
PO2 Picard	• Responsible for equipment set-up and tear-down. • Become familiar with and referee ball hockey. • Become familiar with and referee badminton.
PO2 Clark	• Responsible for equipment set-up and tear-down. • Become familiar with and referee ball hockey. • Become familiar with and referee badminton.
PO2 Belliveau	• Responsible for set-up and tear-down. • Responsible to carry out the warm-up and the cool-down. • Responsible for the tug-of-war event.
All members	• All members are to look after safety. • Anything deemed unsafe should be stopped right away and rectified.

D. Timings

See timetable in Annex A.

E. Dress

Dress for the event will be suitable sports gear. No outdoor footwear shall be worn inside.

F. Rations
Rations will be arranged by SLt Nixon.

G. Accommodations
Arrangements for the school are to be made by Lt(N) Malloy.

H. Equipment
See Annex B for Equipment List.
See Annex C for Activity Layout.

I. Transport
Cadets are responsible for their own transportation to and from the school.

J. Emergency Procedures
All medical emergencies will be reported to SLt Nixon. First aid will be available on site, and will be given if necessary. Medical emergencies will be directed to 911.

K. Water
Water will be available at school fountains. All cadets are to bring a personal water bottle to have water on hand.

L. Hygiene
The school washrooms (toilets and showers) will be available.

CHAIN OF COMMAND

Planning: Lt(N) Malloy
Conduct: CPO1 Mackey
Evaluation: CPO2 Landry, PO1 Gagnon
Rations: SLt Nixon
First-Aider: SLt Nixon
Referees: PO2 Penny, PO2 Randell, PO2 Picard, PO2 Clark and PO2 Belliveau
Lt(N) R Malloy
TrgO
123 Moncton

Distribution List

CO
XO
Lt(N) Malloy
SLt Nixon
CPO1 Mackey
CPO2 Landry
PO1 Gagnon
PO2 Penny
PO2 Randell
PO2 Picard
PO2 Clark
PO2 Belliveau

List of Annexes

Annex A - Timetable
Annex B - Equipment
Annex C - Exercise Layout

Annex A

TIMETABLE

Period	Time	What	Who	Comments
1	0810–0840 hrs	Set-up	All PO2s	
2	0840–0900 hrs	Cadets arrival	All senior cdts	
3	0900–0905 hrs	Attendance		
4	0905–0920 hrs	Exercise briefing	**YOU**	CPO1 to divide teams at this time.
5	0920–0930 hrs	Warm up	PO2 Belliveau	
6	0940–1010 hrs	Game 1	PO2 Randell PO2 Penny	Soccer (Teams 1 vs 2) Volleyball (Teams 3 vs 4)
7	1010–1030 hrs	Break		
8	1030–1100 hrs	Game 2	PO2 Penny PO2 Randell	Soccer (Teams 1 vs 3) Volleyball (Teams 2 vs 4)
9	1100–1120 hrs	Break		
10	1120–1200 hrs	Game 3	TBD*	Soccer (Teams 3 vs 4) Volleyball (Teams 1 vs 2)
11	1200–1300 hrs	Lunch		
12	1300–1330 hrs	Game 4	PO2 Picard PO2 Clark	Hockey (Teams 1 vs 2) Badminton (Teams 3 and 4)
13	1330–1350 hrs	Break		
14	1350–1420 hrs	Game 5	PO2 Clark PO2 Picard	Hockey (Teams 3 vs 4) Badminton (Teams 1 and 2)
15	1420–1440 hrs	Break		
16	1440–1510 hrs	Game 6	TBD*	Hockey (Teams 1 vs 4) Badminton (Teams 2 and 3)
17	1510–1535 hrs	Tug of war	PO2 Belliveau	
18	1535–1545 hrs	Cool down	PO2 Belliveau	
19	1545–1600 hrs	Debriefing	Lt(N) Malloy	
20	1600 hrs	Departure	All senior cdts	

* Based on previous experience of both sports, determine who may need more practice and assign as appropriate.

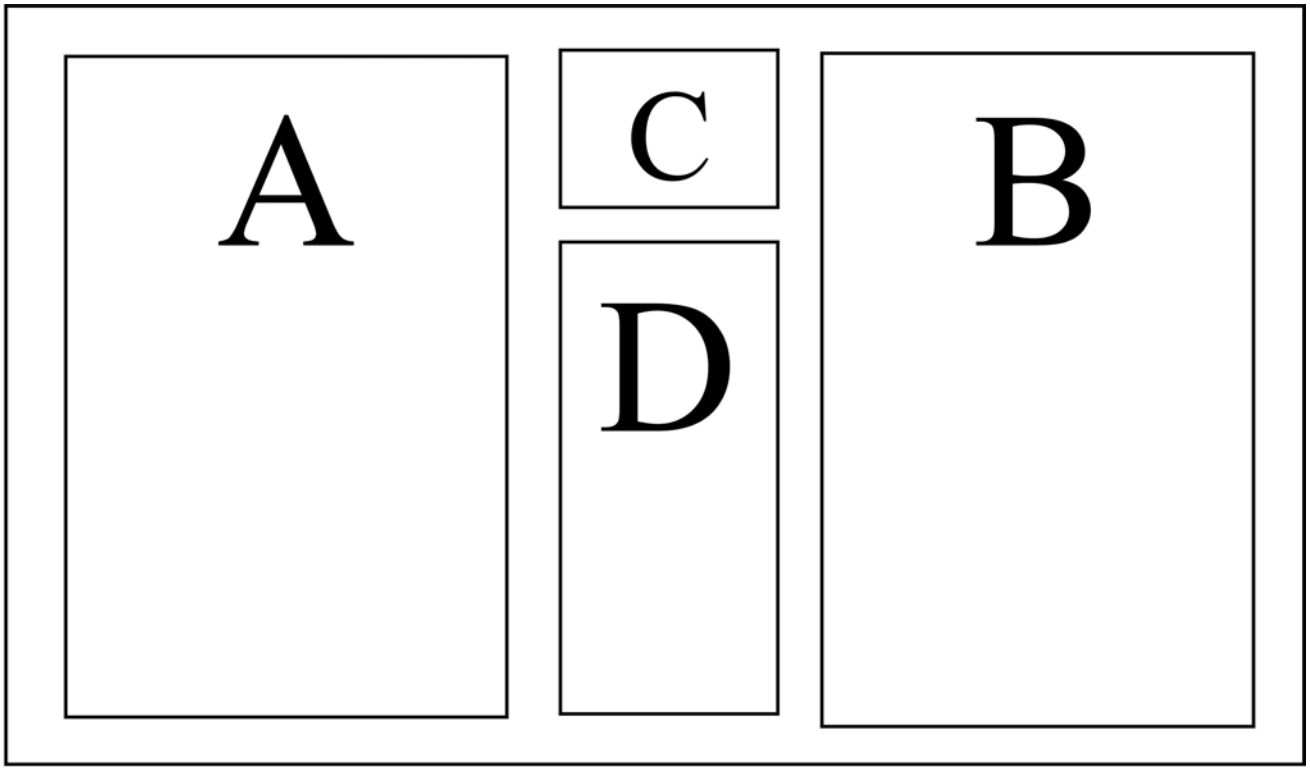
Annex B

EQUIPMENT LIST

- Hockey sticks x 20
- Hockey masks x 20
- Hockey gloves x 20
- Protective goggles x 20
- Hockey nets x 2
- Pucks x 2
- Badminton rackets x 20
- Badminton birds x 6
- Badminton sets (nets and poles) x 3
- Pinnies x 20 of each colour (2 colours)
- Volleyball set (nets and poles) x 1
- Volleyball ball x 2
- Large 18-m (60-foot) rope x 1
- First aid kit x 2

Annex C

EXERCISE LAYOUT



Legend:

A: Soccer / Hockey
B: Volleyball / Badminton
C: First Aid Station
D: Tug of War

CHAPTER 4

PO 504

COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 1

EO M504.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT AND IDENTIFY STRATEGIES FOR IMPROVING PERSONAL PHYSICAL FITNESS

Total Time:	One session (3 periods) = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This IG supports EO M504.01 (Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness) located in A-CR-CCP-605/PG-001, *Royal Canadian Sea Cadets Phase Five Qualification Standard and Plan*, Chapter 4.

Review CATO 14-18, *Cadet Fitness Assessment and Incentive Program* and become familiar with the material prior to delivering the lesson.

Photocopy the *Individual Score Sheet for the 20-m Shuttle Run Test* located at CATO 14-18, Annex A, Appendix 1 for each cadet.

Photocopy the *Cadet Fitness Assessment and Incentive Level Results* located at CATO 14-18, Annex B, Appendix 3 for each cadet.

Photocopy the Strategies to Improve my Personal Physical Fitness handout located at Annex A for each cadet.

Photocopy Annex B for each assistant instructor.

Refer to the warm-up and the cool-down located at Annexes A and B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities) for TP 1.

Gather cadets' previous CFA results for use in TP 2.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it allows the cadets to participate in the CFA in a safe and controlled environment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in the CFA, identified which component of fitness needs the most improvement, identified strategies to improve that component of physical fitness, and set a SMART goal to help improve their personal physical fitness.

IMPORTANCE

It is important for the cadets to participate in the Cadet Fitness Assessment to measure their personal fitness as this will allow them to identify their strengths and their weaknesses. That information will allow cadets to identify strategies and set goals that will guide them towards a healthier lifestyle.

Teaching Point 1 **Supervise while the cadets participate in the Cadet Fitness Assessment.**

Time: 60 min Method: Practical Activity

If cadets have not already received their Physical Activity Tracker, distribute one copy to each cadet and explain the requirements for Phase Five: achieve a minimum of 60 minutes of MVPA daily for at least 24 days over four consecutive weeks.

ACTIVITY

The Cadet Fitness Assessment shall be conducted IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*.

OBJECTIVE

The objective of this activity is to have the cadets participate in the Cadet Fitness Assessment.

RESOURCES

- CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,
- Leger 20-m Shuttle Run Test CD,
- Measuring tape,
- CD player,
- Pylons,
- Gym mats,
- 12-cm measuring strips,
- Stopwatches,
- Paper,
- Pens / pencils,
- Metre sticks,
- *Back-saver sit and reach* test apparatuses, and
- *Individual Score Sheet for the 20-m Shuttle Run Test*.

ACTIVITY LAYOUT

Set up the activity IAW CATO 14-18.

ACTIVITY INSTRUCTIONS

1. Have the cadets participate in a warm-up session as per Annex A of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

2. Have the cadets perform and score the Cadet Fitness Assessment IAW CATO 14-18.

Have the cadets complete the Cadet Fitness Assessment in pairs. Conduct the 20-m Shuttle Run Test first; conduct the remaining stations as a circuit.

3. Have the cadets participate in a cool-down session as per Annex B of EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities).

SAFETY

- Ensure a designated first-aider and first aid kit are available.
- Ensure water is available for the cadets throughout this activity.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the Cadet Fitness Assessment will serve as the confirmation of this TP.

Teaching Point 2 — **Conduct an activity where the cadets identify how to improve their personal physical fitness.**

Time: 30 min — Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets identify how to improve their personal physical fitness.

RESOURCES

- Cadet Fitness Assessment and Incentive Level Results from EO MX04.02 (Identify Strategies to Improve Participation in Physical Activities and Participate in the CFA), and
- Strategies to Improve My Personal Fitness handout located at Annex A.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Strategies to Improve My Personal Fitness handout located at Annex A to each cadet.
2. Have each cadet review their Cadet Fitness Assessment and Incentive Level Results and complete the Strategies to Improve My Personal Fitness handout.
3. With the help of assistant instructors, discuss each cadet's individual results with them and assist them with completing the handout.

A list of example physical activities cadets can do to improve their personal fitness is located at Annex B.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the activity will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The Cadet Fitness Assessment is a great tool that can help you determine how physically fit you are in the three components of physical fitness (cardiovascular endurance, muscular strength, and muscular flexibility). Knowing where you need to improve will help you target your efforts.

INSTRUCTOR NOTES / REMARKS

The purpose of the Cadet Fitness Assessment is to have cadets measure their personal fitness to help them set individual goals for improvement. Each of the three components of fitness (cardiovascular, muscular strength, and muscular flexibility) are measured, and cadets are assessed using criterion-referenced standards as to whether they are in the healthy fitness zone (HFZ) within each of these components.

The HFZ is the level of fitness needed for good health. Cadets who do not fall within the HFZ for certain components should be coached and encouraged to set goals that will help them improve towards achieving the HFZ in the future.

The Cadet Fitness Assessment shall be set up prior to conducting this EO.

Assistant instructors will be required for this lesson.

The Cadet Fitness Assessment shall be conducted IAW CATO 14-18.

REFERENCES

CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.

Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual (3rd ed.*). Windsor, ON: Human Kinetics.

The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.

STRATEGIES TO IMPROVE MY PERSONAL PHYSICAL FITNESS

1. Based on CFA results, which component of fitness do I need to improve the most?

Cardiovascular Endurance? ☐

Muscular Strength? ☐

Muscular Flexibility? ☐

2. What physical activities could I do on a regular basis to help me improve that component of fitness?

_____

_____

_____

3. Set a SMART goal to help improve that component of fitness.

_____

_____

_____

THIS PAGE INTENTIONALLY LEFT BLANK

PHYSICAL ACTIVITIES CADETS CAN DO TO IMPROVE THEIR PERSONAL FITNESS

Examples of physical activities that can help to improve the **cardiovascular endurance component:**

- aerobics,
- basketball,
- cross-country skiing,
- dancing,
- floor hockey,
- hiking,
- ice skating,
- lacrosse,
- orienteering,
- ringette,
- rollerblading,
- running,
- skipping rope,
- snowshoeing,
- soccer, and
- ultimate Frisbee.

Examples of physical activities that can help improve the **muscular strength component:**

- balance ball exercises,
- Pilates,
- resistance exercises using bands,
- resistance exercises using the body,
- weighted ball exercises,
- weighted bar exercises, and
- yoga.

Examples of physical activities that can help improve the **muscular flexibility component:**

- stretching,
- tai chi, and
- yoga.

THIS PAGE INTENTIONALLY LEFT BLANK

COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 2

EO C504.01 – REFLECT ON PERSONAL FITNESS AND HEALTHY LIVING

Total Time:	One session (3 periods) = 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

This self-study package supports EO C504.01 (Reflect on Personal Fitness and Healthy Living) located in A-CR-CCP-605/PG-001, *Royal Canadian Sea Cadets Phase Five Qualification Standard and Plan*, Chapter 4.

Self-study packages are intended to be completed by the cadet independently. More information about self-study packages can be found in the forward and preface.

Photocopy the self-study package located at Annex A for the cadet.

Photocopy the answer key located at Annex B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to reflect on and examine in greater detail the key concepts related to physical fitness and healthy living, at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have reflected on and examined in greater detail the key concepts related to physical fitness and healthy living.

IMPORTANCE

It is important for cadets to have a solid understanding of the components of healthy living as they move into further life stages.

SELF-STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self-study package is to have the cadet reflect on and examine in greater detail the key concepts of physical fitness and healthy living.

RESOURCES

- Self-study package, and
- Pen / pencil.

ACTIVITIY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self-study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self-study package located at Annex A, the results of their Cadet Fitness Assessments (CFA) from Years 1 to current, and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self-study package.
3. Provide assistance as required to the cadet.
4. Collect the self-study package once the cadet has finished.
5. Correct the self-study package with the self-study package answer key located at Annex B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self-study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's participation in reflecting on and examining in greater detail the key concepts of physical fitness and healthy living will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

As cadets move from organized activities provided by cadet training to future education / work, the awareness of and actions related to healthy lifestyles become the individual's responsibility. With the greater examination of key concepts related to physical fitness and healthy living reviewed in the self-study package, cadets can be better prepared to pursue life-long habits of healthy living.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

Canadian Mental Health Association (2013). *Your mental health*. Retrieved from http://www.cmha.ca/mental-health/your-mental-health/

Dieticians of Canada (2013). *Eat right Ontario: physical activity*. Retrieved from http://www.eatrightontario.ca/en/Articles/Physical-Activity/

Health-and-Fitness Source.com. (2012) *3 Ways your body is burning calories*. Retrieved March 15, 2013 from *http://www.health-and-fitness-source.com/burning-calories.html*

Health Canada (2011). *Estimated energy requirements*. Retrieved from http://hc-sc.gc.ca/fn-an/food-guide-aliment/basics-base/1_1_1-eng.php

Larson, Christian (2007). *Your forces and how to use them: The promise*. Retrieved from http://www.goodreads.com/work/quotes/2208816-your-forces-and-how-to-use-them

Mobile & Peruasive. (2008). *A brief survey of physical activity monitoring devices*. Retrieved from http://www.icta.ufl.edu/projects/publications/chao08a.pdf

Public Health Agency of Canada (2011). *Obesity in Canada. Determinants and contributing factors*. Retrieved from http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/oic-oac/determ-eng.php

United States Department of Agriculture. (2011). *How many calories does physical activity use?* Retrieved from http://www.choosemyplate.gov/food-groups/physicalactivity_calories_used_table.html

World Health Organization. (2013). *Physical activity and adults*. Retrieved from http://www.who.int/dietphysicalactivity/factsheet_adults/en/index.html

THIS PAGE INTENTIONALLY LEFT BLANK

REFLECT ON PERSONAL FITNESS AND HEALTHY LIVING

SECTION 1: PHYSICAL FITNESS
SECTION 2: NUTRITIONAL FITNESS
SECTION 3: MENTAL FITNESS

SECTION 1
PHYSICAL FITNESS

According to CATO 11-03, *Cadet Program Mandate*, the Cadet Program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviours that build resiliency within cadets and enables them to meet challenges.

Throughout your participation in the Cadet Program, you have regularly participated in the Cadet Fitness Assessment (CFA), which has provided you with feedback on your level of fitness, allowing you to set goals to improve your fitness levels based on the results. In setting your goals, you used the SMART principles:

S	Specific	What specific activity can you do to help you reach your goal?
M	Measureable	How often will you do this? How much will you do? What will you track and how?
A	Achievable	What behaviour will you change and is the goal related to it achievable?
R	Relevant	What will you get out of this?
T	Timed	How long will it take you to reach your goal?

Example **Goal:** To be more active.	This goal will be hard to measure (what do you mean by “more”?) and needs a time frame (when will you start and finish?).
SMART Goal: To do vigorous physical activity for 60 minutes, 3 times a week for the next month.	This goal is specific, measureable and has a specific timeframe. This will help determine if you have reached your goal.

You have also used physical activity trackers for periods of time, to determine if you were meeting the *Canadian Physical Activity Guidelines* and the *Canadian Sedentary Behaviour Guidelines*.

You will recall that vigorous-intensity physical activities will cause teens to sweat and be ‘out of breath’. (eg, activities like running and rollerblading), while moderate-intensity physical activities will cause teens to sweat a little and to breathe harder (eg, activities like skating and bike riding).

Sedentary behaviour is time when you are doing very little movement. Some examples include: sitting for long periods, using motorized transportation, watching television, playing passive video games, and playing on the computer.

COMPONENTS OF PHYSICAL FITNESS

You have learned that there are 3 components of physical fitness, and that being physically fit requires you to include activities in each of the components on a regular basis. The three components of physical fitness are:

- cardiovascular endurance,
- muscular strength, and
- muscular flexibility.

Review your Cadet Fitness Assessments, from the first one to the current one. Based on your results, what changes can you observe in each of the 3 components of fitness?

Component	Decrease	No Change	Some Improvement	Substantial Improvement
Cardiovascular endurance				
Muscular strength				
Muscular flexibility				

List the physical activities you currently participate in under the correct component of physical fitness.

Cardiovascular Endurance	Muscular Strength	Muscular Flexibility

Are you participating in activities involving each of the components of physical fitness?

If your answer is YES – keep up the involvement!
If your answer is NO – what can you do to balance your physical activity?

ACTIVITY GUIDELINES FOR YOUTH

Examine the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines* located at Appendix 1 to answer the following questions:

Q1. What are the physical activity guidelines for Youth ages 12–17years?

_____

List the physical activities you participated in to meet this guideline requirement, indicating (√) if they were moderate or vigorous intensity activities.

Activity	Moderate	Vigorous

Q2. What are the sedentary behaviour guidelines for youth ages 12–17 years?

_____

List the sedentary activities you have reduced in order to meet these guidelines.

_____

_____

Remember that being active for at least 60 minutes daily can help teens:

- Improve their health
- Do better in school
- Improve their fitness
- Grow stronger
- Have fun playing with friends
- Feel happier
- Maintain a healthy body weight
- Improve their self-confidence
- Learn new skills

ACTIVITY GUIDELINE CHANGES FROM YOUTH TO ADULT

Overall, strong evidence demonstrates that compared to less active adult men and women, individuals who are more active:

- have lower rates of all-cause mortality, coronary heart disease, high blood pressure, stroke, type 2 diabetes, metabolic syndrome, colon and breast cancer, and depression;
- are likely to have less risk of a hip or vertebral fracture;
- exhibit a higher level of cardio respiratory and muscular fitness; and
- are more likely to achieve weight maintenance, have a healthier body mass and composition.

The World Health Organization publishes interesting research and documents that can provide you with facts and statistics: http://www.who.int

The Mayo Clinic is an excellent source for many of the questions you may have related to exercise and adulthood: http://www.mayoclinic.com

There are many changes and challenges that you can look forward to as you move into your adult life. Such things as education, living conditions, relationships, children, finances, and career will all affect your ability to maintain your level of physical fitness.

Use the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines* to answer the following question:

Q3. What are the physical activity requirements for adults (18–64 years)? Compare this answer to your answer for Question 1 (Youth guidelines).

_____

_____

In adults aged 18–64, physical activity includes leisure time physical activity (eg, walking, dancing, gardening, hiking, swimming), transportation (eg, walking or cycling), occupational (eg, work), household chores, play, games, sports or planned exercise, in the context of daily, family, and community activities. Keep in mind that levels of intensity (moderate to vigorous) are still important components to consider as an adult.

List activities in which you would like to participate to meet the requirements of the adult category, indicating (√) if they would be moderate- or vigorous-intensity activities.

Activity	Moderate	Vigorous

CHALLENGES TO YOUR FUTURE PHYSICAL ACTIVITY OPPORTUNITIES

Information and available data from the Public Health Agency of Canada show that many Canadians get less than the recommended amount of physical activity for their age group. It is suggested that, in addition to an obesity epidemic, there is also an epidemic of lack of cardio-respiratory fitness.

Did you know?

The Canadian Health Measures Survey of 2007–2009 showed that the proportion of adults whose aerobic fitness was categorized as “fair” or “in need of improvement” increased with age, from 32% of males and 20% of females aged 15 to 19 years to 59% of males and 92% of females aged 60 to 69 years.

There are several reasons why the activities you participate in to achieve the recommended guidelines may change as you get older. These include, but are not limited to, such things as:

- finishing high school where team sports are readily available;
- your focus on new living arrangements depending on your post high school pursuits (college, university, employment);
- the financial costs of joining clubs, teams, fitness facilities;
- your ability to manage your time; or
- your motivation level.

Getting and staying in shape doesn’t need to be expensive. You don’t need a gym or special equipment for an aerobic workout. Even such activities as taking a brisk walk every day or making a full workout of using stairs

can become part of your fitness routine. Don't get caught up in gym memberships or equipment purchases you can't afford. Instead, concentrate on your fitness goals and brainstorm ways you can meet them without breaking your budget. Here are a few ideas:

- check out your local recreation department;
- consider where you can buy used equipment (eg, dumbbells, exercise DVDs and apps, fitness balls, jump ropes, resistance tubing, hoola hoops); and
- share costs with a friend.

What challenges do you think you may face to meet the activity guidelines in the future?

_____

_____

List strategies that would help you overcome the challenges you have identified?

_____

_____

_____

Practice setting a SMART goal by completing the following activity.

Q4. Set a SMART goal for one of the strategies you have listed above.

_____

_____

SELECTING YOUR PHYSICAL ACTIVITIES

Did you know?

High caloric intake and low physical activity are recognized as key contributors of obesity, diabetes and other chronic health conditions.

In selecting your method of physical activity, being aware that different activities result in different expenditures of energy will help you make better choices when you are managing your time.

For example: A 69 kg man (who is 177 cm tall) will use up about the number of calories listed doing each activity below. Generally, those who weigh more will use more calories, and those who weigh less will use fewer. The calorie values listed include both calories used by the activity and the calories used for normal body functioning.

Approximate calories used by a 69 Kg man	
Moderate physical activities:	**In 1 hour**
Hiking	370
Light gardening/yard work	330
Dancing	330
Golf (walking and carrying clubs)	330
Bicycling (less than 16 kms per hour)	290
Walking (5.6 kms per hour)	280
Weight training (general light workout)	220
Stretching	180
Vigorous physical activities:	**In 1 hour**
Running/jogging (8 kms per hour)	590
Bicycling (more than 16 kms per hour)	590
Swimming (slow freestyle laps)	510
Aerobics	480
Walking (7.2 kms per hour)	460
Heavy yard work (chopping wood)	440
Weight lifting (vigorous effort)	440
Basketball (vigorous)	440

Figure A-1 Calories Used by a 69 Kg Man During Physical Activity

Q5. Based on the example above, if the time frame available for an activity was 60 minutes, and if this person's goal was to exercise at a vigorous intensity by bicycling, how fast would he have to bicycle? Circle the correct answer.

a. Less than 16 kms per hour

b. More than 16 kms per hour

c. 8 kms per hour

d. 7.2 kms per hour

Use the chart below to determine approximately how much energy (calories) you use up with your favourite activity.

Type of Exercise	Calories/hour
Housework	160
Golf	240
Gardening	250
Walking, 4.8kph	280
Tennis	350
Swimming	400
Rollerblading/Skating	420
Aerobic Dance	420
Aerobics	450
Bicycling	450
Jogging, 8kph	500
Swimming	500
Cross Country skiing	500
Hiking	500
Step Aerobics	550
Rowing	550
Power Walking	600
Stationary Bike	650
Jumping Rope	700
Running	700

Figure A-2 Energy expenditure of different exercises

There are energy values for over 500 different activities available at your fingertips simply by doing a google.com search or by visiting http://www.health-and-fitness-source.com/burning-calories.html

SELECTING YOUR EXERCISE EQUIPMENT

While moderate- to vigorous-intensity physical activity can be readily practiced without the use of extra equipment (eg, walking, running, etc), there are alternate activities involving equipment for indoor use in the form of full-size machines. To intensify the workout, most of these machines come with electronic controls and built-in exercise programs that vary speed and intensity during a workout.

Treadmill	• Most natural form of exercise as it allows you to walk or run at your own pace. • Provides low to intense workouts. • More versatile for home gyms as some can be folded for storage.
Elliptical trainer	• Provides exercise workouts similar to combining biking, stair-climbing and cross-country skiing workouts. • Provides moderate to intense low-impact workouts for your legs and to a lesser degree, your arms. • If the machine has reverse motion, you then exercise your buttock muscles.

Exercise bike	• Popular form of exercise as they are simple to operate. • Comes with preprogrammed biking routines to provide various workouts. • Some bikes can be plugged into televisions and video games to let you interactively pedal through the visual courses.
Rowing machine	• Machine allows you to burn calories in a low-impact workout. • Areas exercised include arms, legs, and torso. • Can have a built-in PC interface to support software accessories.

For calorie-burning workouts, the treadmill and elliptical trainer are your best choices.

SELECTING PERSONAL DEVICES

Personal devices can be small, such as pedometers, accelerometers and multi-sensor activity tracking devices.

Basic Pedometer	• Used to count steps while an individual walks or runs. • Works by pendulum movement as the balanced weight activates to vertical motion which records steps and shows a digital record. • Most are clipped to the belt for use during low-impact exercise (eg, walking).
Pedometer Watches	• Come in three different varieties (separate sensor, GPS, watch sensor).
Accelerometer	• Use a precision motion sensor to measure calories burned during activity. • Provides a quantitative measurement which counts steps and the force of a person's stride.

Advanced pedometers and accelerometers have been incorporated into modern cellular telephones and everyday devices including watches. These require you to stream the data to other sources.

SELECTING YOUR MONITORING METHOD

To support and encourage continuous fitness activity, you may want to continue using a form of tracker, journal or log book. Technology also provides numerous avenues to record and monitor physical activity. Multi-sensor tracking devices such as arm bands and heart rate monitors record different physiological measurements and provide a record of physical activities.

Whether you use paper and pencil, physical activity devices, or online monitoring tools that promote physical fitness, each has benefits to assist the user to achieve and maintain a level of fitness.

The exercise heart rate belt is used for an active individual to monitor the heart rate during exercise. The belt has a sensor but is not a stand-alone device. The wireless transmitter sends information to a receiver plugged into the interface box on the machine being used.

The opportunity for personal fitness training continues to grow with the development of more apps for the personal devices and DVDs. With continued development, the consumer options and needs provide more choices.

It is important to collect activity data over multiple days and even weeks to get an accurate record of your exercise program and results.

If you are planning to document and analyze your daily physical activity, first check the device you are using for online support or software compatibility with your PC.

Most equipment can be linked to online or software programs which allow you to monitor your exercise program on a PC. The end result of the exercise program depends on the program you are using. The programs come in various workouts for all fitness levels and goals including:

- cardio,
- strength training,
- circuit training,
- fitness journals, and
- activity calorie calculators.

Fitness music programs can be obtained from online suppliers such as iTunes® or cadencerevolution.com. Other sources can be found online.

Visit www.cadencerevolution.com/index.php/2009/11/weekly-workout-142/ to see a cycling workout with music.

Numerous programs are available online. Whether you want to store the information with the organization or get assistance with your fitness activity, this information is found online. Online services include:

- workout training,
- fitness training,
- weight loss training,
- calories burned training,
- fitness calculator, and
- diet tracker.

The program you want to use may vary from those discussed here. Review fitness apps online and choose the program best suited for your requirements. Some workouts are free and some require you to purchase the program.

More devices and apps are being created to allow people to exercise and record their progress on electronic devices. List devices or apps that you know of that you might be interested in using in the future.

_____ _____

_____ _____

_____ _____

_____ _____

SECTION 2
NUTRITIONAL FITNESS

CALORIES NEEDED FOR OPTIMAL HEALTH

Healthy eating is important for overall health. Your body needs a certain amount of calories (food energy) every day for optimal health and to function without gaining weight. Weight control and healthy eating is a balancing act. A lot depends on your activity level, body metabolism (the way your body converts food to energy), body size and body composition. Along with physical activity, diet is the most well-studied behavioural factor influencing body weight, and overweight and obesity risk.

Activity levels are described by Health Canada as follows:

1. Sedentary: Your typical daily routine requires little physical movement (eg, sitting for long periods, using a computer, relying primarily on motorized transportation) and you accumulate little physical activity in your leisure time.

2. Low Active: Your typical daily routine involves some physical activity (eg, walking to the bus, mowing the lawn, shoveling snow) and you accumulate some additional physical activity in your leisure time.

3. Active: Your typical daily tasks involve some physical activity and you accumulate at least 2 ½ hours of moderate- to vigorous-intensity aerobic physical activity each week. Moderate- to vigorous- physical activity will make you breathe harder and your heart beat faster.

The values in the table below are approximations calculated using Canadian median heights and weights that were derived from the median normal Basic Metabolic Index for different levels of physical activity. Your individual values may be different.

Estimated Energy Requirements						
Males (calories per day)				**Females** (calories per day)		
Sedentary	**Low Active**	**Active**	**Age**	**Sedentary**	**Low Active**	**Active**
1900	2250	2600	**12-13 y**	1700	2000	2250
2300	2700	3100	**14-16 y**	1750	2100	2350
2450	2900	3300	**17-18 y**	1750	2100	2400
2500	2700	3000	**19-30 y**	1900	2100	2350
2350	2600	2900	**31-50 y**	1800	2000	2250
2150	2350	2650	**51-70 y**	1650	1850	2100
2000	2200	2500	**71 y +**	1550	1750	2000

Figure A-3 Estimated Energy Requirements

Using the chart above, determine the estimated energy requirement for your current age and for 15 years from now, in each of the activity categories. What is the difference?

Current age		**15 years from now**
	Sedentary	
	Low active	
	Active	

QUALITY CALORIES

You obtain the calories (energy) that you require for optimal health from the food that you eat. Canada's Food Guide recommends the number of food guide servings per day, based on your age, in each of the following categories:

- vegetables and fruit,
- grain products,
- milk and alternatives, and
- meat and alternatives.

Review *Eating Well with Canada's Food Guide* located at Appendix 2 and complete the following table based on your food intake yesterday.

Category	Number of servings required	My servings yesterday
Vegetables & fruit		
Grain products		
Milk and alternatives		
Meat and alternatives		

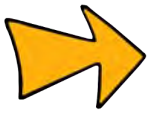
How did you do yesterday compared to the Food Guide's recommendation? Do you need to change any of your eating habits to meet the requirements?

MAKING WISE FOOD CHOICES

While the amount of energy (calories) that your body requires for optimal health changes as you age, the quality of the calories you consume to nourish your body remains high. With proper knowledge, you can make wise choices in your food selections. Making healthy food choices can help reduce your risk of nutrition-related chronic diseases such as cancer, diabetes, heart disease and stroke.

Nutrition Facts. This table, found on food products, includes calories and 13 nutrients: fat, saturated fat, trans fat, cholesterol, sodium, carbohydrate, fibre, sugars, protein, Vitamins A and C, calcium and iron. You can use the Nutrition Facts to:

- compare products more easily;
- determine the nutritional value of foods;
- better manage special diets; and
- increase or decrease your intake of a particular nutrient.



All the information in the Nutrition Facts table is based on a specific amount of food. Be sure to compare this amount to the amount you eat.

If the Nutrition Facts table has information based on a piece of meat the size of your hand and you eat a piece of meat twice the size of your hand, then you will need to double the calories and the amount of nutrients listed in order to calculate what your intake would actually be.

% Daily Value. This is included in the Nutrition Facts table and is a benchmark for evaluating the nutrient content of foods quickly and easily. It is based on recommendations for a healthy diet and is also used to determine whether there is a lot or a little of a nutrient in a specific amount of food.

Q6. Use the Nutrition Facts table below to circle the correct answer.

1. What is the serving size of the bread?	1 slice	2 slices	3 slices
2. How many calories are there in one slice of bread?	64	70	140
3. What is the % of sodium in the serving size?	12%	6%	24%
4. How many grams of sugar is in each slice of bread?	1g	2g	4g

Whole Wheat Bread Nutrition Facts Per 2 slices (64 g)			
Amount		**% Daily Value**	
Calories140			
Fat 1.5 g		**2 %**	
Saturated 0.3 g + Trans 0.5 g		**4 %**	
Cholesterol0 mg			
Sodium 290 mg		**12 %**	
Carbohydrate 26 g		**9 %**	
Fibre 3 g		**12 %**	
Sugars 2 g			
Protein5 g			
Vitamin A	0 %	Vitamin C	0 %
Calcium	4 %	Iron	10%

Figure A-4 Whole Wheat Bread Nutrition Facts

Use the Nutrition Facts tables below to compare a sirloin burger and a chicken burger, then check (√) the correct answer.

	Higher in the sirloin burger	Higher in the chicken burger	Same in both
1. The specific amount of food is			
2. The % Daily Value of iron is			
3. The sugar content is			
4. The % Daily Value of fat is			
5. The % Daily Value of salt is			

Sirloin Burger Nutrition Facts Per 1 burger (130 g)				**Chicken Burger Nutrition Facts Per 1 burger (130 g)**			
Amount		**% Daily Value**		**Amount**		**% Daily Value**	
Calories340				**Calories** 200			
Fat 27 g		**42 %**		**Fat** 9 g		**14 %**	
Saturated 12 g + Trans 2 g		**70 %**		Saturated 2 g + Trans 1 g		**15 %**	
Cholesterol70 mg				**Cholesterol** 70 mg			
Sodium 330 mg		**14 %**		**Sodium** 800 mg		**33 %**	
Carbohydrate 3 g		**1%**		**Carbohydrate** 4 g		**1 %**	
Fibre 0 g		**0 %**		Fibre 0 g		**0 %**	
Sugars 3 g				Sugars 0 g			
Protein 24 g				**Protein** 25 g			
Vitamin A	0 %	Vitamin C	0 %	Vitamin A	0 %	Vitamin C	0 %
Calcium	2 %	Iron	30 %	Calcium	4 %	Iron	2 %

Figure A-5 Nutrition Facts Table

The % Daily Value is best used as a comparative benchmark when deciding between two food products.

Nutrition Claims. The Government has rules in place that must be met before a nutrition claim can be made on a label or advertisement. The rules for nutrition claims apply to all foods, prepackaged and not prepackaged, no matter where they are sold. There is no current requirement to include nutrition claims on the label or in advertisements, and many nutrition claims highlight a feature of interest to try to get consumers to purchase the product.

In the chart below, there are several examples of Nutrition Claims and what the claim means related to the amount of food specified in the Nutrition Facts table on the food packaging.

Nutrition Claim	What it means
Source of fibre	The food contains at least 2 grams of dietary fibre.
Low fat	The food contains no more than 3 grams of fat.
Cholesterol-free	The product has a negligible amount (less than 2 mg) of cholesterol and it is also low in saturated fat and trans fat.
Sodium-free	Contains less than 5 mg of sodium.
Reduced in calories	Has at least 25% less energy (calories) than the food it is being compared to.
Light	Only allowed on foods that are either reduced in fat or reduced in energy (calories). Can also be used to describe sensory characteristics of a food, provided that the characteristic is clearly identified with the claim (eg, light tasting, light coloured).

Did you know?

- Most Canadians get more salt than they need. It's best to limit your sodium intake.
- Most sodium comes from sodium chloride better known as table salt or sea salt.
- Salt is a common ingredient in processed and prepared foods, such as canned soups and processed meats.
- Sodium, without chloride, may also be added to foods through additives such as disodium phosphate, sodium nitrate, or sodium gluconate.

Health Canada's recommendation for people aged 14 and over is to not eat more than 2300 mg sodium per day. If you want to know more about sodium intake, visit: http://www.hc-sc.gc.ca/fn-an/nutrition/sodium/index-eng.php

The next time you are in the grocery store, challenge yourself to see how many different kinds of canned soup you can find, where the sodium content is less than 15% of the recommended daily value of sodium.

Now that you know what Nutrition Claims are, write down 2 reasons why you think food manufacturers would want to put claims on their food labels.

1. _____
2. _____

List of Ingredients – this is a mandatory list on food product packages. All the ingredients have to be listed in descending order by weight, with the greatest amount in a product listed first.

Q7. In the example given below, which ingredient is present in the greatest amount?

_____

Bran cereal: Ingredients: Whole wheat, wheat bran, sugar / glucose-fructose, salt, malt (corn flour, malted barley), vitamins (thiamine hydrochloride, pyridoxine hydrochloride, folic acid, d-calcium pantothenate), minerals (iron, zinc oxide).

Did you know?

To pick the healthiest breakfast cereals, you need to look at the sugar, fiber, sodium and fat content on the box.

Next time you are at the store, check out the breakfast cereals to see which one has the lowest sugar content.

For more information about Food and Nutrition, check out Health Canada www.hc-sc.gc.ca/fn-an/index-eng.php

THE BALANCING ACT

Eating too much and not getting enough physical activity will result in weight gain. Likewise, eating too little and being very physically active will result in a poorly nourished body and the potential for weight loss. Setting SMART goals related to nutrition is a very positive way to develop and maintain good eating habits throughout your life.

Goal: To start eating more fruit.	This goal would be hard to measure (what do you mean by “more” fruit?) and needs a time frame (when will you start and finish?).
SMART Goal: To eat 1 fruit with lunch 4 times this week.	This goal is specific, measureable and has a specific timeframe. You will be able to determine if you have reached your goal.

Q8. Fill in the box to make the following nutritional goal a SMART nutritional goal.

Goal:	**SMART Goal:**
To balance my food intake.	_____ _____

BUDGET SHOPPING FOR FOOD

Budget Shopping for Food

There are steps that you can take to stay within your budget when you are shopping for groceries.

- Buy only what you need – plan a menu first then make a shopping list.
- Keep a list in your kitchen – jot down items as you need them.
- Pay with cash if you can – spend only the money you have allocated.
- Try not to shop when hungry – it helps keep you from buying food you don’t need.
- Buy fewer convenience foods.
- Buy fewer prepared foods – these items usually cost more and are higher in sugar, salt and fat.
- Look for best buys – check store flyers, use coupons, buy store or no-name brands.
- Look at the top and bottom of shelves – higher priced items are usually placed at eye level.
- Compare unit prices – to compare similar foods of different sizes.

COMPARING RECIPES

A great way to fuel your body with higher quality food is to check out the differences in recipe ingredients and select the most nutrient-dense foods. Using the same principles as when you were looking at Nutrition Fact Tables, you would analyze recipes and make informed decisions.

There are many great resources available online to help you plan menus, compare recipes and track your food and activity patterns. Check out provincial and federal government resources.

SECTION 3
MENTAL FITNESS

Mental fitness is an important component of a healthy lifestyle. Just as physical and nutritional fitness helps your body to stay strong, mental fitness helps you achieve and sustain a state of good mental health. Being mentally healthy means striking a healthy balance in all areas of your life:

- social,
- physical,
- spiritual,
- economic, and
- mental.

The benefits of being mentally fit include:

- enjoyment of life, the environment and people in it;
- being creative, learn, try new things and take risks;
- better able to cope with difficult times in your personal and professional life; and
- able to feel strong emotions (sadness, anger) and then get on with and enjoy life once again.

Reaching a balance is a learning process that comes with experience and lots of practice. Sometimes you may tip the balance in one direction more than another and you will need to rebalance yourself. At times you may be able to rebalance on your own while at other times you may need to ask for assistance in getting yourself back on track. Good mental health helps you enjoy life and cope with problems. You have to work to keep your mind healthy.

Stress and how you respond to it will be one of the biggest factors contributing to your mental fitness balancing abilities. It comes from both the good (positive) and bad (negative) things that happen to you and becomes a problem when you are not sure how to handle a situation or are unable to. That's when worry steps in and makes you feel stressed. Stress that is not dealt with properly may result in anxiety, depression or panic attacks.

Along with pressures for you to succeed at school, at home and in social circumstances, there may be many new challenges coming up for you such as:

- leaving home,
- employment,
- education,
- balancing work or school with healthy relationships,
- eating properly, or
- ill family members.

Write down challenges that you think you could face in the future.

_____

_____

_____

Good mental health depends on several things:

- the food you eat – can have a direct effect on your energy level, physical health and mood;
- regular physical activity – your body makes certain chemicals before and after you work out, called endorphins, which relieve stress and improve your mood;
- sleep – your body needs time every day to rest and heal; and
- mental health tools – ways and means that you have to cope with difficult times, stress and challenges.

SELF-ESTEEM

Self-esteem is the value you place on yourself. It is the feeling that you have about all the things you see yourself to be. It is the knowledge that you are loveable, you are capable and you are unique.

Good self-esteem means:

- having a healthy view of yourself;
- having a quiet sense of self worth;
- having a positive outlook;
- feeling satisfied with yourself most of the time; and
- setting realistic goals.

Your self-esteem can be affected by others around you who are feeling down, negative and dissatisfied with school, relationships or life in general. Being aware of conditions or behaviours affecting mental fitness can be of significant help to you or to a friend in need.

	What is it?	Warning Signs	What can you do?
Self-injury	Also known as self-harm and self-abuse it refers to deliberate acts that cause harm to one's body or spirit. Person may be troubled by frequent intense, painful emotions. Missing ways to cope with handling emotions effectively. This bottleneck of emotions is released by cutting, burning or otherwise hurting themselves. Short term solution with serious consequences.	Unexplained frequent injuries, such as cuts and burns; hair pulling; scratching or picking scabs preventing wounds from healing. Wearing long pants and long sleeved shirts in warm weather. Low self esteem. Problems handling emotions. Problems with relationships.	If it's yourself – begin talking to someone you trust; your doctor may be able to recommend a therapist or psychologist who can help; look for a support group in your area. If it's someone else – listen; offer support without judging or criticizing; try not to blame or react as though their behaviour is impossible to understand. In both instances, treatment by a mental health professional is recommended.

Psychosis	A treatable medical condition that affects the brain and can result in some loss of contact with reality. Ongoing changes in behaviour, personality and day to day functioning. Affects 3% of the population at some point in their lives.	Early on - withdrawn; sullen; won't get out of bed, get dressed or showered; lashes out for no apparent reason; walks around showing no emotion. Person may appear anxious, suspicious, disorientated. If not treated, more serious symptoms develop.	If it's yourself - be aware of the early symptoms; don't ignore the warning signs or take a wait and see attitude; talk to someone you trust. If it's someone else – be aware of the symptoms; be supportive; encourage the person to seek professional help.
Suicide	The intentional taking of one's own life.	Sudden change in behaviour (positive or negative). Apathy, withdrawal, change in eating patterns Unusual preoccupation with death and dying. Giving away valued personal possessions Signs of depression, moodiness, hopelessness. One or more previous suicide attempts. Suicidal thoughts.	If it's you – talk to someone you trust and who can help (parent, teacher, residence supervisor). Call a crisis centre hotline. If it's someone else – talking calmly about suicide, without showing fear or making judgments, can bring relief to someone who is feeling terribly isolated. Don't promise not to tell. Tell someone in a position to help (teacher, parent, a residence supervisor). Encourage the person to call a crisis centre hotline.
Depression	It's common to experience depressed moods or "the blues" at some point in life. Depression is when feelings persist and result in significant distress or dysfunction in daily activities.	Depressed mood. Marked loss of interest or pleasure in things that used to give pleasure. Significant weight loss or gain, or pain. Difficulty falling asleep or staying asleep or sleeping too much. Feelings of apathy or agitation. Loss of energy. Feelings of worthlessness or guilt. Inability to concentrate or make decisions.	If it's yourself – talk to someone you trust and who can help; seek professional help; take good care of yourself through positive lifestyle choices; find time to socialize; manage your stress. If it's someone else – be supportive; suggest they seek professional help; listen; support.
Alcohol Poisoning	A serious, potential consequence of binge drinking. Binge drinking is considered to be five drinks or more in a row for a man and four drinks or more for a woman – having a six pack or a bottle of wine in one session.	Confusion Vomiting Problems breathing Clammy skin and low body temperature Loss of bladder control Unconsciousness	If it's you – get help. Drinking isn't necessary to fit in with your peers; select positive ways to reduce stress and anxiety. If it's someone else – get help. If there isn't a trusted adult nearby, call 911 or emergency services immediately.

The Canadian Public Health Association has a good site with more information, including an interesting scenario: http://www.cpha.ca/en/portals/substance/article02.aspx

HOW TO PRACTICE MENTAL FITNESS

There are many ways for you to practice mental fitness. You can develop your own tools and practices to ensure that your responses to stress, challenges and difficult situations result in a strong, positive outcome.

Beside each of the following suggestions for practicing mental fitness, check off any of the items you think you could do or incorporate into your lifestyle in the future.

	Which activity can you do to practice mental fitness?	√
1	Wake up each day and be grateful for another lovely day.	
2	TTSP – This Too Shall Pass – with experience, you will come to know that rough times will pass. When something sad or negative happens, remind yourself that you will feel better soon and that will help you get through those difficult first days.	
3	Participate in some form of exercise early in the day, to get you going for the rest of the day.	
4	Sit back, take a few deep breaths and watch the clouds go by.	
5	Join a local league or college group of some sort (hockey, badminton, walking, book club, etc) to keep yourself active and socially connected.	
6	Curl up with a good book.	
7	Take a dog for a walk and watch how they love to run and play.	
8	Listen to your favorite music and sing your heart out.	
9	Spend some time enjoying the great outdoors – enjoy the sunshine; splash in some puddles; hike your favorite trail.	
10	Use motivational quotes – post your favorite motivational quote where you can see it daily.	
11	Take a short break from what you are doing (studying, cleaning, etc), to do the things you enjoy doing. You'll come back refreshed and ready to carry on.	
12	Meditation practice – helps develop perspective, have realistic expectations of others and develop strategies to reduce stress.	
13	Get together with friends for coffee dates, potlucks or gab sessions.	
14	Do something creative like knitting, painting, drawing, carving, or music lessons.	
15	Bring humor into your life by engaging in funny activities, laughing uncontrollably, telling a funny joke, watching your favorite comedy show, playing a funny joke on a friend.	
16	Practice Pilates or yoga with a group or on your own.	
17	Cook or bake - this can be soothing, creative and productive, plus you get something yummy to eat!	
18	Do something just for you – this can bring much needed balance in your life.	
19	Go for a massage.	
20	Take a power nap.	

How many √ marks do you have? _____

You may be surprised to see that there are many activities that you have identified that you can use to promote your mental fitness.

Q9. True or False? Self-esteem means:

1	Having a healthy view of yourself	
2	Having a quiet sense of self worth	
3	Having a negative outlook	
4	Feeling dissatisfied with yourself most of the time	
5	Setting realistic goals	

For more information on mental health tips, go to the Canadian Mental Health Association http://www.cmha.ca/mental_health/mental-fitness-tips/

MOTIVATIONAL QUOTES

One of the mental fitness activities above (#10) involves the use of motivational quotes. Your outlook can be inspired and charged by having your favorite quote(s) available at your fingertips as positive reminders of goals you have set for yourself.

Read the following motivational quotes and highlight the ones that you like.

"Act as if what you do makes a difference. It does." William James	"I can therefore I am." Simone Weil
Life can only be understood backwards; but it must be lived forwards." Soren Kierkegaard	"Experience is not what happens to you; it's what you do with what happens to you." Aldous Huxley
"Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence." Helen Keller	"If you want to conquer your fear, don't sit home and think about it. Go out and get busy." Dale Carnegie
"Problems are not stop signs, they are guidelines." Robert H. Schuller	"I'd rather do something great and fail than attempt to do nothing and succeed." Robert H. Schuller
"The person who has lived the most is not the one with the most years but the one with the richest experiences." Jean-Jacques Rousseau	"What you get by achieving your goals is not as important as what you become by achieving your goals." Henry David Thoreau
"I think everything is possible if you put your mind to it and you put the work and time into it. I think your mind really controls everything." Michael Phelps	"I don't measure a man's success by how high he climbs but by how high he bounces when he hits the bottom." George S. Patton
"Life is a journey not a destination." Ralph Waldo Emerson	"If you can dream it, you can do it." Walt Disney
"Even if you fall on your face, you're still moving forward." Victor Kiam	"Don't cry because it's over, smile because it happened." Dr. Seuss
"You are never too old to set a new goal, or to dream a new dream." C.S. Lewis	"In order to succeed, we must first believe that we can." Nikos Kazantzakis

Write your favourite motivational quote on a large piece of paper and post it at your corps/ squadron. Select from the ones above or use another one that really motivates you.

Promise Yourself "To be so strong that nothing
can disturb your peace of mind.
To talk health, happiness, and prosperity
to every person you meet.
To make all your friends feel
that there is something in them.
To look at the sunny side of everything
and make your optimism come true.
To think only the best, to work only for the best,
and to expect only the best.
To be just as enthusiastic about the success of others
as you are about your own.
To forget the mistakes of the past
and press on to the greater achievements of the future.
To wear a cheerful countenance at all times
and give every living creature you meet a smile.
To give so much time to the improvement of yourself
that you have no time to criticize others.
To be too large for worry, too noble for anger, too strong for fear,
and too happy to permit the presence of trouble.
To think well of yourself and to proclaim this fact to the world,
not in loud words but great deeds.
To live in faith that the whole world is on your side
so long as you are true to the best that is in you."

Figure A-6 The Promise, by Christian Larson

CONCLUSION

As you move to future education / work from organized activities provided by cadet training, the planning and scheduling of leisure time for physical fitness, nutritional and mental fitness activities becomes your responsibility. The information, challenges and strategies reviewed in this self-study package have provided you the resources to continue to sustain a healthy lifestyle.

Whether you use exercise equipment, small devices, online programs, individual or group support, it is your responsibility to participate in and adopt a healthy lifestyle. A plethora of resources may be used to address physical, nutritional and mental fitness.

As you progress into future training and education, the benefits of physical, nutritional and mental fitness will help you maintain a healthy lifestyle.

Congratulations, you have completed your self-study package on EO C504.01 (Reflect on Personal Fitness and Healthy Living). Hand your completed package to the Training Officer / Course Officer who will record its completion in your Phase Five logbook.

THIS PAGE INTENTIONALLY LEFT BLANK

Canadian Physical Activity Guidelines

FOR YOUTH - 12 – 17 YEARS

Guidelines

For health benefits, youth aged 12-17 years should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily. This should include:

Vigorous-intensity activities at least 3 days per week.

Activities that strengthen muscle and bone at least 3 days per week.

More daily physical activity provides greater health benefits.

Let's Talk Intensity!

Moderate-intensity physical activities will cause teens to sweat a little and to breathe harder. Activities like:

- Skating
- Bike riding

Vigorous-intensity physical activities will cause teens to sweat and be 'out of breath'. Activities like:

- Running
- Rollerblading

Being active for at least **60 minutes** daily can help teens:

- Improve their health
- Do better in school
- Improve their fitness
- Grow stronger
- Have fun playing with friends
- Feel happier
- Maintain a healthy body weight
- Improve their self-confidence
- Learn new skills

Parents and caregivers can help to plan their teen's daily activity. Teens can:

- ☑ Walk, bike, rollerblade or skateboard to school.
- ☑ Go to a gym on the weekend.
- ☑ Do a fitness class after school.
- ☑ Get the neighbours together for a game of pick-up basketball, or hockey after dinner.
- ☑ Play a sport such as basketball, hockey, soccer, martial arts, swimming, tennis, golf, skiing, snowboarding…

Now is the time. 60 minutes a day can make a difference.

ParticipACTION

CSEP | SCPE
THE GOLD STANDARD IN EXERCISE SCIENCE AND PERSONAL TRAINING
www.csep.ca/guidelines

Canadian Sedentary Behaviour Guidelines

FOR YOUTH - 12 – 17 YEARS

Guidelines

For health benefits, youth aged 12–17 years should minimize the time they spend being sedentary each day. This may be achieved by

- Limiting recreational screen time to no more than 2 hours per day; lower levels are associated with additional health benefits.
- Limiting sedentary (motorized) transport, extended sitting and time spent indoors throughout the day.

The lowdown on the slowdown: what counts as being sedentary?

Sedentary behaviour is time when teens are doing very little physical movement. Some examples are:

- Sitting for long periods
- Using motorized transportation (such as a bus or a car)
- Watching television
- Playing passive video games
- Playing on the computer

Spending less time being sedentary can help teens:

- Maintain a healthy body weight
- Improve their self-confidence
- Do better in school
- Improve their fitness
- Have more fun with their friends
- Have more time to learn new skills

Cutting down on sitting down. Help teens swap sedentary time with active time!

Wake Up | Drive to School | School | After School | Physical Activity | Leisure Time | Bed Time

Active Transportation
Instead of driving or taking the bus, teens can walk or bike to school with a group of friends from the neighbourhood.

Active Play
Limit after school video-gaming. Help teens to plan active time around the home or outdoors instead!

Active Family Time
Teens can visit friends instead of texting them. Go for a walk or a bike ride with mom or dad after dinner, or offer to walk the neighbour's dog.

Now is the time for teens to get up and get moving!

ParticipACTION

CSEP | SCPE
THE GOLD STANDARD IN EXERCISE SCIENCE AND PERSONAL TRAINING
www.csep.ca/guidelines

Canadian Physical Activity Guidelines

FOR ADULTS - 18 – 64 YEARS

Guidelines

To achieve health benefits, adults aged 18-64 years should accumulate at least 150 minutes of moderate- to vigorous-intensity aerobic physical activity per week, in bouts of 10 minutes or more.

It is also beneficial to add muscle and bone strengthening activities using major muscle groups, at least 2 days per week.

More physical activity provides greater health benefits.

Let's Talk Intensity!

Moderate-intensity physical activities will cause adults to sweat a little and to breathe harder. Activities like:

- Brisk walking
- Bike riding

Vigorous-intensity physical activities will cause adults to sweat and be 'out of breath'. Activities like:

- Jogging
- Cross-country skiing

Being active for at least **150 minutes** per week can help reduce the risk of:

- Premature death
- Heart disease
- Stroke
- High blood pressure
- Certain types of cancer
- Type 2 diabetes
- Osteoporosis
- Overweight and obesity

And can lead to improved:

- Fitness
- Strength
- Mental health (morale and self–esteem)

Pick a time. Pick a place. Make a plan and move more!

- ☑ Join a weekday community running or walking group.
- ☑ Go for a brisk walk around the block after dinner.
- ☑ Take a dance class after work.
- ☑ Bike or walk to work every day.
- ☑ Rake the lawn, and then offer to do the same for a neighbour.
- ☑ Train for and participate in a run or walk for charity!
- ☑ Take up a favourite sport again or try a new sport.
- ☑ Be active with the family on the weekend!

Now is the time. Walk, run, or wheel, and embrace life.

ParticipACTION

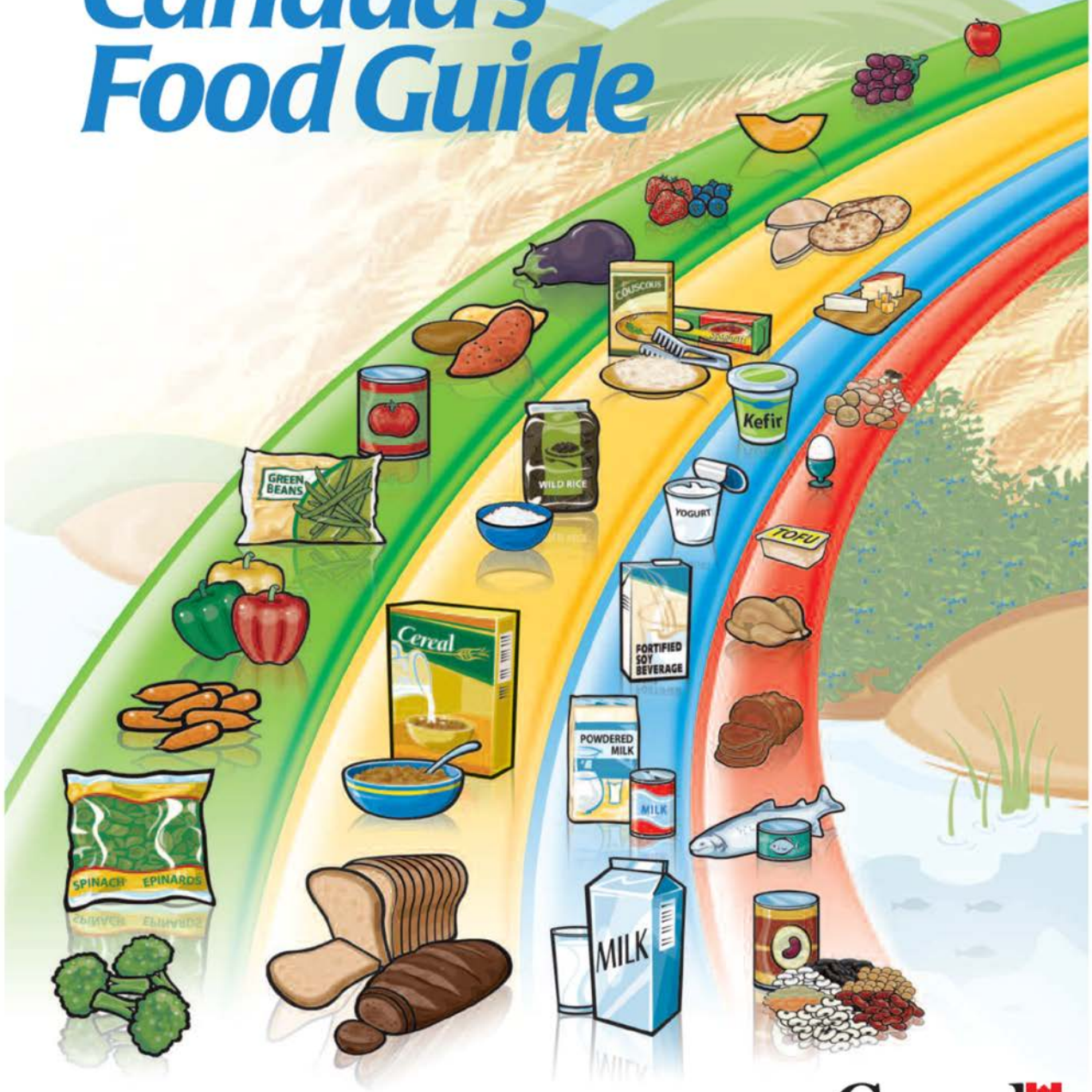
CSEP | SCPE
THE GOLD STANDARD IN EXERCISE SCIENCE AND PERSONAL TRAINING
www.csep.ca/guidelines

THIS PAGE INTENTIONALLY LEFT BLANK

Health Canada Santé Canada

Your health and safety... our priority. *Votre santé et votre sécurité... notre priorité.*

Eating Well with Canada's Food Guide



Canada

Recommended Number of Food Guide Servings per Day

	Children			Teens		Adults			
Age in Years	2-3	4-8	9-13	14-18		19-50		51+	
Sex	Girls and Boys			Females	Males	Females	Males	Females	Males
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3

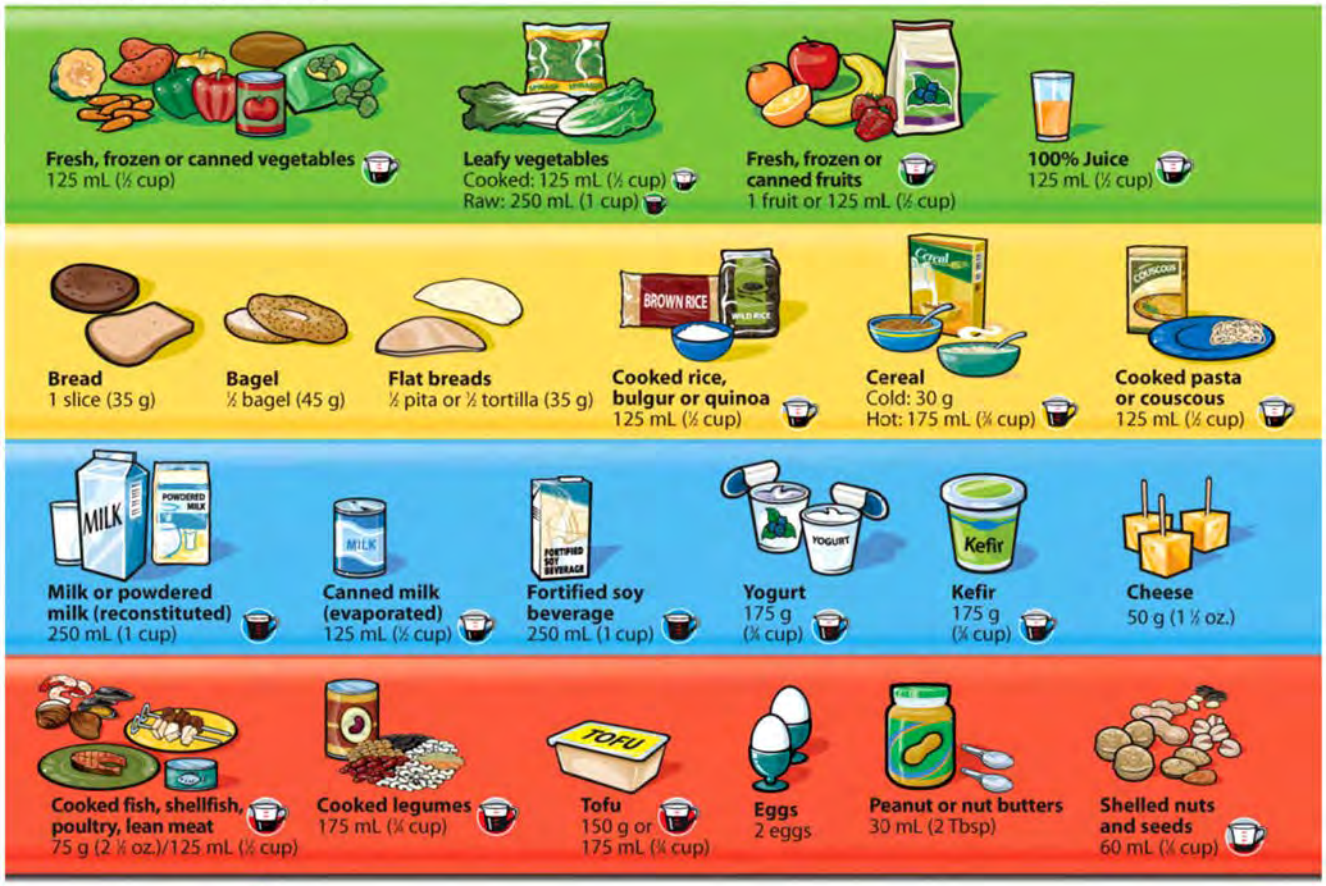
The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.

What is One Food Guide Serving?

Look at the examples below.



Oils and Fats

- Include a small amount – 30 to 45 mL (2 to 3 Tbsp) – of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.
- Use vegetable oils such as canola, olive and soybean.
- Choose soft margarines that are low in saturated and trans fats.
- Limit butter, hard margarine, lard and shortening.

THIS PAGE INTENTIONALLY LEFT BLANK

SOLUTIONS

Q1. What are the physical activity guidelines for youth ages 12–17 years?

A1. At least 60 minutes of moderate to vigorous activity daily. This should include: vigorous intensity activities at least 3 days per week and activities that strengthen muscle and bone at least 3 days per week.

Q2. What are the sedentary behaviour guidelines for youth ages 12–17 years?

A2. Minimize the time they spend being sedentary each day. This may be achieved by limiting recreational screen time to no more than 2 hours per day; limit sedentary (motorized) transport, extended sitting time and time spent indoors throughout the day.

Q3. What are the physical activity requirements for adults (18–64 years)?

Compare this answer to your answer for Question 1 (Youth Guidelines).

A3. Accumulate at least 150 minutes of moderate-to-vigorous-intensity aerobic physical activity per week, in bouts of 10 minutes or more. Add muscle and bone strengthening activities using major muscle groups, at least 2 days per week. The moderate-to-vigorous activity requirements are less for adults, the sessions shorter, strengthening activities go from3 days to 2 days.

Q4. Set a SMART goal for one of the strategies you have listed above.

A4. Answers will vary. Goal should include SMART principles.

Q5. Based on the example above, if the time frame available for an activity was 60 minutes, and if this person's goal was to exercise at a vigorous intensity by bicycling, how fast would he have to bicycle? Circle the correct answer.

a. Less than 16 kms per hour

b. **More than 16 kms per hour**

c. 8 kms per hour

d. 7.2 kms per hour

Q6. Use the Nutrition Facts table below to circle the correct answer.

1. What is the serving size of the bread?	1 slice	**2 slices**	3 slices
2. How many calories are there in one slice of bread?	64	**70**	140
3. What is the % of sodium in the serving size?	**12%**	6%	24%
4. How many grams of sugar is in each slice of bread?	**1g**	2g	4g

Q7. In the example given below, which ingredient is present in the greatest amount?

A7. Whole wheat.

Q8. Fill in the box to make the following nutritional goal a SMART nutritional goal.

Goal:	**SMART Goal:**
To balance my food intake.	Answers will vary but should meet SMART goal principles.

Q9. True or False? Self-esteem means:

1	Having a healthy view of yourself	True
2	Having a quiet sense of self worth	True
3	Having a negative outlook	False
4	Feeling dissatisfied with yourself most of the time	False
5	Setting realistic goals	True

CHAPTER 5

PO 507

COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 1

EO M507.01 – DEVELOP A PERSONALIZED SCHEDULE

Total Time:	90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Review year four CSTC training opportunities found at CATO 31-03, *Sea Cadet Program Outline*, as the prerequisites for courses may change.

Review CSTC staff cadet employment opportunities found at CATO 13-28, *Advanced Training–Staff Cadets*, as the prerequisites for positions may change.

Photocopy Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil

APPROACH

An interactive lecture was chosen for TPs 1, 2 and 5 to orient the cadets to and generate interest in Phase Five mandatory and complementary training opportunities as well as the On-the Job Practical Requirements (OJPR) and OJPR Logbook.

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 summer training opportunities, leadership assignments and leadership appointments at the corps.

An in-class activity was chosen for TP 6 as it is an interactive way to provoke thought and stimulate interest among the cadets as they develop a personalized schedule.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified the training opportunities in Phase Five and have developed a personalized schedule for the training year(s).

IMPORTANCE

It is important for cadets to know what training will be conducted during Phase Five to give them an overview of what the training year(s) will entail. This lesson will help generate interest in the topics and provide a basis on which the cadet will balance school, work, personal and cadet commitments to establish a personalized schedule.

Teaching Point 1	**Identify Phase Five mandatory training common to the sea, army and air elements of the CCO.**
Time: 10 min	Method: Interactive Lecture

OVERVIEW

The training program is broken into performance objectives (POs), which are the overall subjects, and enabling objectives (EOs), which are the topics within each PO. Training is conducted as mandatory and complementary components. Phase Five also sees the addition of two new topic areas, Professional Development and Personal Development.

MANDATORY TRAINING

Mandatory training encompasses the EOs that all cadets must complete throughout the training year(s). Phase Five mandatory training is common for sea, army and air cadets. The number of periods allocated for mandatory training is minimal, to allow cadets more free time to tailor their training year(s) to suit their individual circumstances.

Community Service – PO 502 (Perform Community Service)

The aim of Phase Five community service is to encourage the cadet to be an active citizen through participation in local community service activities. Cadets are expected to complete a prescribed number of hours of community service, with at least one of those activities completed with the community service learning model, to meet the requirements of this PO.

Leadership – PO 503 (Lead Cadet Activities)

The aim of Phase Five leadership is to provide the cadet with knowledge and skills to practice leadership during naturally occurring leadership assignments, structured leadership appointments, and a team leadership project. The cadet, as a member of a team, will:

- propose an exercise;
- plan an exercise;
- conduct an exercise; and
- conclude an exercise.

Personal Fitness and Healthy Living – PO 504 (Adopt an Active Lifestyle)

The aim of Phase Five personal fitness and healthy living is to encourage the cadet to set and pursue fitness goals that contribute to an active lifestyle. Cadets are expected to complete the Cadet Fitness Assessment as well as a prescribed number of hours of physical fitness to satisfy the requirements of this PO.

General Cadet Knowledge – PO 507 (Serve in a Sea Cadet Corps)

The aim of Phase Five general cadet knowledge is to provide the cadet with information on the opportunities inherent in the Sea Cadet Program and prepare the cadet for Phase Five assessment of learning requirements. Cadets will identify the training opportunities available in Phase Five.

Instructional Techniques – PO 509 (Instruct Cadets)

The aim of Phase Five instructional techniques is to refine the cadet's skills in instructing a 30-minute lesson. Cadets are required to be successful on at least one assessment of their instructional skills during Phase Five. Since Phase Five cadets will normally be the primary instructors at the local corps, many opportunities exist for

them to develop their skills. Lessons instructed at other locations, such as at Cadet Summer Training Centres (CSTCs), sail centres, etc.

Professional Development – PO 513 (Attend a Workshop)

The aim of PO 513 (Attend a Workshop) is to provide the cadet with professional development to enhance common training skills. Workshops are intended to be tri-service and provide the opportunity for cadets to participate in consolidated training with peers from different corps and squadrons on a variety of topics related primarily to leadership and instructional techniques. Phase Five cadets are expected to complete two days of workshops to successfully complete this PO.

Personal Development – PO 514 (Pursue Individual Learning)

The aim of PO 514 (Pursue Individual Learning) is to provide the cadet an opportunity to pursue a Sea Cadet Program topic area using a personal learning plan to develop specialist skills. The participation and / or performance requirements are defined through an individual learning plan (ILP) that outlines a series of objectives to be met within the cadet's area of interest. The ILP is developed by the cadet in consultation with the Course Officer and Corps Training Officer and approved by the Commanding Officer (CO). The provision of a goal setting opportunity allows the cadet to pursue an area of personal interest related to the CP.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What is the aim of Phase Five citizenship training?

Q2. What is a cadet expected to complete to satisfy the requirements of PO 504?

Q3. Will workshops be elemental or tri-service?

ANTICIPATED ANSWERS:

A1. The aim of Phase Five citizenship is to introduce the cadet to their roles and responsibilities as a citizen in a globalized world.

A2. Cadets are expected to complete the Cadet Fitness Assessment as well as a prescribed number of hours of physical fitness to satisfy the requirements of PO 504.

A3. Workshops are intended to be tri-service and provide the opportunity for cadets to participate in consolidated training with peers from different corps / squadrons on a variety of topics related primarily to leadership and instructional techniques.

Teaching Point 2 — **Identify Phase Five complementary training opportunities.**

Time: 10 min — Method: Interactive Lecture

PHASE FIVE COMPLEMENTARY TRAINING

Phase Five complementary training has been designed to be self-directed, self study and three periods (90 minutes) in length. The cadet will complete a minimum of three complementary packages. While the packages are self study, they are not intended to be treated as take home assignments. Instead, cadets shall be given time during a regular training session or day to complete the packages (eg, on a parade night when the cadet is not scheduled to instruct or lead an activity). However, there is nothing precluding a cadet from completing additional self study packages at any time, should they choose to do so.

COMMON COMPLEMENTARY TRAINING

Common complementary training self study packages are available in four topic areas.

Citizenship – PO 501 (Explain Global Citizenship)

C501.01 (Reflect Upon What It Means To Be a Good Canadian Citizen) examines what it means to be Canadian and how to become an active and responsible citizen;

C501.02 (Reflect Upon Individual Global Citizenship) provides the cadet an opportunity to reflect upon how globalization affects daily choices in all aspects of life; and

C501.03 (Analyse a Global Issue) provides the cadet with an opportunity to develop their critical thinking / reading skills.

Personal Fitness and Healthy Living – PO 504 (Adopt an Active Lifestyle)

C504.01 (Reflect on Personal Fitness and Healthy Living) allows the cadets to reflect on and examine in greater detail the key concepts related to physical fitness and healthy living.

General Cadet Knowledge – PO 507 (Serve in a Sea Cadet Corps)

C507.01 (Identify Service Opportunities as a Cadet Instructors Cadre (CIC) Officer) examines the choices available to a senior cadet who, upon leaving the CP, chooses to enrol as a member of the CIC. Service opportunities range from local corps / squadron participation to supervising national activities.

C507.02 (Identify Volunteer Opportunities With the Navy League of Canada [NLC]) examines the options available to a senior cadet who, upon leaving the CP, chooses to support it by volunteering with the NLC. This option may suit youth who cannot or do not wish to enrol in the CIC. This self study package includes the opportunity to meet with a member of the corps' local branch / sponsoring body.

C507.03 (Reflect on the Cadet Experience) provides the tools for a cadet to discover the skills and experience the CP has provided them. It also examines the need to set goals, both short and long term and how to achieve them using an action plan.

Instructional Techniques – PO 509 (Instruct Cadets)

C509.01 (Monitor Instruction) provides cadets with the knowledge and tools to evaluate instruction. This is accomplished though self study and the practical observation of a class.

ELEMENTAL COMPLEMENTARY TRAINING

Elemental training self study packages are available in four topic areas.

Canadian Navy and Maritime Community – PO 520 (Describe Aspects of the Canadian Naval and Maritime Community)

C520.01 (Examine Canadian Naval and Maritime Educational and Career Opportunities) provides guidance to cadets who may be contemplating a career in the Canadian Navy, Canadian Coast Guard or other maritime sector. It also outlines the subsidized educational opportunities some employers offer for maritime careers.

Ropework – PO 521 (Complete a Ropework Project)

C521.01 (Complete a Ropework Project) provides cadets with an opportunity to add new decorative knotwork patterns to their skills. Cadets are presented the opportunity to weave a prolong mat or tie the challenging star knot.

Ship's Operations – PO 523 (Serve in a Naval Environment)

C523.01 (Examine Naval Customs and Traditions) provides cadets with an opportunity to discover historical aspects of naval ranks, superstitions and punishments.

C523.02A (Plot a Fix) is intended to provide a Phase Five cadet, who has not completed Phase Four complementary navigation EOs with a practical exercise to develop basic coastal navigation skills.

C523.02A (Complete a Fixing Paper) is intended to provide a Phase Five cadet, who has completed all Phase Four complementary navigation EOs with a practical exercise to further develop basic coastal navigation skills.

Sailing – PO 524 (Identify Sailing Opportunities)

C524.01 (Identify Sailing Opportunities) examines the opportunities for sailing outside the CP. With a focus on competitive racing, it also examines several high profile professional regattas.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. How is Phase Five complementary training designed?

Q2. Describe C507.01 (Identify Service Opportunities as a Cadet Instructors Cadre [CIC] Officer).

Q3. Describe C523.02A (Plot a Fix).

ANTICIPATED ANSWERS:

A1. Phase Five complementary training has been designed to be self-directed, self study and three periods (90 minutes) in length.

A2. C507.01 (Identify Service Opportunities as a Cadet Instructors Cadre [CIC] Officer) examines the choices available to a senior cadet who, upon leaving the CP, chooses to enroll as a member of the CIC. Service opportunities range from local corps / squadron participation to supervising national activities.

A3. C523.02A (Plot a Fix) is intended to provide a Phase Five cadet, who has not completed Phase Four complementary navigation EOs with a practical exercise to develop basic coastal navigation skills.

Teaching Point 3 **Review summer training opportunities.**

Time: 5 min Method: Group Discussion

BACKGROUND KNOWLEDGE

The point of the group discussion is to review summer training opportunities using the tips for answering / facilitating discussion and the suggested questions provided.

STAFF CADET ADVANCED TRAINING

The information below provides a brief introduction of what a staff cadet is and the types of opportunities that exist for them. To obtain more detailed and up-to-date information, CATO 13-28, *Advanced Training–Staff Cadets* should be consulted prior to conducting this lesson.

CATO 13-28, *Advanced Training–Staff Cadets*, defines staff cadets as follows:

- Staff cadets are appointed to such rank as is authorized by the Commanding Officer (CO) of a CSTC established to conduct summer training.
- On the authority of the CO of the CSTC, staff cadets may be requested to participate in advanced training, including instructional, supervisory or administrative functions that are approved by the Regional Cadet Support Unit (RCSU) CO for that training centre.
- Staff cadets may not be less than 16 years of age as of the first day of January of the year of advanced training.
- Staff cadets are not employees. Participation by the staff cadet during authorized CSTC summer training constitutes advanced training.

While staff cadets are not considered employees, they do receive pay during their time at a CSTC. Each position has a designated rank that corresponds to pay incentive. For more details see Annexes B and E of CATO 13-28, *Advanced Training–Staff Cadets*.

Staff cadet classifications are divided into two distinct categories:

- Type 1—provide direct training to cadets (eg, divisional petty officer (DPO) and instructor), and
- Type 2—have administrative / support roles (eg, storesman, ship's writer, roundsman, canteen clerk, and shipwright).

Prerequisites are outlined in CATO 13-28, *Advanced Training–Staff Cadets* for each individual position.

A cadet who has attended one of these courses could be asked to speak about their experience during this TP.

CADET SUMMER TRAINING CENTRE (CSTC) COURSES

COMMON COURSES

Common courses are available to air, army, and sea cadets.

Refer to CATO 31-03, *Sea Cadet Program Outline* for prerequisites.

Air Rifle Marksmanship Instructor. The aim of this course is to improve the cadets' marksmanship and biathlon knowledge and skills and to prepare the cadets to assist in the delivery of marksmanship and biathlon training.

Fitness and Sports Instructor. The aim of this course is to improve the cadets' fitness and sports knowledge and skills and to prepare the cadets to assist in the delivery of fitness and sports training.

Military Band–Intermediate Musician. The aim of this course is to improve the cadets' music knowledge and skills and to prepare the cadets to assist in the delivery of music training.

Military Band–Advanced Musician. The aim of this course is to improve the cadets' music knowledge and skills and to prepare the cadets to assist in the delivery of music training.

ELEMENTAL COURSES

Intermediate Sail. The aim of this course is for cadets to become proficient in intermediate sailing and basic powerboat operation. Cadets are required to achieve Canadian Yachting Association (CYA) Bronze Sail Level IV and begin working toward achievement of CYA Bronze Sail Level V. In addition, cadets will receive Outboard Powerboat Operator certification through achievement of the Pleasure Craft Operator Competency (PCOC) and Small Boat Power qualifications (Modules 1 and 4 of the Small Craft Operator Program [SCOP]).

Sail Coach. The aim of this course is for cadets to become proficient in advanced sailing and safety boat operation. Cadets are required to achieve CYA Bronze Sail Level V and become trained CYA Learn To Sail (LTS) Coaches. In addition, cadets receive Safety Boat Operator certification through achievement of the Restricted Operator Certificate (Maritime) and Small Craft Rescue Award qualifications (Modules 2 and 3 of the SCOP).

Ship's Boat Operator. The aim of this course is to introduce the cadets to coastal navigation, to develop naval communication skills and to become proficient in the operation of small craft. Cadets receive Powerboat Operator certification through achievement of the PCOC, Restricted Operator Certificate (Maritime) and Small Boat Power qualifications (Modules 1, 2 and 4 of the SCOP). In addition, cadets receive Whaler / Cutter Coxswain certification through achievement of the Whalers (Pull or Power) and Whalers (Sail) qualifications (Modules 6 and 6a of the SCOP).

Chief Boatswain's Mate. The aim of this course is for the cadets to become proficient in acting as a petty officer of the watch (POOW) on a sea cadet training vessel (SCTV), performing basic coastal navigation and other shipboard duties.

Drill and Ceremonial Instructor. The aim of this course is for the cadets to become proficient in organizing and leading parades and ceremonies, to improve leadership skills and to become a drill and ceremonial instructor.

Marine Engineer. The aim of this course is to develop in the cadets a basic knowledge of machinery systems used on Canadian Forces Auxiliary Vessels and other SCTVs. The course also provides the opportunity for cadets to attain the ORCA Class Engineer II (OCE II) certification, enabling the cadets to stand watch in the engine room of an ORCA Class Patrol Craft Training Vessel (PCT) as the second engineer. Marine Engineer is considered a national course and is conducted in one location: HMCS Quadra.

Shipwright. The aim of this course to develop in the cadets the knowledge and skills required to carry out maintenance and repairs on the small craft used at CSTCs and sailing centres. Shipwright is considered a national course and is conducted in two locations: HMCS Quadra and HMCS Quebec.

Silver Sail. The aim of this course is for cadets to become proficient in advanced sailing and basic racing. Cadets are required to achieve CYA Silver Sail Level VI. Silver Sail is considered a national course and is conducted in two locations: HMCS Quadra and HMCS Quebec.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay 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 cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

Q1. What is the age requirement for staff cadet advanced training?

Q2. Where is the Shipwight course offered?

Q3. What common CSTC courses are available to Phase Five cadets?

Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the group discussion will serve as the confirmation for this TP.

Teaching Point 4 | **Review leadership assignment and leadership appointment opportunities at the corps.**

Time: 5 min | Method: Group Discussion

BACKGROUND KNOWLEDGE

The point of the group discussion is to review leadership assignment and appointment opportunities in the corps using the tips for answering / facilitating discussion and the suggested questions provided.

LEADERSHIP ASSIGNMENT

A leadership assignment is a specific, short or long-term practical leadership opportunity. The team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group. The team will accomplish a single minor duty or task.

Leadership assignments in Phase Five may be the same as Phase Three or of longer duration / complexity. Each cadet should have already completed at least three leadership assignments during Phase Three and Phase Four.

LEADERSHIP APPOINTMENT

A leadership appointment is a long-term practical leadership opportunity. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. These may be organizational appointments (eg, Divisional Petty Officer), training appointments (eg, Phase Instructor) or supplementary appointments (eg, Drill Team Commander). These appointments must be based on the frequency and duration of the major duties or tasks. The team leader must meet with their team on a number of occasions. Leadership appointments may be held by a single Phase Five cadet (eg, Drill Team Commander) or cadets may rotate through a position (eg, canteen steward).

The team leader must supervise team members, communicate with team members and solve problems, strive to meet the needs and expectations of team members, motivate team members, and provide feedback to team members. The team leader must attempt to develop the skills and knowledge of their team members.

Direction for the leadership appointment must be given by a superior usually an activity leader or activity manager.

During Phase Five training, each cadet will be assessed at least once on a leadership assignment and once while fulfilling a leadership appointment.

Ensure a list of leadership appointments has been developed by the Training Officer before instructing this class. Below is a sample list of leadership appointments

SAMPLE PHASE FIVE LEADERSHIP APPOINTMENTS

Organizational Appointments include:

- Coxswain,
- Divisional Petty Officer,
- Stores Petty Officer,
- Ship's Writer, and
- Training Petty Officer.

Training Appointments include:

- Phase Instructor,
- Sail Instructor,
- Seamanship Instructor,
- Drill and Ceremonial Instructor, and
- Fitness and Sports Instructor.

Supplementary Appointments include:

- Drum Major,
- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- Range Assistant,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain.

Phase Five cadets will typically be assigned the leadership appointments of Divisional Petty Officer or supplementary appointments. As required, Phase Five cadets may be assigned various other organizational and training appointments.

For the purposes of PO 503 (Lead Cadets), Phase Five cadets will be required to fulfill a leadership appointment that meets the criteria defined above. This requires that the appointment involves an assigned, established team of cadets outside the Phase Five Cadet's peer group. In some circumstances, some of the examples given may not meet these criteria (eg, a smaller corps that only have one cadet assigned to supply).

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay 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 cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS

Q1. What is the difference between a leadership assignment and a leadership appointment?

Q2. What leadership appointments are available at the corps?

Q3. Do you have any concerns knowing that you will fill a leadership appointment during this training year?

Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.

Reinforce those answers given and comments made during the group discussion, ensuring the teaching point has been covered.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the group discussion will serve as the confirmation of this TP.

Teaching Point 5 **Explain the OJPR and Phase Five Logbook.**

Time: 20 min Method: Interactive Lecture

On-the-Job Training (OJT)

To provide a suitably flexible and dynamic structure to OJT, the traditional period allocation and scheduling employed in previous levels of the CP cannot apply. The cadet participates in authorized sessions and training days / weekends with the cadet corps. Within the 30 sessions and 10-day construct of the Corps Program, all time beyond that required to complete mandatory and complementary training is allocated to OJT and completion of the different components of the Assessment of Learning Plan.

Under the supervision of the Crse O, or designated representative, the cadet completing OJT is responsible for performing a variety of leadership appointments, leadership assignments, leadership projects and instructional responsibilities. Cadets may also be assigned general administrative, support and supervision roles and responsibilities. While the unique nature of each cadet corps dictates the exact OJT experience a cadet will have, at a minimum the cadet shall be provided with suitable assessment for learning and assessment of learning opportunities as outlined in the Assessment of Learning Plan.

On-the-Job Practical Requirements (OJPR)

OJPR are the set of practical requirements needed to satisfy the assessment of learning plan. Practical requirements are a component of the following POs.

PO 502 (PERFORM COMMUNITY SERVICE)

The cadet is required to develop a community service plan describing how they will perform community service over the training year(s). The assessment of learning requires that cadets complete at least 45 hours of community service to complete this practical requirement without difficulty. If cadets complete 70 hours or more of community service, they have exceeded the standard.

PO 503 (LEAD CADET ACTIVITIES)

The cadet is required to complete at least one leadership assignment, leadership appointment and leadership project during the training year(s). The assessment of learning provides details on how each task is evaluated. In addition to the three formal assessments, cadets are provided additional leadership assignments, appointments and projects through the course of their normal duties at the corps.

PO 504 (ADOPT AN ACTIVE LIFESTYLE)

The cadet is required to complete a minimum of 60 minutes of moderate- to vigorous-intensity physical activity (MVPA) daily for 24 days over four consecutive weeks. If cadets complete a minimum of 60 minutes of MVPA daily for 28 days over four consecutive weeks, they have exceeded the standard.

PO 509 (INSTRUCT CADETS)

The cadet is required to complete at least one formally assessed period of instruction during Phase Five. The assessment of learning provides details on evaluation. In addition to this formal assessment, cadets will be provided many additional opportunities to instruct through the course of their normal duties at the corps.

PO 513 (ATTEND A WORKSHOP)

The cadet will complete 18 periods of regionally facilitated workshops conducted during two full days, four half days or other equivalent combination of training.

PO 514 (PURSUE INDIVIDUAL LEARNING)

Cadets are required to complete a minimum of one ILP over the course of the training year(s). The assessment of learning provides details on evaluation. The cadet's ILP must meet the criteria set out within the assessment activity instructions by identifying learning needs, learning activities, target dates, learning resources, measures of success and a final report description.

OJPR LOGBOOK

A-CR-CCP-605/PW-001, *Royal Canadian Sea Cadets Phase Five Logbook*, is provided to the cadet as a tool to help guide and track their progress. This tool serves as both an aide-memoire and personal log. The content of the Phase Five Logbook consists of a summary of pertinent information regarding OJT, OJPR, and requirements of the Assessment of Learning Plan and Assessment Instruments. It is intended that Phase Five cadets keep their logbook updated and seek guidance from their supervisor(s) to obtain the required signatures. Once completed, the Phase Five Logbook is retained by the cadet to record future service.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS:

Q1. Is Phase Five training scheduled in the same manner as previous years?

Q2. What are the OJPR for PO 502 (Perform Community Service)?

Q3. What will cadets do with their Phase Five Logbook upon completion of Phase Five?

ANTICIPATED ANSWERS:

A1. No, to provide a suitably flexible and dynamic structure to OJT, the traditional period allocation and scheduling employed in previous levels of the cadet program cannot apply.

A2. The cadet is required to develop a community service plan describing how they will perform community service over the training year(s). The assessment of learning requires that cadets complete at least 45 hours of community service to complete this practical requirement without difficulty. If cadets complete 70 hours or more community service, they have exceeded the standard.

A3. Once completed, the Phase Five Logbook is retained by the cadet to record future service.

Teaching Point 6 **Have the cadets develop a personalized schedule.**

Time: 30 min Method: In-Class Activity

ACTIVITY

Time: 30 min

OBJECTIVE

The objective of this activity is to have the cadets develop a personalized schedule.

RESOURCES

- Phase Five Logbook,
- Current corps training schedule, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Provide each cadet with a pen / pencil, current corps training schedule and Phase Five Logbook.
2. Have the cadets complete the agenda section of their Phase Five Logbook, filling in the dates and months and year.
3. Have the cadets record the date(s) they are required to instruct at the corps for the training year. Remind cadets that this information is subject to changes in the training schedule and should be updated as required.
4. Have the cadets record any other corps commitments where they are required to attend. For example, they may be appointed marksmanship assistant as a leadership appointment and marksmanship practices occur each week on Wednesday evenings.
5. Have cadets record their school, work or extracurricular activities as required.
6. Discuss with the cadets the importance of managing their time effectively and using their agenda to record other commitments as they occur. The date and time of community service commitments, when they will work on their leadership project with their team and milestones of their ILP can all be recorded in the agenda.
7. Allow the cadets the remaining time to add other items to their personalized schedule while providing assistance and guidance as required.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 6

The cadets' participation in the in-class activity will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' production of a personalized schedule will serve as the confirmation of the lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being aware of the topics to be covered during Phase Five training will help generate interest in the training year. Being aware of the time requirements needed to complete Phase Five will ensure cadets are able to balance the cadet activities with other activities and achieve success in both.

INSTRUCTOR NOTES / REMARKS

This EO should be scheduled as early as possible in the training year. See the sample schedule located at Chapter 2, Annex C.

REFERENCES

A0-035 CATO 13-28 Director Cadets 2. (2006). *Advanced training–Staff cadet*. Ottawa, ON: Department of National Defence.

A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

A1-066 CATO 31-03 Director Cadets Senior Staff Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

A1-069 A-CR-CCP-603/PG-001 Director Cadets 3. (2008). *Royal Canadian Sea Cadets phase three qualification standard and plan*. Ottawa, ON: Department of National Defence.

A1-071 A-CR-CCP-605/PW-001 Director Cadets 3. (2009). *Royal Canadian Sea Cadets phase five logbook*. Ottawa, ON: Department of National Defence.

A1-072 A-CR-CCP-604/PG-001 Director Cadets 3. (2009). *Royal Canadian Sea Cadets phase four qualification standard and plan*. Ottawa, ON: Department of National Defence.

PHASE FIVE POs and EOs	
Citizenship PO 501 (Explain Global Citizenship)	
C501.01	Reflect Upon What it Means to be a Good Canadian Citizen
C501.02	Reflect on Individual Global Citizenship
C501.03	Develop an Awareness of Global Issues
Community Service PO 502 (Perform Community Service)	
M502.01	Perform 45 Hours of Individual of Community Service
Leadership PO 503 (Lead Cadet Activities)	
M503.01	Create a Proposal
M503.02	Prepare for an Exercise
M503.03	Conduct an Exercise
M503.04	Conclude an Exercise
C503.01	Examine Meeting Procedures
Personal Fitness and Healthy Living PO 504 (Adopt an Active Lifestyle)	
M504.01	Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness
C504.01	Reflect on Personal Fitness and Healthy Living
General Cadet Knowledge PO 507 (Serve in a Sea Cadet Corps)	
M507.01	Develop a Personalized Schedule
C507.01	Identify Service Opportunities as a Cadet Instructors Cadre Officer
C507.02	Identify Volunteer Opportunities With the Navy League of Canada
C507.03	Reflect on the Cadet Experience
Instructional Techniques PO 509 (Instruct Cadets)	
C509.01	Monitor Instruction
Professional Development PO 513 (Attend a Workshop)	
Personal Development PO 514 (Pursue Individual Learning)	
Canadian Navy and Maritime Community PO 520 (Describe Aspects of the Canadian Naval and Maritime Community)	
C520.01	Examine Canadian Naval and Maritime Educational and Career Opportunities
Ropework PO 521 (Complete a Ropework Project)	
C521.01	Complete a Ropework Project
Ship's Operations PO 523 (Serve in a Naval Environment)	
C523.01	Examine Naval Customs and Traditions
C523.02A	Plot a Fix
C523.02B	Complete a Fixing Paper
Sailing PO 524 (Identify Sailing Opportunities)	
C524.01	Identify Sailing Opportunities

THIS PAGE INTENTIONALLY LEFT BLANK

COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 2

EO C507.01 – IDENTIFY SERVICE OPPORTUNITIES FOR A CADET INSTRUCTORS CADRE (CIC) OFFICER

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

Review the lesson content and become familiar with the material prior to facilitating this lesson.

Photocopy the self study package located at Attachment A for each cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail service opportunities for a CIC officer at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to have identified service opportunities for a CIC officer.

IMPORTANCE

It is important for cadets to be aware of the various service opportunities for a CIC officer if they choose to enrol as a CIC officer. By being aware of these opportunities, they will be able to make a more informed decision about enrolling and what direction they want their service to take.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet identify service opportunities for a CIC officer.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the self study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Upon competition of the self study package, record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

A decision to serve in the Canadian Forces (CF) must not be made lightly. A decision to serve as a CIC officer can be made easier by identifying the various ways that CIC officers are employed.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

A0-194 CATO 23-01 Director Cadets 6. (2007). *Recruitment / enrollment–Officers of the cadet instructors cadre (CIC)*. Ottawa, ON: Department of National Defence.

A0-195 CATO 21-03 Director Cadets 2. (2007). *Corps / squadron establishments staffing priorities and authorized paid days*. Ottawa, ON: Department of National Defence.

A0-196 CATO 23-11 Director Cadets 6. (2007). *Cadet instructors supporting cadet activities without pay*. Ottawa, ON: Department of National Defence.

A0-197 CATO 23-10 Director Cadets 2. (2006). *Reserve service opportunity selection process*. Ottawa, ON: Department of National Defence.

A0-198 Department of National Defence. (2009). *Reserve service opportunities*. Retrieved October 29, 2009, from http://www.cadets.ca/employment-emploi.aspx

A0-199 Department of National Defence. (2009). *CIC–Cadet instructors cadre*. Retrieved October 29, 2009, from http://www.vcds.forces.gc.ca/cic/index-eng.asp

A1-066 CATO 31-03 Director Cadets Senior Staff Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

A2-031 CATO 40-01 Director Cadets Senior Staff Officer Army Cadets. (2009). *Army cadet program outline*. Ottawa, ON: Department of National Defence.

A3-029 CATO 51-01 Director Cadets Senior Staff Officer Air Cadets. (2009). *Air cadet program outline*. Ottawa, ON: Department of National Defence.

Identify Service Opportunities for a Cadet Instructors Cadre (CIC) Officer

SECTION 1
ENROLMENT STANDARDS FOR THE CIC

THE CIC MILITARY OCCUPATION STRUCTURE IDENTIFICATION (MOSID)

The CIC is a Personnel Branch of the Canadian Forces (CF). It celebrated its 100th anniversary in 2009 making it one of the oldest components of the CF. Every member of the CF belongs to an occupation or trade and CIC officers are no exception. Each trade is assigned an identification code. The Cadet Instructors Cadre officers' MOSID is 00232-01 for naval elemental officers, 00232-02 for army elemental officers and 00232-03 for air elemental officers.

Note. From Cadets Canada, 2010, CIC Branch Flag. Retrieved February 19, 2010, from http://www.cadets.ca/content-contenu.aspx?id=80615

Figure A-1 CIC Branch Flag

The CIC is the largest Personnel Branch of the CF with numbers in excess of 6000 members. Officers of the CIC, as CF members, fall under the authority of the *National Defence Act*, the law which governs Canada's military, and are subject to the same rules and regulations as any other member of the reserve force or regular force. This obligation to maintain a high standard of personal conduct is important as in many communities throughout Canada, the CIC may be the only uniformed members of the CF, and as such, reflect the CF as a whole.

Have any of your friends enrolled in the CIC?

_____

_____

_____

CADET ORGANIZATIONS ADMINISTRATION AND TRAINING SERVICE (COATS)

The CF is composed of two main forces: the regular force and the reserve force . The regular force (Reg F) consists of full-time members of Canada's military. The reserve force consists of members who, while still members of the military, serve part-time. The reserve force is composed of the Primary Reserve (P Res), Supplemental Reserve (Supp Res), Canadian Rangers (Rangers) and COATS. Members of the P Res are

trained in similar occupations available to Reg F members. The Supp Res acts as a holding list of recently released CF members who may, in the event of a national emergency or as operationally required, be recalled to active service. Rangers provide a military presence in remote, isolated and coastal communities of Canada. Its members are trained to perform their unique roles as the eyes and ears of the CF in those areas. COATS consists of members of the CIC as well as other members of the CF not belonging to the CIC MOSID who work with the Canadian Cadet Organizations (CCO). In addition to the CIC MOSID, COATS includes two other occupations: General Service Officer (COATS GS-OFF) and General Service Non-Commissioned Member (COATS GS-NCM). COATS GS-OFF and COATS GS-NCM MOSIDS exist to allow Reg F and P Res officers and NCMs to transfer to another sub-component for employment in support of the Cadet Program (CP). This ensures the CF that these trained and experienced members can be retained to assist with the management, administration and delivery of the CP.

BASIC ENROLMENT STANDARDS

To be eligible for enrolment within a CIC MOSID, an individual must:

- be a Canadian citizen;
- be of good character and standing in the community and recommended by a cadet organization commanding officer, parent committee or the corresponding provincial league;
- have reached the minimum enrolment age of 18 and be able to complete at least one year of service before reaching the CIC Compulsory Retirement Age (CRA) of 65;
- meet the medical standards prescribed in CANFORGEN 070/07. Normally, the applicant must have a medical category no lower than V4 CV3 H3 G3 O3 A5. An applicant with a medical category below this standard but not lower than V4 CV3 H4 G4 O4 A5 may be accepted if the command surgeon approves the medical limitations and certifies that any medical condition will not be aggravated by military service; and

Did you know?

The Medical Category System in the CF assigns numerical values to Visual Acuity (V), Color Vision (CV), Hearing (H), Geographical Factor (G), Occupational Factor (O) and Air Factor (A). A lower value indicates a higher ability within the category. The CIC Medical Category is therefore less restrictive than, for example, a pilot for which V1 CV2 H2 G2 O2 A1 is the lowest acceptable category.

- have a high school diploma or equivalent. In exceptional circumstances, with the approval of Director Cadets and Junior Canadian Rangers (D Cdts & JCR), an applicant who does not hold a high school diploma may be enrolled. Education waivers shall only be granted in situations where the CCO benefits.

***Activate Your Brain #1*:**

Are CIC officers members of the CF?

_____

_____

_____

***Activate Your Brain #2*:**

What education requirements are needed for enrolment in the CIC?

_____

_____

_____

SECTION 2
CORPS / SQUADRON SERVICE OPPORTUNITIES

CORPS / SQUADRON

Corps / Squadron Establishments

The majority of CIC officers serve within corps and squadrons across Canada. Each corps / squadron has an authorized establishment, a collection of all military and civilian positions within an authorized organizational structure of the Department of National Defence (DND). Corps / squadron establishments are linked to corps / squadron quotas as determined by CATO 12-21, *Cadet Corps / Squadrons Annual Report*. The number of allocated positions on a corps / squadron establishment as determined by corps / squadron quota can be found in CATO 21-03, *Cadet Corps / Squadron Establishments Staffing Priorities and Authorized Paid Days*.

Corps / Squadron Quota as determined by CATO 12-21	Cadet Corps / Squadron Automated Establishment Report (AER)–Authorized Paid CIC Positions by Rank			Total Number of Paid CIC Positions on AER	Authorized Specialist Days
A	**B**	**C**	**D**	**E**	**F**
	Maj/LCdr	Capt/Lt(N)	Capt/Lt(N)/ Lt/SLt / 2Lt/ASlt / OCdt / NCdt		
< 30		1	4	5	5 days
30–59		2	4	6	6 days
60–89		2	5	7	7 days
90–119	1	2	5	8	8 days
120–149	1	3	5	9	9 days
150–179	1	3	6	10	10 days
180–209	1	4	6	11	11 days
210–239	1	4	7	12	12 days
240–269	1	4	8	13	13 days
270–299	1	5	8	14	14 days
> 300	1	6	8	15	15 days

Note. From Cadet Corps / Squadron Establishments Staffing Priorities and Authorized Paid Pays (p. A-1/2), by Director Cadets 2, 2007, Ottawa, ON: Department of National Defence.

Figure A-2 CIC Paid Positions Scale–Corps/Squadron Establishments and Specialist Days

If a cadet corps / squadron has a vacancy on their establishment, a new CIC officer can be enrolled and fill one of these positions. If no position exists, the new CIC officer may be enrolled and fill a position on a regional / detachment holding list and volunteer with the cadet corps / squadron.

Note. From Cadets Canada, 2010, About the CIC. Retrieved February 19, 2010, from http://www.cadets.ca/assets/0/121/401/2421/3811/a75e2dac-7cd5-4914-82b6-553ee43f0c80.jpg

Figure A-3 CIC Corps / Squadron Officer

Paid Days

Commanding officers of a corps / squadron can be paid up to 35 days per year with all other officers on strength being eligible for 25 days per year. CIC officers on holding lists / regional establishments that are volunteering at a corps / squadron are only paid when hired for service outside the corps / squadron. As positions on a corps / squadron establishment become available volunteering CIC officers may be transferred to it. In addition to the maximum paid days for corps / squadron training, a CIC officer may be paid for additional Class A or Class B reserve service while attending a course or performing other duties.

Did you know?

There are three classes of reserve service.

- **Class A Service.** Class A service is used for periods of employment not exceeding 12 days. CIC officers are frequently employed on Class A service, for example, corps / squadron pay each month, working two days at a marksmanship competition, etc.
- **Class B Service.** Class B service is used for periods of employment over 13 days. For any Class B Service over 90 days a job posting message must be advertised to allow qualified individuals to express their interest in the position. CIC officers are sometimes employed on Class B service, for example, attending a CIC training course (for 15 days), working at a CSTC (for more than 12 days), working a four-month temporary position at a regional headquarters, assuming a full-time position of Area Cadet Officer (ACO) at a detachment / region, etc.
- **Class C Service.** Class C service is used when P Res members employed full time in an operational capacity. It may also be used, under exceptional circumstances, when a reservist is serving in a non-operational Reg F position. CIC officers are never employed

on Class C service and even P Res members require approval from the Vice-Chief of Defence Staff (VCDS).

TECHNICAL TRAINING ESTABLISHMENTS

Technical training establishments are training centres that are required to augment the corps / squadron program by providing specialized training not available at each corps / squadron. Without technical training establishments, cadets would not be able to satisfy the minimum requirements of mandatory training. Each technical training establishment is run by a coordinator, selected by the region, to plan and deliver training at their centre. Most of these coordinators are also corps / squadron CIC officers. They select and hire other CIC officers on Class A service as staff.

Nautical Centres

Nautical centres augment sea cadet phase training by providing sail training and on-the-water opportunities not available at a corps. Opportunities exist at nautical centres for CIC officers to be employed as nautical centre coordinators or nautical centre instructional staff. The maximum number of paid days varies by region and position. Each nautical centre uses the same instructional staff to maintain continuity and to build a pool of experienced instructors familiar with the specific centre.

Note. From Regional Cadet Support Unit (Eastern), 2010, Eastern Region Nautical Training. Retrieved February 19, 2010, from http://cms.cadets.gc.ca/assets/0/121/423/427/443/3403/3421/3423/3439/a409501d-5351-4a6c-be4a-952fcfdb5e8f.jpg

Figure A-4 Nautical Centre Training

Regional Army Cadet Expedition Centres (Expedition Centres)

Expedition centres augment the army cadet star program by providing navigation training and expedition opportunities not available at a corps. Opportunities exist at expedition centres for CIC officers to be employed as expedition centre coordinators or instructional staff. The maximum number of paid days varies by region

and position. Each expedition centre uses the same instructional staff to maintain continuity and to build a pool of experienced instructors familiar with the specific centre.

Note. From Regional Cadet Support Unit (Prairie), 2010, Program Description. Retrieved February 19, 2010, from http://www.cadets.ca/assets/0/121/379/3617/9166/e1eb1423-e31f-4f23-a707-e0fc93ef52ec.jpg

Figure A-5 Expedition Centre Training

Regional Cadet Air Operations (Gliding Centres)

Gliding centres operate year-round in support of the squadron program and summer training. Gliding centres augment the air cadet proficiency level program by providing aviation training and gliding opportunities not available at a squadron. Opportunities exist at gliding centres for CIC officers to be employed as gliding centre coordinators, pilots, ground crew or instructional staff. The maximum number of paid days varies by region and position. Each gliding centre uses the same instructional staff to maintain continuity and to build a pool of experienced instructors familiar with the specific centre. During the summer months, the 5 regional centres operate as CSTCs and are responsible for delivering programs which may include Basic Aviation, Advanced Aviation, Glider Pilot Scholarship and Power Pilot Scholarship.

Note. From Cadets Canada, 2010, Air Cadet 2009 CSTC Course Listings. Retrieved February 19, 2010, from http://www.cadets.ca/assets/0/121/401/2421/3811/79dc086b-d5f2-4ee6-9526-81c7492440c1.jpg

Figure A-6 Gliding Centre Training

Have any of your friends worked at a technical training establishment?

_____

_____

_____

***Activate Your Brain #3*:**

How many paid positions are there on the establishment of a corps / squadron with less than 30 cadets?

_____

_____

***Activate Your Brain #4*:**

What is Class A service?

_____

_____

_____

SECTION 3
REGIONAL SERVICE OPPORTUNITIES

REGIONALLY DIRECTED ACTIVITIES (RDAs)

RDAs are activities that Regional Cadet Support Unit (RCSU) COs conduct annually within their regions. RDAs augment the corps / squadron program by maintaining the cadets' interest in specific areas of cadet training and allow RCSU COs to tailor the overall CP to match regional interests and capitalize on regional opportunities and resources. RDAs fall into two categories: non-discretionary and discretionary. Many RDAs require the support of corps / squadron officers to plan and implement and are hired on Class A service.

Note. From Trek Earth, 2010, Photos. Retrieved February 19, 2010, from http://www.trekearth.com/gallery/photo320887

Figure A-7 Provincial Biathlon Championships

Non-discretionary

Non-discretionary RDAs include regional activities used to select cadets for national competitions and as such must be funded and conducted. Non-discretionary RDAs include:

- zone, provincial and / or regional marksmanship championships,
- zone, provincial and / or regional biathlon championships,
- inter-provincial exchanges,
- sea cadet program zone, provincial and / or regional regattas, and
- army cadet program regional expeditions.

For regions to facilitate these events, CIC officers are hired on Class A service. In many cases, individuals selected for service are asked to return in future years based on performance, as well as a need to train a base of experienced personnel.

Discretionary

In addition to activities programmed in the corps / squadron program, other activities may be organized, funded and conducted under the supervision of the RCSU, as determined by the RCSU CO. Selected activities must be focused on achieving the CP aim. Possible activities include:

- drill and ceremonial activities, such as ceremonial parades and / or drill competitions;
- leadership training activities, such as senior cadet training concentrations or effective speaking competitions;
- recreational sports activities, such as inter-corps / squadron competitions, tabloid sports, etc;
- air rifle marksmanship activities, such as training sessions, competitions and / or civilian events;
- additional summer / winter biathlon activities, such as training sessions, competitions and / or civilian events;
- music training activities, such as training sessions, honour bands, and / or band competitions for both military bands and pipe bands;
- first aid activities, such as training courses and / or competitions;
- CF familiarization activities, such as visits to CF facilities, C7 rifle firing, attending CF displays or demonstrations, interacting with CF members or units, etc;
- Duke of Edinburgh's Award Program activities, such as briefings or presentations to corps / squadron staff.

Now that you know what RDAs are, list the ones you've participated in during your cadet training.

_____
_____
_____
_____
_____
_____

As with non-discretionary RDAs, in order for regions to facilitate these events, CIC officers are hired on Class A service. In many cases, individuals selected for service are asked to return in future years based on performance as well as a need to train personnel.

***Activate Your Brain #5*:**

What is the difference between non-discretionary and discretionary RDAs?

_____
_____
_____

CADET DETACHMENT / REGIONAL CADET SUPPORT UNIT (RCSU)

Many of the positions at cadet detachments / RCSUs are filled by CIC officers who perform full-time Class B service. They are selected based on their qualifications and experience with the CP. They assist in the management of CP on behalf of the RCSU CO and work alongside other Reg F and P Res members.

Cadet Detachment

Cadet detachments are found in some regions and serve as a way to better manage cadet corps / squadrons. Detachments are led by a detachment commander who manages a staff of officers and NCMs who are responsible for all the cadet corps / squadrons in that area. The cadet detachments are primarily involved in the implementation of the CP within the region and their staff perform tasks, such as claims, travel arrangements and approving training activities proposed by corps / squadron commanding officers.

Positions at cadet detachments that CIC officers could fill include ACO, Detachment Movements Officer or Detachment Commander. Positions will vary by region and detachment.

Regional Cadet Support Unit (RCSU)

The CP in Canada is delivered by six RCSUs spread across the country.

- RCSU (Atlantic)–RCSU (A) includes all cadet units in the provinces of Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland and Labrador,
- RCSU (Eastern)–RCSU (E) includes all cadet units in the province of Quebec and Air Cadet Squadrons in the Ottawa Valley area,
- RCSU (Central)–RCSU (C) includes all cadet units in the province of Ontario except Air Cadet Squadrons in the Ottawa Valley and all corps / squadrons in northwestern Ontario,
- RCSU (Prairie)–RCSU (Pra) includes all cadet units in the provinces of Manitoba, Saskatchewan and Alberta and all corps / squadrons in northwestern Ontario,
- RCSU (Pacific)–RCSU (P) includes all cadet units in the province of British Columbia, and
- RCSU (Northern)–RCSU (N) includes all cadet units in the territories of Yukon, Northwest Territories and Nunavut).

Regions are led by a CO who manage a staff of officers and NCMs that are responsible for all the cadet corps / squadrons in that region. RCSUs are primarily involved in the management and financial budgeting of the CP within the region and their staff performs tasks, such as pay, human resource management, budgets, staff selections and directing training activities for both the corps / squadron program, as well as the CSTC program.

Positions at RCSUs that CIC officers could fill include Regional Training Officer(s), Regional Common Training Officer, Regional Movements Officer or Regional Administration / Human Resources Officer. Positions will vary by region as each RCSU is organized differently.

***Activate Your Brain #6*:**

What types of positions could a CIC officer fill at an RCSU?

_____

_____

_____

Regional Cadet Instructor School (RCIS)

Each region, with the exception of Northern, has a school for the training of CIC officers: RCIS (A) for Atlantic region, RCIS (E) for Eastern region, etc. Although each school is organized slightly differently, there are many similar positions available to CIC officers. A commandant oversees all aspects of the school and performs full-time Class B service. At most RCISs, a Standards Officer and Administration Officer also perform full-time Class B service. To augment this core staff, CIC officers are hired for either part-time or full-time Class A or Class B service to act as Directing Staff (DS) for courses being conducted.

Note. From Regional Cadet Support Unit (Pacific), 2010, LTQ Course Info. Retrieved February 19, 2010, from http://cms.cadets.gc.ca/assets/0/121/381/1607/5120/6830/2bfaa598-e73e-4a55-9ea3-678859fa4159.jpg

Figure A-8 RCIS Training

CIC officers selected to serve as DS at an RCIS are chosen for their knowledge and skill in presenting creative and effective lessons to the CIC officers on course. Depending on the course being presented, DS are selected for their specific expertise in an area of the CP (such as orienteering, paddling, abseiling, flying, sailing, etc.) Serving as DS at an RCIS may be a long-term or short-term service opportunity and is an excellent tool to develop as a CIC officer.

Did you know?

As a CIC officer, the first training course you complete is the Basic Officer Training Course (BOTC). BOTC provides new CIC officers with the training required to function as a member of the CIC within the CF and covers policies, regulations, drill, etc. RCISs offer the BOTC several times throughout the year.

SECTION 4
CADET SUMMER TRAINING CENTRE (CSTC) SERVICE OPPORTUNITIES

CSTC Service Opportunities

The CSTC program is integral to the overall CP and focuses on giving a portion of the cadet population instruction and opportunities to develop advanced knowledge and skills in specialized activities. It also develops instructors / leaders for these specialized activities for all components of the CP. CSTCs are staffed by CIC officers on Class B service who administer and supervise all aspects of the training centre. Some CSTCs have a small number of full-time staff officers that work during the training year to ensure the CSTC is ready to train cadets during the summer.

Each region selects CIC officers for CSTCs. A list of available positions is published in the fall and applications are sought from CIC officers interested in employment. During the winter, selection boards are held to sort through applications and decide which applicants are best suited for the various positions. In the spring, a list of those CIC officers selected for employment is published.

Note. From HMCS ACADIA, 2010, Photo Gallery. Retrieved February 19, 2010, from http://www.cadets.ca/cstc/acadia/photogallery.aspx#ctl00_ContentPlaceHolder1_ImageGallery1_ImageDirectory

Figure A-9 CSTC Training

As the requirements of each CSTC are different, positions available will differ. General categories of jobs; however, are universal and may include:

- Divisional Officers / Platoon Commanders / Flight Commanders are responsible for the day-to-day supervision and instruction of cadets attending a course at a CSTC. They deal with a range of issues and they are the first contact for cadets' problems. Most first-year CIC officers are employed as Divisional Officers / Platoon Commanders / Flight Commanders.
- Duty Officers / Accommodations Officers / Barracks Supervisors are responsible for supervising cadets during non-training hours. They are usually organized in shifts and may work days or nights. First-year CIC officers are commonly employed as Duty Officers / Accommodations Officers / Barracks Supervisors

as the experience in supervising develops their abilities and prepares them for further employment in positions of greater responsibility.

- Training Support positions often fall outside the various training departments / companies / squadrons and serve to augment the division / platoon / flight staff when conducting specialized training. Some CSTCs have training support positions in fitness and sports, range, drill and ceremonial, adventure training, canoeing, flight operations, sea operations, etc.
- Service Support positions comprise all the other logistical and administrative jobs required to operate the CSTC. Some examples of Service Support positions include supply, administration, banking / pay, food services, transportation, etc.

Many CIC officers choose to augment their service at a corps / squadron by serving at a CSTC. While not required, it can be an effective way to further one's own knowledge of the CP.

***Activate Your Brain #7*:**

What are some examples of Training Support positions at a CSTC?

_____

_____

_____

SECTION 5
NATIONAL SERVICE OPPORTUNITIES

NATIONALLY DIRECTED ACTIVITIES (NDAs)

NDAs are activities that D Cdts & JCR and the elemental program Senior Staff Officers (SSOs) chose to institute at a national level. NDAs augment the corps / squadron program by maintaining the cadets' interest in specific areas of cadet training and allow elemental SSOs to tailor the overall CP to match elemental interests, capitalize on national and international opportunities and resources. Many NDAs require the support of corps / squadron officers to plan and implement and are hired on Class A service.

Established NDAs include, but are not limited to:

- the national cadet air rifle championship;
- the national cadet winter biathlon championship;
- sea, army and air cadet international exchange programs;
- sea cadet deployments on board Her Majesty's Canadian Ships (HMCS), Coast Guard Ships, etc.;
- the national sea cadet regatta;
- the sea cadet national tall ship deployment;
- the sea cadet seamanship concentration;
- the army cadet program domestic expedition;
- the army cadet program international expedition;
- the air cadet program Oshkosh Trip; and
- the air cadet program York Soaring Award.

All CIC officers are eligible for employment on NDAs and are selected based on their knowledge and experience in the NDA's subject material.

Note. From Cadets Canada, 2010, National Cadet Marksmanship Championship 2009. Retrieved February 19, 2010, from http://www.cadets.ca/uploadedImages/Cadet_Websites/National/Competitions/Marksmanship/Daily_Updates/15%20may%20daily%20update(1).JPG?n=4681

Figure A-10 National Marksmanship Championships

Now that you know what NDAs are, have you participated in any during your cadet training? If so, list them.

_____
_____
_____
_____
_____

DIRECTORATE CADETS AND JUNIOR CANADIAN RANGERS (D CDTS & JCR)

D Cdts & JCR is the national organization that administers, designs, coordinates and provides national support to all aspects of the CP in Canada. As well, it decides policy and designs and coordinates training for CIC officers. Its staff are comprised of Reg F, P Res officers and NCMs, as well as many CIC officers. CIC officers within D Cdts & JCR work on full-time Class B service and perform duties ranging from CP development to infrastructure management. At times, the D Cdts and JCR permanent staff are augmented by CIC officers, from across the country, to work on various focus groups, design projects and writing boards. These additional opportunities range from a few weeks to several months in length.

***Activate Your Brain #8*:**

For what is D Cdts and JCR responsible?

_____
_____
_____

Congratulations, you have completed your self study package on EO C507.01 (Identify Service Opportunities for a Cadet Instructors Cadre Officer). Complete the following exercise and hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

FINAL EXERCISE

Cadet's Name: _____ Date: _____

1. What are the basic enrolment standards for members of the CIC?

_____

_____

_____

_____

2. How many paid positions are there on the establishment of a cadet corps / squadron with 100 cadets?

_____

3. Define Class B service.

_____

_____

_____

_____

4. What is the purpose of a gliding centre?

_____

_____

_____

_____

5. What positions are available at a cadet detachment for a CIC officer?

_____

_____

_____

_____

6. List six NDAs.

_____ _____

_____ _____

_____ _____

ACTIVATE YOUR BRAIN ANSWER KEY

***Activate Your Brain #1*:**

Are CIC officers members of the CF?

The CIC is the largest Personnel Branch of the CF with numbers in excess of 6000 members. Officers of the CIC, as CF members, fall under the authority of the *National Defence Act*, the law which governs Canada's military, and are subject to the same rules and regulations as any other member of the reserve force or regular force.

***Activate Your Brain #2*:**

What education requirements are needed for enrolment in the CIC?

To be eligible for enrolment in the CIC you must have a high school diploma or equivalent. In exceptional circumstances, with the approval of Director Cadets and Junior Canadian Rangers (D Cdts & JCR), an applicant who does not hold a high school diploma may be enrolled. Education waivers shall only be granted in situations where the CCO will benefit.

***Activate Your Brain #3*:**

How many paid positions are there on the establishment of a corps / squadron with less than 30 cadets?

There are five paid positions on the establishment of a corps / squadron with less than 30 cadets.

***Activate Your Brain #4*:**

What is Class A service?

Class A service is used for periods of employment not exceeding 12 days. CIC officers are frequently employed on Class A service, for example, corps / squadron pay each month, working two days at a marksmanship competition, etc.

***Activate Your Brain #5*:**

What is the difference between non-discretionary and discretionary RDAs?

Non-discretionary RDAs include regional activities used to select cadets for national competitions and as such must be funded and conducted. In addition to activities programmed in the corps / squadron program, other activities may be organized, funded and conducted, under the supervision of the RCSU, as determined by the RCSU CO. These activities are considered discretionary.

***Activate Your Brain #6*:**

What types of positions could a CIC officer fill at an RCSU?

Positions at RCSUs that CIC officer could fill include Regional Training Officer(s), Regional Common Training Officer, Regional Movements Officer or Regional Administration / Human Resources Officer. Positions will vary by region as each RCSU is organized differently.

***Activate Your Brain #7*:**

What are some examples of Training Support positions at a CSTC?

Training Support positions often fall outside the various training departments / companies / squadrons and serve to augment the division / platoon / flight staff when conducting specialized training. Some CSTCs have training support positions in fitness and sports, range, drill and ceremonial, adventure training, canoeing, flight operations, sea operations, etc.

FINAL EXERCISE ANSWER KEY

1. What are the basic enrollment standards for the CIC?

To be eligible for enrollment within the CIC MOSID an individual must be a Canadian citizen, of good character and standing in the community and recommended by a cadet organization commanding officer, parent committee or the corresponding provincial league, have reached the minimum enrolment age of 18 and be able to complete at least one year of service before reaching the CIC Compulsory Retirement Age (CRA) of 65, meet the medical standards prescribed in CANFORGEN 070/07 and have a high school diploma or equivalent.

2. How many paid positions are there on the establishment of a cadet corps / squadron with 100 cadets?

There are eight paid positions on a 100-member corps / squadrons' establishment.

3. Define Class B service.

Class B service is used for periods of employment over 13 days. For any Class B Service over 90 days a job posting message must be advertised to allow qualified individuals to express their interest in the position. CIC officers are sometimes employed on Class B service, for example, attending a CIC training course (for 15 days), working at a CSTC (for more than 12 days), working a four-month temporary position at a regional headquarters, assuming a full-time position of Area Cadet Officer (ACO) at a detachment / region, etc.

4. What is the purpose of a Gliding Centre?

Gliding centres operate year-round in support of the squadron program and summer training. Gliding centres augment the air cadet proficiency level program by providing aviation training and gliding opportunities not available at a squadron. Opportunities exist at gliding centres for CIC officers to be employed as gliding centre coordinators, pilots, ground crew or instructional staff. The maximum number of paid days varies by region and position. Each gliding centre uses the same instructional staff to maintain continuity and to build a pool of experienced instructors familiar with the specific centre. During the summer months, the 5 regional centres operate as CSTCs and are responsible for delivering programs which may include Basic Aviation, Advanced Aviation, Glider Pilot Scholarship and Power Pilot Scholarship.

5. What positions are available at a cadet detachment for a CIC officer?

Positions at cadet detachments that CIC officers could fill include Area Cadet Officer (ACO), Detachment Movements Officer or Detachment Commander. Positions will vary by region and detachment.

6. List six NDAs.

Established NDAs include but are not limited to:

- the national cadet air rifle championship;
- the national cadet winter biathlon championship;
- sea, army and air cadet international exchange programs;
- sea cadet deployments on board Her Majesty's Canadian Ships (HMCS), Coast Guard Ships, etc.;
- the national sea cadet regatta;
- the sea cadet national tall ship deployment;
- the sea cadet seamanship concentration;
- the army cadet program domestic expedition;
- the army cadet program international expedition;
- the air cadet program Oshkosh Trip; and
- the air cadet program York Soaring Award.

THIS PAGE INTENTIONALLY LEFT BLANK

COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 3

EO C507.02 – IDENTIFY VOLUNTEER OPPORTUNITIES WITH THE NAVY LEAGUE OF CANADA (NLC)

Total Time:	90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study guide within the section for which they are required.

Review the lesson content and become familiar with the material prior to facilitating this lesson.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

No less than 14 days prior to the cadet attempting this self study package, contact the local NLC branch to schedule a 30-minute meeting between a branch member and the Phase Five cadet.

Photocopy the self study package located at Attachment A for the cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

Photocopy the Speaker's Notes / Agenda located at Attachment C and provide it to the branch member prior to the meeting date.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail volunteer opportunities with the NLC at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified volunteer opportunities with the NLC.

IMPORTANCE

It is important for cadets to identify volunteer opportunities with the NLC to become aware of their potential for meaningful involvement with the CCO after their cadet service concludes.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet identify volunteer opportunities with the NLC.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 60 minutes to complete Sections 1 and 2 of the self study package.
3. Provide assistance as required to the cadet.
4. Have the cadet attend a 30-minute meeting with a member of the NLC.
5. Collect the self study package once the cadet has finished.
6. Correct the self study package with the answer key located at Attachment B.
7. Provide feedback to the cadet and indicate whether or not they have completed the enabling objective (EO).
8. Return the completed self study package to the cadet for their future reference.
9. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to identify volunteer opportunities with the NLC to become aware of your potential for meaningful involvement with the CCO after your cadet service concludes.

INSTRUCTOR NOTES / REMARKS

The 30-meeting between the NLC member and the Phase Five cadet should be scheduled for the third period of the training session in which the cadet is attempting this self study package.

REFERENCES

A0-040 2005-113124 Vice-Chief of the Defence Staff. (2005). *Memorandum of understanding between the DND and the leagues*. Ottawa, ON: Department of National Defence.

A1-073 CATO 11-09 Director Cadets 2. (2008). *Volunteering with the navy league cadets*. Ottawa, ON: Department of National Defence.

A1-074 Navy League of Canada. (2009). *Navy league news*. Retrieved October 30, 2009, from http://www.navyleague.ca/eng/news/index.asp

C1-068 Navy League of Canada. (2002). *Guide for local branches: Part one*. Ottawa, ON: Navy League of Canada.

C1-069 Navy League of Canada. (2002). *Guide for local branches: Part two*. Ottawa, ON: Navy League of Canada.

C1-097 Navy League of Canada. (2009). *Scholarships & awards*. Retrieved October 30, 2009, from http://www.navyleague.ca/eng/seacadets/awards.asp

SELF STUDY PACKAGE

IDENTIFY VOLUNTEER OPPORTUNITIES WITH THE NAVY LEAGUE OF CANADA (NLC)

SECTION 1: REVIEW THE RESPONSIBILITIES OF THE NLC
SECTION 2: EXAMPLES OF SUPPORT PROVIDED BY THE NLC TO SEA CADETS
SECTION 3: ATTEND A MEETING WITH A MEMBER OF THE NLC

SECTION 1
REVIEW THE RESPONSIBILITIES OF NLC

ROLE OF THE NLC

A role of the NLC is to provide training, support and an organizational framework to the local branches of the NLC, which are the groups at the local level that fulfill the NLC responsibilities in supporting the corps. A branch council comprised of a president, one or more vice-presidents, a secretary, a treasurer and chairs of committees oversee the various branch activities. Branch Committees may include sea cadet, navy league cadet, fundraising or public relations. The Sea Cadet Chair is the liaison between the branch and the CO.

It is the role of the NLC to ensure their responsibilities are carried out in accordance with the Memorandum of Understanding, for the proper and efficient delivery of the Cadet Program within Canada.

Look online at http://www.cadets.ca/WorkArea/linkit.aspx?LinkIdentifier=id&¤ItemID=53729 for more information on the Memorandum of Understanding.

Can you name any of the members of your local NLC branch?

_____

_____

RESPONSIBILITIES OF THE NCL / LOCAL NLC BRANCH

The following are the responsibilities of the NCL / local NLC branch.

Fundraising

Prior to the start of each training year, the corps will create a plan as to what type of training in which they wish to participate and the support that will be required. Through a series of meetings between the local NLC branch and the CO, a list of support requirements is drafted that outlines what funds are immediately available and what funds need to be raised. It is the responsibility of the branch to organize fundraising activities in consultation with the CO.

What fundraising activities has your local NLC branch sponsored for your corps?

_____

_____

Recruiting Cadets

The Cadet Program relies on a steady flow of new recruits every training year so that training can run smoothly. When recruitment is low, it creates a void of senior cadets in the future, causing instructor shortages. The

local NLC branch is responsible for organizing community campaigns to attract cadets to become members of the corps.

What kind of recruiting campaigns would you suggest for your community?

_____

_____

Recruiting Officers

It is the responsibility of the branch to conduct local campaigns to attract potential candidates within the community to become members of the Cadet Instructors Cadre (CIC) and Civilian Instructors / Civilian Volunteers (CI / CV). This is based on the needs as confirmed by the CO of the corps.

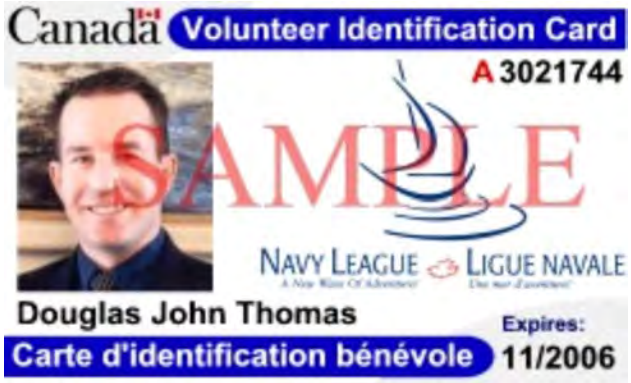
Screening Volunteers

The NLC has a comprehensive screening program for volunteers that helps determine if a person is suitable to work with young people and in what capacity they could best serve. The NLC has both a legal and moral obligation to provide an environment where the cadets can safely learn and grow.

The screening program features the following elements:

- a police records check,
- a Vulnerable Sector Screening (VSS),
- a local background check,
- a probationary period, including interviews and evaluations,
- a central repository for tracking volunteers working with cadets,
- photo identification for screened members,
- an identification verification system and safety guidelines for volunteer drivers,
- comprehensive harassment, abuse and cadet safety policies,
- the ability to share information with other youth organizations, and
- the requirement to be re-screened every five years.

To apply as a volunteer, an application form must be completed and a photograph supplied to produce a Volunteer Identification Card (as illustrated in Figure 1). The local Volunteer Screening Coordinator briefs on the Harassment and Abuse Policy, Drug and Alcohol Policy and Cadet Safety Policy. They helps complete the Screening Process and then submit the paperwork to a Division Screening Coordinator for additional checks.



Note. From Navy League of Canada, 2010, Membership Process. Retrieved January 28, 2010, from http://www.navyleague.ca/eng/get_involved/volunteer.asp.

Figure A-1 Sample Volunteer Identification Card

Completed applications are processed by the National Office and stored in accordance with the Information Protection and Privacy Policy. Once a volunteer is approved, they are sent their Volunteer Identification Card in the mail. Declined volunteers are notified by letter.

Providing Adequate Office and Training Facilities

The branch is responsible for providing adequate office and training facilities, where they are not provided by DND. This includes providing insurance as necessary.

Participating in Selection Boards for Senior Cadet Rank Appointments

Prior to promoting a cadet to the rank of Chief Petty Officer Second Class (CPO2) or higher, the CO shall conduct a merit review board. It is the mandate of a merit review board to make recommendations to the CO regarding the cadets deserving senior rank promotions and to prioritize potential candidates if required. The local NLC branch provides a board member to participate in the merit review board. The final decision for any cadet rank promotion rests with the CO.

Participating in Selections for Sea Cadet Summer Training / Exchanges

The branch is responsible for cooperating with the corps' CO to encourage cadets' participation in summer courses and exchanges. They also participate in the selection process, in accordance with the Memorandum of Understanding.

Participating in Selections for Honours and Awards

The branch is responsible for participating in the joint selection process for honours and awards from the league and in initiating the selection process for league-specific awards.

***Activate Your Brain #1*:**

What is the role of the local NLC branch?

_____

_____

***Activate Your Brain #2*:**

Why must the NLC screen all volunteers?

_____

_____

***Activate Your Brain #3*:**

What does the NLC branch member provide during a merit review board?

_____

_____

***Activate Your Brain #4*:**

Who initiates the selection process for league-specific awards and recognition?

_____

_____

SECTION 2
EXAMPLES OF SUPPORT PROVIDED BY THE NLC TO SEA CADETS

HONOURS AND AWARDS

The NLC is proud to recognize the contributions that cadets make to their local communities. The following is an overview of the various national awards offered to members of the Sea Cadet Program.

Navy League Award of Commendation. Awarded by the National Board of Directors to a Navy League Cadet or Royal Canadian Sea Cadet who performs an outstanding act or deed in attempting to save a life or property of another. The award is in the form of a metal bar (worn on the left breast pocket of the uniform) and a certificate, both issued by the National Office for presentation by the local NLC branch.

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Figure A-4 Navy League Award of Commendation

National Sea Cadet of the Year. Awarded annually by the National Board of Directors to the most proficient Royal Canadian Sea Cadet in Canada. The recipient's name is inscribed on the Nagi Cup and they receive a keeper plaque and certificate. The award also includes a trip to the National Annual General Meeting of the NLC, where the cadet will be the keynote speaker at the Annual Awards Banquet. There is no application for this award; the recipient is selected from the 12 Division Sea Cadet of the Year recipients.

Note. From Navy League of Canada, 2010, Scholarships & Awards. Retrieved January 26, 2010, from http://www.navyleague.ca/eng/seacadets/awards/asp.

Figure A-5 Nagi Cup

Division Sea Cadet of the Year. Awarded annually by each division to the most proficient Royal Canadian Sea Cadet within that division. The recipient receives a bronze bar with one fouled anchor to be affixed to the ribbon of the medal, a certificate and other gifts / recognition as determined by each division. There is no application for this award; the recipient will be selected from the Navy League Medal of Excellence recipients for that year.

Note. From Navy League of Canada, 2010, Scholarships & Awards. Retrieved January 26, 2010, from http://www.navyleague.ca/eng/seacadets/awards/asp.

Figure A-6 Navy League Medal of Excellence

Navy League Medal of Excellence. Awarded annually to the most proficient Navy League Cadets and Royal Canadian Sea Cadets within each Division. The award is in the form of a certificate and a medal to be worn on the left breast of the uniform. To be eligible for this award, the cadet must have:

- attended a minimum of 80 percent of all activities in the current training year;
- achieved the rank of Petty Officer Second Class (PO2);
- consistently set an outstanding personal example of dress and deportment; and
- demonstrated a thorough grasp of cadet training, as indicated by promotions, examinations and previous awards.

Note. From Navy League of Canada, 2010, Scholarships & Awards. Retrieved January 26, 2010, from http://www.navyleague.ca/eng/seacadets/awards/asp.

Figure A-7 Navy League Medal of Excellence

Sea Cadet Service Medal. This award recognizes continuous cadet service of at least four years by deserving Royal Canadian Sea Cadets. The award is in the form of a medal to be worn on the left breast of the uniform.

Cadets who have five years of service receive a silver bar with one fouled anchor to be affixed onto the ribbon of the medal.

Cadets who have six years of service receive a silver bar with two fouled anchors to be affixed onto the ribbon of the medal.

Note. From Navy League of Canada, 2010, Scholarships & Awards. Retrieved January 26, 2010, from http://www.navyleague.ca/eng/seacadets/awards/asp.

Figure A-8 Sea Cadet Service Medal

Perfect Attendance, Program. This certificate is awarded by NLC Branches to any Royal Canadian Sea Cadet who has had perfect attendance at all training parades during their cadet service. COs are required to submit names for this award to their supporting NLC Branch.

Perfect Attendance, Year. This certificate is awarded by NLC Branches to any Royal Canadian Sea Cadet who has had perfect attendance at all training parades during that year. COs are required to submit names for this award to their supporting NLC Branch.

Note. From Navy League of Canada, 2010, Scholarships & Awards. Retrieved January 26, 2010, from http://www.navyleague.ca/eng/seacadets/awards/asp.

Figure A-9 Perfect Attendance Certificate

Do you know anyone in your corps that has received the Navy League Medal of Excellence?

_____

_____

SCHOLARSHIPS

The NLC recognizes the importance of post-secondary education to the future success of its cadet members and believe that the important life skills developed through cadet training (self-discipline, organization, teamwork, etc.) help prepare youth to tackle the challenges of college or university education. The NLC is committed to provide scholarship opportunities for cadets that have demonstrated the will to achieve.

Maritime Affairs Scholarship. Provided by the NLC to currently serving Sea Cadets who are entering an accredited post-secondary program with a maritime focus. They are presently valued at $2000 each and are paid directly to the institute being attended.

Royal Canadian Sea Cadet Education Foundation Scholarship. Provided to deserving Sea Cadets entering their first year of post-secondary education. They are valued at $1000 each and are paid directly to the institute being attended.

Royal Canadian Naval Benevolent Fund (RCNBF) Scholarship. The RCNBF provides an additional ten $1000 scholarships to the Royal Canadian Sea Cadet Foundation for serving and former Sea Cadets entering their first year of post-secondary education. Cadets must be actively serving at the time of application.

Chief Petty Officer Jack Scholarship. The RCNBF provides $1000 scholarships from an educational trust fund established in memory of Chief Petty Officer Andrew McQueen Jack to former members of the Naval Forces of Canada and their dependants. Sea Cadets whose parents or grandparents are members or former members are eligible to apply.

Scholarship applications should be forwarded to the local NLC branch through your CO.

Look online at http://www.navyleague.ca/eng/scholarship/index.asp for more information on the application process for these scholarships.

NATIONAL REGATTA

The NLC is a proud supporter of the National Sailing Regatta, where the top sailors from each region come together in one location to compete. During the regatta, the cadets also attend local events planned to introduce them to the cultural differences that exist in the hopes that they will take with them a much broader understanding of Canada.

***Activate Your Brain #5*:**

What is the criteria for awarding the Navy League Award of Commendation?

_____

_____

***Activate Your Brain #6*:**

What must a cadet have to be eligible to receive the Navy League Medal of Excellence?

_____

_____

_____

_____

_____

_____

_____

***Activate Your Brain #7*:**

Cadets who have attended all training parades in a current year are eligible to receive what?

_____

_____

***Activate Your Brain #8*:**

Who may be eligible for the Chief Petty Officer Jack Scholarship?

_____

_____

SECTION 3
ATTEND A MEETING WITH A MEMBER OF THE NLC

BACKGROUND

As a Phase Five cadet, a mandatory transition phase of life is approaching in which cadet service will come to an end. Those cadets wishing to remain involved with the Cadet Program may do so in an adult role either as a member of the CIC or as an adult volunteer with the NLC. The purpose of this meeting is to provide a exploratory experience on a one-on-one basis with a member of the local NLC branch to explain the role of the volunteer and the current needs and opportunities at the local corps.

At the completion of the meeting, the Phase Five cadet should have an awareness of the potential for meaningful involvement with the CCO after their cadet service concludes and have an appreciation for the range of volunteer activities available and the time commitments required for each.

Activate Your Brain

Think about the following two questions to be answered after the meeting:

1. What volunteer activities are available with the NLC branch after cadet service ends?
2. What elements does the screening process feature?

Notes:

Notes:

***Activate Your Brain #9*:**

What volunteer activities are available with the NLC branch after concluding your service / membership in the Cadet Program?

***Activate Your Brain #10*:**

What elements does the screening process feature?

Congratulations, you have completed your self study package on EO C507.02 (Identify Volunteer Opportunities with the NLC). Hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

THIS PAGE INTENTIONALLY LEFT BLANK

SELF STUDY PACKAGE ANSWER KEY

***Activate Your Brain #1*:**

What is the role of the local NLC branch?

To ensure responsibilities are carried out IAW the Memorandum of Understanding, for the proper and efficient delivery of the Cadet Program.

***Activate Your Brain #2*:**

Why must the NLC screen all volunteers?

The NLC has both a legal and moral obligation to provide an environment where cadets can safely learn and grow.

***Activate Your Brain #3*:**

What does the NLC branch member provide during a merit review board?

Recommendations for the selection process to the CO.

***Activate Your Brain #4*:**

Who initiates the selection process for league-specific awards and recognition?

The NLC branch.

***Activate Your Brain #5*:**

What is the criteria for awarding the Navy League Award of Commendation?

Awarded to a Navy League Cadet or Royal Canadian Sea Cadet who performs an outstanding act or deed in attempting to save a life or property of another.

***Activate Your Brain #6*:**

What must a cadet have to be eligible to receive the Navy League Medal of Excellence?

The cadet must have:

- **Attended a minimum of 80 percent of all activities in the current training year,**
- **Achieved the rank of PO2,**
- **Consistently set an outstanding personal example of dress and deportment, and**
- **Demonstrated a thorough grasp of cadet training, as indicated by promotions, examinations and previous awards.**

***Activate Your Brain #7*:**

Cadets who have attended all training parades in a current year are eligible to receive what?

Perfect Attendance Certificate, Year.

***Activate Your Brain #8*:**

Who may be eligible for the Chief Petty Officer Jack Scholarship?

Former members of the Naval Forces of Canada and their dependants. Sea cadets whose parents or grandparents are members or former members are eligible to apply

***Activate Your Brain #9*:**

What volunteer activities are available with the NLC branch after concluding your service / membership in the Cadet Program?

Volunteer activities are:

- **enrolling as a member of the CIC;**
- **volunteering as a Civilian Instructor / Civilian Volunteer with the corps;**
- **participating as an NLC branch member;**
- **participating as a member of an NLC branch special teams (fundraising, Special Events Committee); and**
- **participating in any other local NLC branch-specific duties.**

***Activate Your Brain #10*:**

What elements does the screening process feature?

The screening program features:

- **a police records check,**
- **a VSS,**
- **a local background check,**
- **a probationary period, including interviews and evaluations,**
- **a central repository for tracking volunteers working with cadets,**
- **photo identification for screened members,**
- **an identification verification system and safety guidelines for volunteer drivers,**
- **comprehensive harassment, abuse and cadet safety policies,**
- **the ability to share information with other youth organizations, and**
- **the requirement to be re-screened every five years.**

THIS PAGE INTENTIONALLY LEFT BLANK

SPEAKER'S NOTES / AGENDA

Purpose

To provide a exploratory experience for a Phase Five cadet on a one-on-one basis with a member of the local NLC branch to explain the role of the volunteer and the current needs and opportunities at the corps.

Time

30 minutes

Assumptions

Assumptions are outlined as follows:

1. Cadet participation will be voluntary and part of a fact-finding exercise included in Phase Five to broaden the cadet's awareness of options that become available when cadet service concludes.
2. The cadet is approaching a mandatory transition phase of their life regardless of whether or not continued involvement with the Cadet Program is to be part of it.
3. If there is to be continued involvement with the Cadet Program it will be in an adult role. Communication between the NLC representative and the cadet will be conducted on an adult to adult basis to set an appropriate atmosphere and achieve the desired outcome of the meeting.

The Cadet Perspective

The desired outcome from the cadet's perspective should be:

1. To become aware of their potential for meaningful involvement with the CCO after their cadet service concludes.
2. To appreciate the range of volunteer activities available and the different amount of time commitment that may be required for each.
3. To understand the screening and registration process required of all adult volunteers in the cadet program.

The NLC Branch Perspective

The desired outcome from the NLC branch perspective should be:

1. To describe and discuss with the cadet participant the options available at the corps, the work involved with each, the competencies needed and the appropriate time required of the volunteer.
2. To illustrate the range and extent of involvement of volunteers at the corps with sufficient detail to cover the main points of each position but tailored to what teams or positions are active or needed to enhance the NLC branch operation.
3. Information on the mandatory screening and registration process.

Meeting Agenda

Discussion Points:

1. Compare the different but complementary roles of the CO's team and the NLC branch. Emphasize the complementary roles of the CIC and NLC branch.
2. Review the guiding principles of the NLC branch. Emphasize that a successful year for an NLC branch generates increased resources for the CO to work with and thereby greater benefits and opportunities for the cadets.

3. Encourage the cadet to share some of their experiences, to include:

   (a) summer training,

   (b) leadership and instructional skills acquired, and

   (c) school involvement where applicable.

   Emphasize how these are of value to the NLC branch.

4. Outline the varying degrees of involvement open to NLC branch volunteers. The year-round involvement of the executive committee members can be compared to the monthly production of the corps newsletter and to the intermittent activities other member teams.

5. Confirm with the cadet that they have the ability to select an area of involvement that is sufficiently flexible to meet their new routine after their cadet service ends.

6. Explore whether or not working with the NLC branch for an interim period would be beneficial to them prior to joining the CO's team if that has already been agreed to by the CO.

7. Discuss the requirements and process for screening and registration and why this is given such a high priority.

8. Conclude the session with a discussion on what the participant sees as having been the biggest challenge and the greatest achievement so far as a sea cadet.

Whether they stay involved or not, it is important the session concludes on a positive note with a projection for their future involvement with the Sea Cadet Program. Whatever the future holds for them they will always be part of an exclusive alumni and their support and advocacy for the Sea Cadet Program is the best advertisement possible.

Send an appropriate note to the CO confirming the completion of the meeting.

COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 4

EO C507.03 – REFLECT UPON THE CADET EXPERIENCE

Total Time:	90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

Review the lesson content and become familiar with the material prior to facilitating this lesson.

Photocopy the self study package located at Attachment A for the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to reflect upon how their cadet experience can be used to make a successful transition to adulthood at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have reflected upon the cadet experience.

IMPORTANCE

It is important for cadets to reflect upon the cadet experience because it enables them to pass on their experience and knowledge to the cadets they will be leading and instructing. By having cadets reflect on how the Cadet Program has influenced them, they apply lessons learned to future cadet experiences. Also, a reflection of the cadet experience helps to prepare the cadets as they transition out of adolescence by providing them an opportunity to develop an action plan that utilizes the transferable skills developed while participating in the Cadet Program.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet reflect upon the cadet experience.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the self study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Reflecting upon the cadet experience enables you to pass on your experience and knowledge to the cadets you will be leading and instructing. Reflecting on how the Cadet Program has influenced you, enables you to apply lessons learned to future cadet experiences. Also, a reflection of the cadet experience helps to prepare

you as you transition out of adolescence by providing you an opportunity to develop an action plan that utilizes the skills you have developed while participating in the Cadet Program.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

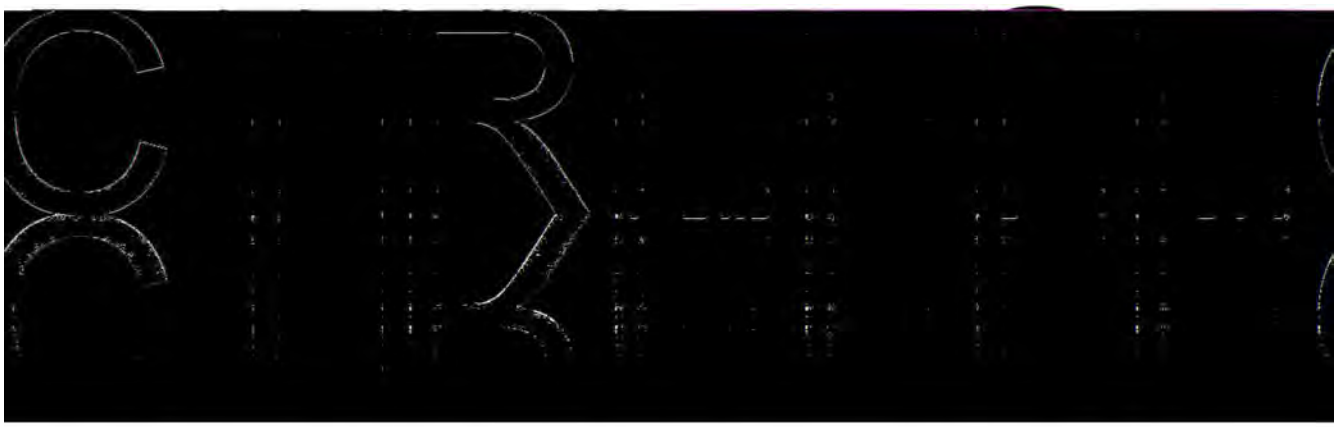
C0-447 Furstenberg, F. F., Kennedy, S., McCloyd, V. C., Rumbaut, R. G., and Settersen, R. A. (2003). *Between adolescence and adulthood: Expectations about the timing of adulthood*. Retrieved October 28, 2009, from http://www.transad.pop.upenn.edu/downloads/between.pdf

C0-448 COMPAS Inc. (2002). *Cadet training focus group study*. Ottawa, ON: Department of National Defence.

C0-449 Arnett, J. J. (2004). *Emerging adulthood: The winding road from the late teens through the twenties (Chapter 1)*. Retrieved October 28, 2009, from http://www.jeffreyarnett.com/EmerAdul.chap1.pdf

C0-450 Whitehead, S. (2009). *Emerging adulthood*. Retrieved October 27, 2009, from http://www.Parenthood.com/article-topics/emerging_adulthood.html

C0-451 Grossman, L. (2009). *Grow up? Not so fast*. Retrieved October 28, 2009, from http://www.time.com/time/magazine/article/0,9171,1018089,00.html



UPON THE CADET EXPERIENCE

SECTION 1: REFLECT UPON THE CADET EXPERIENCE
SECTION 2: THE CADET EXPERIENCE AND ADULTHOOD
SECTION 3: DEVELOP AN ACTION PLAN

SECTION 1
REFLECT UPON THE CADET EXPERIENCE

Circle the number on the scale for each statement below which best describes you. For example, if you are more likely to act toward the statement on the left, then the circled number would be placed closer to the left.

Make your own decisions?	**5**	**4**	**3**	**2**	**1**	Let others make decisions for you?
Look for answers to problems?	**5**	**4**	**3**	**2**	**1**	Let problems defeat you?
Take risks?	**5**	**4**	**3**	**2**	**1**	Play it safe?
Control your moods and thoughts?	**5**	**4**	**3**	**2**	**1**	Let someone else's bad mood get you down?
Feel exhilarated when you work hard?	**5**	**4**	**3**	**2**	**1**	Feel as if you have not accomplished anything, when you work hard?
Accept responsibility?	**5**	**4**	**3**	**2**	**1**	Make excuses, find fault, lay blame?
Measure yourself against your own standards?	**5**	**4**	**3**	**2**	**1**	Measure yourself against other's standards?
Speak up, set limits and voice your thoughts honestly?	**5**	**4**	**3**	**2**	**1**	Swallow your opinions, thoughts, and wishes?
Stand up straight and look people in the eye?	**5**	**4**	**3**	**2**	**1**	Slouch, with downcast eyes, looking sideways at people?
Respond flexibly to changing circumstances?	**5**	**4**	**3**	**2**	**1**	Hold on to what you have always done and thought because it is easy and comfortable?
Feel self-confident and self-assured?	**5**	**4**	**3**	**2**	**1**	Feel shy, nervous and awkward?

The survey you just completed is very similar to a self-esteem survey completed in year one as part of EO M103.02 (Map Personal Goals for the Training Year). Now that you have several years of cadet training and several more years of life experience, do you think your answers have changed?

Did you think your answers shifted to the left or to the right? What factors do you think contributed to this shift?

_____
_____
_____
_____
_____
_____
_____

The left side of the survey contains statements that would be made by someone who exhibits a high level of self-esteem. Self-esteem is defined as having a good opinion of one's own character and abilities. There are

many factors which contribute to one's self-esteem. Thinking back on the cadet experience you have had, do you think that the Cadet Program has contributed to any changes in your self-esteem?

What factors has the Cadet Program contributed to change your self-esteem?

THE CADET EXPERIENCE

The aim of the Cadet Program can be broken down into three parts:

- 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.

These three aspects of the aim of the Cadet Program have been used a lot to validate the function of the youth program but what do they really mean? Examine the parts of the aim in further detail.

Citizenship. According to CATO 11-03, *Cadet Program Mandate*, citizenship can be defined as when cadets develop an understanding of and appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Inherent in this membership is an acceptance of, and respect for, multiculturalism within Canada and the world. Through their active involvement, cadets will have a positive impact on local communities, contributing to the community strength and vibrancy.

How has the Cadet Program helped you to meet the aim of citizenship? Brainstorm a list of activities in which you have taken part as part of the Cadet Program to meet this aim.

_____ _____
_____ _____
_____ _____

Leadership. According to CATO 11-03, *Cadet Program Mandate*, in the peer-led Cadet Program, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches that conduct themselves in an ethical and socially responsible way.

How has the Cadet Program helped you to meet the aim of leadership? Brainstorm a list of activities that you have taken part in as part of the Cadet Program to meet this aim.

_____ _____
_____ _____
_____ _____

Physical fitness. According to CATO 11-03, *Cadet Program Mandate*, the Cadet Program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This

understanding combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviors that build resiliency within cadets and enable them to meet challenges.

How has the Cadet Program helped you to meet the aim of physical fitness? Brainstorm a list of activities that you have taken part in as part of the Cadet Program to meet this aim.

_____ _____
_____ _____
_____ _____

Stimulate the interest of youth in the sea, land and air activities of the Canadian Forces. According to CATO 11-03, *Cadet Program Mandate*, by exposing youth to the sea, land, and air activities of the Canadian Forces they develop elemental skills through introduction to, and interaction with, their respective CF communities. To maximize the elemental experience, the Cadet Program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of Sea, Army and Air Cadet Organizations, distinguishing each from the other, and the Cadet Program as a whole from other youth development programs.

How has the Cadet Program helped you to meet the aim of stimulating the interest of youth in the sea, land and air activities of the Canadian Forces? Brainstorm a list of activities in which you have taken part as part of the Cadet Program to meet this aim.

_____ _____
_____ _____
_____ _____

By the end of your participation in the Cadet Program, it is expected that you will have met five participant outcomes. These outcomes are meant to be measurable and are defined within CATO 11-03, *Cadet Program Mandate*.

Emotional and physical well-being. The cadet will:

- optimize the functioning of the body through attitudes and behaviours; and
- understand that physical wellness is not a state of perfection, but rather, a lifelong process of healthy mind and body development.

Social competence. The manner in which a cadet:

- consistently responds to other individuals;
- expects other individuals to respond; and
- interacts with members of groups.

Cognitive competence. The cadet will exhibit intellectual development and integrate information into operational functions.

Proactive citizenship. The cadet will positively impact on and build strong communities.

Understanding the Canadian Forces. The cadet will:

- gain an understanding of the Canadian Forces through:
  - an introduction of the sea, land, or air elements of the Canadian Forces, and
  - an exposure to the sea, land, or air elements of the Canadian Forces; and
- develop a unique identity in each of the cadet organizations.

To demonstrate that a cadet has achieved an outcome of the Cadet Program, underlying competencies were developed. The competencies were specific tasks that a cadet should be able to perform that demonstrated an acceptable level of achievement in the outcome. The 14 competencies of the Cadet Program are detailed in CATO 11-03, *Cadet Program Mandate*.

Competency. An area in which a person is adequately qualified or capable.

The following chart details the 14 competencies of the Cadet Program. Using the scale provided, rate yourself on your ability to complete each task. The higher the number, the more capable you believe you are at completing the task. There are no right or wrong answers but try to be as honest as possible during your self-assessment.

Participant Outcome	Competency	Scale				
Emotional and Physical Well-Being	Display positive self-esteem and personal qualities.	1	2	3	4	5
	Meet physical challenges by living a healthy and active lifestyle.	1	2	3	4	5
Social Competence	Contribute as an effective team member.	1	2	3	4	5
	Accept personal accountability for actions and choices.	1	2	3	4	5
	Exercise sound judgment.	1	2	3	4	5
	Demonstrate effective interpersonal communication skills.	1	2	3	4	5
Cognitive Competence	Solve problems.	1	2	3	4	5
	Think creatively and critically.	1	2	3	4	5
	Display a positive attitude toward learning.	1	2	3	4	5
Proactive Citizenship	Exemplify positive values.	1	2	3	4	5
	Participate actively as a valued member of a community.	1	2	3	4	5
	Commitment to community.	1	2	3	4	5
Understanding the Canadian Forces	Knowledge of the history of the Canadian Forces.	1	2	3	4	5
	Knowledge of the Canadian Forces' contributions as a national institution.	1	2	3	4	5

Of the 14 competencies listed, what do you feel are the most important ones for cadets? Make a list of your top five competencies.

1. _____
2. _____
3. _____
4. _____
5. _____

Although the Cadet Program has created a specific list of competencies, there are many other competencies that a cadet develops while in the program. These competencies are the hands-on skills and leadership skills that a cadet develops while in the program.

Did You Know?

Hands-on skills are sometimes referred to as hard skills. This is because they usually result in a project or a measurable effect. Hard skills include things like sailing a boat, lighting a stove, or piloting a glider.

Leadership skills are sometimes referred to as soft skills. This is because they result in things which are harder to define. Soft skills include things like communication, teamwork or the ability to adapt.

Create an inventory of the skills you have developed while in the Cadet Program. List as many hard skill and soft skills as you can.

Use the list in the following chart to add any skills you may have missed.

Skills Chart		
Tying knots	Performing seamanship	Flying
Writing concisely	Sailing	Racing skills
Trekking	Physics	Lighting campfires
Fitness	Meeting goals	Wilderness survival
Canoeing	Instruction	Managing conflict
Kayaking	Performing drill	Enlisting help
Accepting responsibility	Discipline	Supervising others
Marksmanship	Playing a music instrument	Teamwork
Abseiling	Piping boatswain's calls	Co-operating
Stress management	Sight-reading music	Gathering information
Applying and enforcing policies	Dress and deportment	Defining needs
Critical thinking	Leadership	Mentoring
Delegating responsibility	Decision making	Organizing
Being flexible	Professionalism	Reading
Setting goals	Writing music harmony	Gliding
Time management	Biathlon	Sewing
Managing groups	Reporting information	Meteorology
Planning	Posture	Fibreglassing
Anatomy	Respect	Patience
Being responsible	Map and compass	Punctual
Caring	Identifying problems	Prioritizing
Fieldcraft	Motivating others	Self control
Scheduling	Identifying resources	Applying logic
First aid	Iron	Nutrition
Navigation	Cycling	Filing
Public speaking	Use of the chain of command	Understanding music theory
Being service orientated	Teambuilding	Listening attentively
Networking	Situational management	Efficient
Being creative	Dedicated	Consistent
Small craft operations	Coaching	Radio procedure
Taking initiative	Tuning boats	Harassment awareness
Understanding air law	Expressing ideas	Multi-tasking
Conducting an ensemble	Using firefighting equipment	Providing appropriate feedback

SECTION 2
THE CADET EXPERIENCE AND ADULTHOOD

What does it mean to be an adult? The answer is not as easy as you might think. The definition of what it means to be an adult has changed over the last 20 years. The criteria that your parents or grandparents used to establish adulthood is a lot different than the criteria you face as you enter adulthood.

THE FACTORS OF ADULTHOOD

What are the factors to consider when classifying someone as being an adult?

- Completed education?
- Leaving parents' home?
- Being financially independent?
- Being married?
- Having children?
- Having a career?

The importance of each of these factors, and how they are met by youth in the transition of adulthood, has changed dramatically over the last few decades. A comparison can be made of each factor's affect on adulthood —then and now.

Completed Education

Then. Education was usually completed with high school. It was during employment that training was given to the employee to help them advance in their career. It was usually only individuals from high income or privileged families who would attend university or college. In addition, it was only professionals (eg, doctors, lawyers, etc) who were required to gain degrees for employment. Most individuals completed their education at the age of 17 or 18.

Now. Today, more than half of the population attends college or university. Many employers expect potential employees to be well prepared for employment before they are hired. The demand for higher education has increased from only the privileged, to include middle and low income individuals. Individuals are also taking longer to complete their education. Although most universities offer four-year degree programs, many individuals are taking five or more years to complete them. Often times the extension of further education is to accommodate part-time studies so that students can work as they study. This means most individuals now complete their education in their mid-twenties.

Leaving the Parents' Home

Then. In most cases, individuals left home when they got married. Marriage happened at a much earlier age then it does now, so most individuals were only living with their parents one or two years after completing school. Males may have left the home sooner but females would normally have only moved out to move in with their husbands.

Now. Leaving the parents' home takes two different branches in current times. The first branch involves the majority of individuals. These individuals move out of their parents' home as soon as possible. Often they have multiple roommates and move many times. Often times they do not establish a more permanent living situation until after they have completed their education, established a career, or established a family (either with or without marriage). These individuals also have a high likelihood of moving back in with their parents at some point.

The second branch involves the minority of individuals. These individuals stay at home with their parents far longer. Often times they do not move out on their own until after they have completed their education, established a career, or established a family (either with or without marriage). These individuals may live at home with their parents until their late twenties.

Being Married

Then. Marriages occurred earlier in life; often women would be married by the age of 20 and men by the age of 23. Marriage was a big stepping stone on the road to adulthood. Individuals were encouraged to marry so that they could start raising families, or even later, depending on cultural norms.

Now. Marriage is often one of the last steps taken in the progression into adulthood. Many individuals are waiting until they have completed their education or established a career before getting married. For many, the idea of marriage is not considered until they are in their late-twenties or early-thirties. Added to this is the idea that marriage is not seen as mandatory as it once was. It is becoming increasingly normal for individuals live and raise a family together without being married.

Did You Know?

The concept of marriage has different outcomes depending on socio-economic class, geography, or even cultural differences.

Individuals who come from lower socio-economic backgrounds are more likely to marry at a younger age. Also, the average age of marriage varies from country to country. The following chart details the median marriage age of females in selected countries.

Industrial Countries	Age	Developing Countries	Age
United States	25	Nigeria	17
Australia	26	Egypt	19
Canada	26	Ghana	19
France	26	Indonesia	19
Germany	26	India	20
Italy	26	Morocco	20
Japan	27	Brazil	21

Note. From Emerging Adulthood. Retrieved October 27, 2009, from http://www.Parenthood.com/article-topics/emerging_adulthood.html

Figure A-1 Median Marriage Age of Females in Selected Countries

Which of the countries listed have the highest and lowest median age for marriage? Why do you think this is the case?

_____

_____

_____

_____

Having Children

Then. After marriage, having children was the next major stepping stone in becoming an adult. In many cases, newly-married couples had a child within one year of being married. The role of the woman was more home-

based; fewer woman had careers outside of the home. This often made it possible for couples to have larger families. The age for couples to have children was usually between the early-twenties and the mid-twenties.

Now. Having children has dropped from the forefront of adulthood. Again, most individuals are more concerned with completing their education and establishing a career before they have a family. Because many couples are dual working families, it is often more difficult for them to support families. As a result, families are having fewer children than they have had in the past. The age for couples to have children has risen to the late-twenties and the early-thirties.

Being Financially Independent

Then. When an individual moved out of their parent's home, they were expected to be financially independent. Support from parents was usually only expected for adult-establishing events, such as weddings and birth of children. Often times, sacrifices were made (eg, housing, vehicles, etc) so that an individual could live within their means. Most individuals did not start off their adult life with large debt loads.

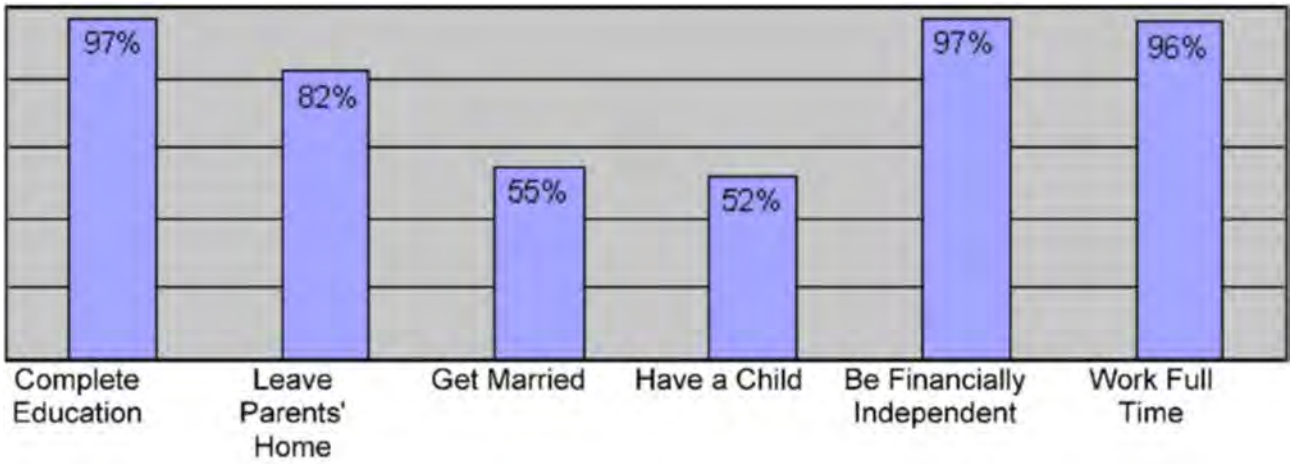
Now. Parents are often expected to support their children well into their transition into adulthood; individuals remain living at home longer and / or need help paying for additional education and / or getting established on their own (eg, housing, vehicles). Even if an individual moves out of their parents' home, they are more likely to return at some point because they are unable to establish their own household. When parents are unable to financially support their children, the children are often forced to acquire large debts in order to pay for further education or to get established on their own. Individuals are often not able to become financially independent until after they have completed further education; as a result, the milestone of being financially independent is currently one of the top indications of adulthood.

Having a Career

Then. Individuals often entered a career path earlier in life. Often times, an individual would spend twenty or thirty years in the same career (often at the same company). Employers often trained an individual and provided them with avenues of progression. The career was the means to support the family; the concept of a career being enjoyable was not often a major consideration.

Now. There is far more time spent in preparing for a career. That being said, a career has become more than a means to support a family; many individuals look to enjoy their career. In fact, many individuals tie their self-identity very closely to their livelihood. As a result of this, many individuals change jobs within their career field many times. The idea of having a successful career is very important and often other aspects of being an adult are put on hold to establish a successful career.

During a General Social Survey, conducted in March 2002, participants were asked how important they felt each of the factors of adulthood was. The percentage of respondents who answered that the factor of adulthood was somewhat important, or higher, is charted below.



Note. From Between Adolescence and Adulthood: Expectations About the Timing of Adulthood. Retrieved October 28, 2009, from http://www.transad.pop.upenn.edu/downloads/between.pdf

Figure A-2 Percentage Who Feel Event Important for Adulthood

As you can see, completing an education, working full time, and being financially independent were rated as the most critical factors of adulthood; each of these relates directly to having a career. For youth today, the idea of having a career is one of the most important factors of adulthood.

In your opinion, are the most important factors of adulthood discussed? List the factors of adulthood in order of importance to you.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Are there any other factors of adulthood which you think are important?

PREPARING FOR ADULTHOOD

CATO 11-03, *Cadet Program Mandate*, states:

"The mission of the Cadet Program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program."

It is the mission of the Cadet Program to prepare youth for the transition to adulthood. It has been already detailed that the transition to adulthood is more complicated today then it has been in the past. A fundamental

way that the Cadet Program prepares youth for the transition to adulthood is through the skills that youth develop while participating in the program.

Skills can be catalogued into two categories: transferable skills and non-transferable skills.

Transferable skills. These skills can be applied to many areas of adult life. These skills are also highly marketable to employers.

Did You Know?

Sometimes it is necessary to further catalogue transferable skills. Some possible categories of transferable skills are:

Communication. These are the skills of expression, transmission of knowledge, interpretation of knowledge, and the conveying of ideas.

Research and planning. These are the skills of searching for specific knowledge and the ability to conceptualize future needs and solutions for meeting those needs.

Human relations. These are the interpersonal skills for resolving conflict, relating to and helping people.

Organization, management, and leadership. These are the skills to supervise, direct and guide individuals and groups in the completion of tasks and fulfillment of goals.

Work survival. These are day-to-day skills that assist in promoting effective production and work satisfaction.

Non-transferable skills. These are often task-specific skills and as a result, do not often transfer from one aspect of adult life to another.

Non-transferable skills may still be highly employable skills. For example, trade skills are non-transferable skills (eg, woodworking, welding, plumbing). These skills are often in high demand.

Refer back to the list of skills you created in the previous section of the self study package. Catalogue the list of skills you created into transferable and non-transferable skill lists.

Can you think of any skills you may have learned outside of the Cadet Program? Add them to the list above, cataloguing them as transferable and non-transferable skills.

Transferable Skills	Non-Transferable Skills

SECTION 3
DEVELOP AN ACTION PLAN

Adulthood has become harder to define. The path to adulthood is much longer than it used to be. Those in transition to adulthood, often take many different paths to reach the end goal. Sometimes, an individual takes multiple paths, starting fresh each time. For many, the transition to adulthood is a phase of self-exploration; more emphasis is placed on determining who they are before they solidify any path to adulthood.

It is important to take time to try and develop an action plan for the future. An action plan has several important aspects:

- an end goal;
- criteria to meet that goal;
- a set of actions to meet the criteria; and
- what skills you possess that will assist you in accomplishing the action.

End goal. The end goal is what you want to achieve. This could relate to a career, education, family, etc. The end goal should be realistic and achievable. For example, in 10 years you might be able to become a doctor but it is unlikely that you will be able to be Prime Minister that soon.

Criteria to meet that goal. The criteria to meet the goal could be a mixture of items. Perhaps the end goal has educational requirements or perhaps it has financial requirements. Some of the criteria will be large in scale and some will be small in scale (eg, graduate university versus getting your driver's license.)

A set of actions to meet the criteria. The actions required to meet the criteria. For example, if one of your criteria was to graduate post-secondary, a set of actions that may be required are:

1. graduate high school,
2. apply and get accepted to post-secondary education,
3. register for classes,
4. apply for and receive financial aid,
5. find a part-time job, and
6. study and do well in school.

The skills you possess that will assist you in accomplishing the action. What transferable and non-transferable skills you already have to help you reach your goal.

An action plan helps to give guidance as you transition into adulthood. That being said, it is very likely that the goals you set in this activity plan will change as you move toward adulthood. As you mature into adulthood and have increased opportunities to explore your interests, your goals may shift or become irrelevant.

Complete the action plan provided. Use this as a tool to help you prepare for your transition into adulthood.

ACTION PLAN	
NAME:	DATE:
RANK:	POSITION:

A. Brainstorm a list of possible goals for your future:

From your brainstorm list, select three goals and list them in priority to you.

1. _____

2. _____

3. _____

ACTION PLAN		
B. Brainstorm a list of criteria needed to meet each goal.		
Goal Number One	Goal Number Two	Goal Number Three
C. Create a set of actions needed in order to meet the criteria.		
Goal Number One	Goal Number Two	Goal Number Three

ACTION PLAN		
D. Using your list of transferable and non-transferable skills from the previous section, list the skills that you already have that will help to reach your goal.		
Goal Number One	Goal Number Two	Goal Number Three

CONCLUSION

Reflecting on the cadet experience enables you to pass on your experience and knowledge to the cadets you will be leading and instructing. Reflect on how the Cadet Program has influenced you, enables you to apply lessons learned to future cadet experiences. Also, a reflection of the cadet experience helps to prepare you as you transition out of adolescence by providing you an opportunity to develop an action plan that uses the skills the Cadet Program has given them.

Congratulations, you have completed your self study package on reflection on EO C507.03 (Reflect Upon the Cadet Experience). Complete the action plan and then hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 6

PO 509

COMMON TRAINING

PHASE FIVE

INSTRUCTIONAL GUIDE

EO C509.01 – MONITOR INSTRUCTION

Total Time:	90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the forward and preface.

Review the lesson content and become familiar with the material prior to facilitating the lesson.

Photocopy the self study package located at Attachment A, Assessment Form located at Attachment C and the Assessment Rubric located at Attachment D for the cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to develop skills to monitor instruction at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have monitored a lesson.

IMPORTANCE

It is important for cadets to monitor instruction as it is the best way to improve the abilities of instructors by providing them with effective and valuable feedback on their instructional capabilities.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadets monitor instruction.

RESOURCES

- Self study package located at Attachment A,
- Assessment Checklist located at Attachment C,
- Assessment Rubric located at Attachment D, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadets with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package, Assessment Checklist, Assessment Rubric and a pen / pencil.
2. Allow the cadet 60 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Have the cadet monitor a period of instruction using the Assessment Checklist and Assessment Rubric.

It is preferred that the cadet monitor a period of instruction given by a peer (a cadet in the process of completing or who has completed Phase Five) or a subordinate cadet (a cadet completing Phase Four). If a period of instruction delivered by a peer or subordinate cadet is not available, a period of instruction delivered by an officer may be used providing the officer agrees to act as a training aid for the cadet.

While the cadet monitors a period of instruction, an experienced assessor must be paired with them. The experienced assessor should take notes on the period of instruction in order to provide a comparison for the cadet's evaluation. The experienced assessor will also participate in a role-play with the cadet so the cadet can practice debriefing a period of instruction.

5. After the lesson is complete, have the cadet debrief the period of instruction in a role-play scenario where the instructor is replaced by the experienced assessor.
6. Collect the self study package once the cadet has finished.
7. Correct the self study package with the self study package answer key located at Attachment B.
8. Provide feedback to the cadet and indicate whether or not they have completed the enabling objective (EO).

9. Return the completed self study package to the cadet for their future reference.

10. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to monitor instruction as it is the best way to improve the abilities of your instructors by providing them with effective and valuable feedback on their instructional capabilities.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-056 A-CR-CCP-913/PT-001 Cadet Instructors List Training School. (1978). *Technique of instruction*. Ottawa, ON: Department of National Defence.

A0-191 A-CR-CCP-914/PT-001 Cadet Instructors List Training School. (1978). *CIC instructional supervision*. Ottawa, ON: Department of National Defence.

A0-192 A-P9-000-009/PT-000 Canadian Forces Individual Training and Educational System. (2002). *Volume 9 instructional technique*. Ottawa, ON: Department of National Defence.

A0-193 A-P9-000-010/PT-000 Canadian Forces Individual Training and Educational System. (2002). *Volume 10 instructor supervision*. Ottawa, ON: Department of National Defence.

A0-194 A-P9-050-009/PT-006 Canadian Forces Individual Training and Educational System. (2002). *Volume 6 manual of individual training and education*. Ottawa, ON: Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK

MONITOR INSTRUCTION

SECTION 1: THE PURPOSE OF MONITORING INSTRUCTION
SECTION 2: THE PROCESS OF MONITORING INSTRUCTION
SECTION 3: MONITOR INSTRUCTION

SECTION 1
THE PURPOSE OF MONITORING INSTRUCTION

THE IMPORTANCE OF MONITORING INSTRUCTION

"By providing direction, encouragement, advice and guidance, the supervisor strives to ensure that both instructors and course members are performing to the best of their ability. Fulfillment of this supervisory role contributes to effective training and the attainment of course objectives."

Canadian Forces Manual of Individual Training

An assessor is important for the development of instructors because they provide direction, encouragement and advice for improvement while ensuring the instructors know they are working toward a common goal. To do this, assessors must be aware of the material being instructed, and the latest methods of instruction.

The assessor's job is important because:

- even good instructors can deteriorate through neglect,
- some technically qualified instructors are not adequately taught how to instruct, and
- most instructors have some weaknesses and may not be aware of them.

When monitoring instruction in the Cadet Program, the instruction monitor is referred to as the assessor.

The overall aim of monitoring instruction is to improve instruction and learning. This is done by:

Promoting Learning Within the Training Environment

All training staff are collectively responsible to ensure that the training environment promotes learning. Areas such as instructor performance, learner achievement, support and administration are monitored to ensure the training goals are met in an effective and efficient manner. An assessor plays a key role in ensuring that learning takes place by monitoring the delivery of instruction.

Assessing Whether Learning is Taking Place

An assessor assesses whether learning is taking place on an ongoing basis by monitoring instruction. Monitoring instruction enables training staff to:

- ensure the content and emphasis of the material is in accordance with the intent of the Qualification Standard and Plan (QSP); and
- confirm the adequacy and appropriate use of instructional materials and training aids as directed in the QSP and Instructional Guide (IG) as required.

Providing Opportunities for Instructors to Improve Their Instructional Technique

Monitoring instruction improves both instruction and learning. Instructors should be provided with opportunities to improve their instructional technique. Assessors are responsible for identifying areas for development in instructional staff.

To develop instructional staff, assessors must monitor the instructional staff in the classroom or other training areas to provide feedback, recognize and reinforce effective performance and identify and correct any problems before they become serious and jeopardize learning.

The development of instructional skills can take place only when the instructional staff have the opportunity to instruct under supervision and receive feedback on their performance. Monitoring and feedback must focus on instructional staff development and improvement and be based on mutual respect between the instructional staff and the assessor.

A monitoring and feedback program based on mutual respect can be fostered when:

- the instructional staff and assessor agree on the specific skills and practices that characterize effective instruction;
- the assessor frequently monitors lessons to verify that the instructional staff use the skills / practices and meets to discuss them afterwards (feedback);
- the instructional staff and the assessor agree on areas for improvement; and
- the instructional staff and the assessor develop a specific plan for improvement together.

***Activate Your Brain #1*:**

The aim of monitoring instruction is to improve instruction and learning. How is this done?

_____
_____
_____
_____

TYPES OF MONITORING

There are three types of monitoring commonly used to assess instruction. They are:

Formal Monitoring

Formal monitoring is specific and exact in nature. The assessor spends a considerable period of time observing the instructional practices of an instructor. This is the most important kind of assessment because it offers detection of specific strong and weak points in the instruction. This type of monitoring is where the assessor can make the biggest impact on an instructor's development. This type of monitoring should be done at least once for every instructor and more frequently for new or weak instructors.

Informal Monitoring

Informal monitoring is a shorter process than formal monitoring. It is the method by which an assessor ensures the general teaching procedures and managerial aspects of an instructor's classroom and training activities. This type of monitoring is useful for checking the progress of individuals who have already received a formal evaluation and determining if further formal evaluation is required.

Spot Checks

Spot checks are an even shorter process than informal monitoring. This type of assessment gives the assessor a general overview of the teaching situation. It allows them to verify the methods of instruction being employed and that the principles of instruction are being applied. Spot checks apprise the assessor of the general situation and indicate to the instructor that they are interested in their work. The corrective measures taken from spot checks will probably be limited to cases where poor instructional situations are repeatedly evident. However,

this type of monitoring is useful for keeping instructors on their toes, as they will never know when the assessor may be around to conduct a spot check.

***Activate Your Brain #2*:**

What are the three types of monitoring?

1. _____
2. _____
3. _____

ASSESSMENT

An assessor assesses an instructor using various forms of assessment. Each form of assessment has advantages and disadvantages which give them a better fit for certain types of evaluation. The three main types of assessment used are assessment by scale, assessment by rating, and assessment by rubric.

Assessment by Scale

An assessment by scale uses a series of numbers to represent a level of achievement. This form of assessment is quick to use but does not adequately define what each number means. It is common for higher numbers to represent more proficiency; lower numbers represent less proficiency.

Criteria	Rating				
Tie a Figure 8 knot.	1	2	3	4	5

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Figure 1 Example of Assessment by Scale

Assessment by Rating

An assessment by rating uses a series of words to represent a level of achievement. This form of assessment is almost as quick to use as assessment by scale, but it defines the level of achievement more clearly. This form of assessment is used often in the Cadet Program.

Criteria	Rating			
Adopt the prone position.	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Figure 2 Example of Assessment by Rating

Assessment by Rubric

An assessment rubric is the final form of commonly used assessment. It uses a set of word pictures to represent a level of achievement. Rubrics are specific to a task and describe levels of performance for individual criteria needed to complete that task. This gives an assessor a clearer understanding of what is required to attain a specific score. This form of assessment takes longer than scales or ratings, but clearly defines levels of achievement and breaks down a performance into smaller, more assessable, pieces.

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Preparation				
Lesson plan	The lesson plan was not submitted. It had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP.	The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs are to be presented.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Figure 3 Example of Assessment by Rubric

The above example of assessment of rubric only uses one criterion. This is not typical when using a rubric; more often, the rubric has a series of criteria, each one using a separate row to define performance.

***Activate Your Brain #3*:**

What are the three types of assessment?

1. _____
2. _____
3. _____

***Activate Your Brain #4*:**

Why would assessment by rating be chosen over assessment by rubric?

_____
_____
_____
_____

Assessment Difficulties

It is rare for two assessors to have the same result when assessing a performance (eg, one assessor might describe the performance as excellent and the other describes the performance as good). This difference in assessment can be related to many factors, which may include:

- one assessor having a better understanding of the topic being assessed;
- one assessor being more familiar with the individual being assessed;
- one assessor being less focused during the assessment;
- one assessor allowing their emotions to affect their assessment; or
- one assessor being more experienced at assessing.

Did you know?

Assessment errors occur for a variety of reasons. Some errors can be caused by the design of the assessment, some occur only with certain groups of assessors, and some with individual assessors. The following are examples of common assessment errors:

1. **Error of central tendency.** Many assessors hesitate to assess either extremely high or extremely low. They tend to group their ratings close to the centre of the scale. If an error of central tendency is taking place, true ability is not reflected on the monitoring form. Therefore, the rating is of little use.
2. **Error of standards.** Some assessors tend to overrate or underrate everyone, as compared to the assessments of other assessors. They do this because of the difference in the standard they expect to see.
3. **Error of narrow criterion.** New assessors may use a narrow representation as the entire range of proficiency. If they have three superior instructors, they begin to assess others lower because they cannot perform quite as well.
4. **Logical error.** An assessor who has made a logical error allows the performance on one item to influence the assessing of another item. An alert assessor should assess each item separately and objectively.
5. **Error of familiarity.** When an assessor is with their instructors every day for a prolonged period, they can lose their assessing objectivity. They become accustomed to some of the instructors' common weaknesses and overlook them as errors. Stepping back and getting a new perspective helps to avoid this type of error.
6. **Error of halo.** Many assessors tend to assess after being influenced by their general impression of the individual. Halo error is so called because the assessment clusters like a halo around the assessor's general impression. An assessor must detach personal feelings about an instructor from the task being assessed. For example, an assessor assesses an instructor as high during a flight safety period because they speak well in a social environment; a quality which has nothing to do with flying an aircraft.

7. **Error of delayed grading.** If assessment occurs long from the actual performance, the information about the performance to be forgotten. If this happens, the assessor often goes to the central-type rating due to lack of information to justify extreme ratings.

How might you strive to overcome these errors when you monitor instruction?

Take time to examine the Assessment Checklist and the Assessment Rubric for monitoring instruction. It is important to become familiar with these tools prior to using them. If you have any questions, ask your Course Officer or the Training Officer.

SECTION 2
THE PROCESS OF MONITORING INSTRUCTION

The process of monitoring instruction may be broken down into three stages: preparing for a monitoring session; monitoring a period of instruction; and debriefing the instructor.

PREPARING FOR A MONITORING SESSION

When preparing to monitor an instructor, an assessor must:

Advise the instructor. Advise the instructor well in advance that the lesson will be monitored and remind them that the purpose of monitoring a lesson is to give feedback to improve instructional skills.

Review the lesson. Review the lesson specification and determine how the lesson fits into the overall program by examining the lessons that precede and follow it. Consider different approaches to delivering the lesson based on the teaching points, ratio of theory to practical and amount of training activity required.

Review and prepare the assessment tools. Prepare the appropriate assessment tools, by filling in the:

- instructor’s name,
- assessor's name,
- date,
- PO / EO,
- time allotted,
- any test details.

MONITOR A PERIOD OF INSTRUCTION

Monitoring a period of instruction can be broken down into three parts: before the lesson; during the lesson; and after the lesson.

Before the Lesson

1. Greet the instructor and request a copy of their lesson plan.
2. Reassure the instructor that the purpose of monitoring is to help the instructor develop their abilities and discuss any questions or concerns.
3. If possible, choose an observation point that is not in the direct line of sight of the learners or the instructor.
4. Verify that the training area has been appropriately arranged and training aids are available and in position.

During the Lesson

1. Observe the instructor’s actions and learners’ response during the lesson.
2. Use the assessment tools to help record behaviours. Focus on observable behaviours. Take descriptive notes and cite specific examples. The assessment tools allows the assessor to assess that:
   (a) the lesson plans are prepared and complete;
   (b) the training environment, including the layout of the training area and the orientation board, is appropriately prepared;
   (c) the instructor uses appropriate instructional techniques and principles of instruction;

(d) the instructor's ability to accommodate different learning styles in their lesson; and

(e) the visual / training aids employed are unobstructed and easily viewed, relevant to the subject matter and allow for easy transition throughout the lesson.

3. Do not interfere with the lesson unless there is an emergency or safety violation.

After the Lesson

1. Complete the assessment tools.

2. Review the results of the assessment tools and identify items of the lesson that went well, and items of the lessons upon which the instructor needs to improve.

DEBRIEFING THE INSTRUCTOR

Debriefing sessions are used to let the instructor know of the strengths and weaknesses showed during the delivery of a lesson and develops a specific plan on how to overcome them. It is important that the assessor prepares a comfortable and relaxed atmosphere in the debriefing area by:

1. selecting a site for the debriefing area that is:

   (a) confidential and out of the hearing range of others; and

   (b) away from any potential distractions and interruptions;

2. arranging furniture in an informal manner (eg, not having a desk separate the assessor and the instructor); and

3. removing any physical barriers to the conversation (eg, other furniture, lamps, boxes).

Before meeting the instructor, the assessor must take time to plan the debriefing session. When planning the session, the assessor should:

1. review the notes taken during the lesson;

2. list the instructor's strengths during the lesson and how they contributed to achieving the instructional objective; and

3. list areas of improvement in the instructor's performance and how they detracted from the achievements of goals.

To ensure the efficiency and progression of the debriefing sessions, the assessor should:

1. welcome the instructor and put them at ease. Many instructors will be tense and the assessors are to make every effort to dispel this tension;

2. explain that the purpose of the session is to provide feedback which helps to improve their performance in the classroom;

3. employ active listening skills during the debriefing session. This also includes watching the instructor's body language; and

4. discuss the instructor's performance, to include:

   (a) asking questions that lead the instructor and encourage them to discuss their lesson;

   (b) asking the instructor to analyze their performance by identifying their strengths and areas for improvement;

   (c) responding to the instructor's self-evaluation and confirm areas identified as applicable;

(d) identifying the strengths and areas for improvement if no areas are identified by the instructor (or if important areas are missed);

(e) highlighting the effective areas of the instructor's performance and how this contributed to the achievement of the instructional objectives;

(f) assisting the instructor to develop a plan to improve their instructional abilities;

(g) having the instructor accept responsibility for the plan and commit to improve; and

(h) offering further assistance if appropriate (eg, coaching in a particular area); and

It is important to limit the number of areas of improvement to two or three. If an instructor is given too many items to consider, they become overwhelmed. Identify two or three key points upon which the instructor to focus improvement.

5. conclude the session by having the instructor summarize what was discussed and re-motivate the instructor. It is important to allow the instructor to review the assessment tools.

The following is an example of a conversation that may occur during a debriefing session.

Monitor: "Hello Sgt Smith, how are you today?"

Sgt Smith: "I'm great, thank you!"

Monitor: "We're meeting to discuss the lesson you taught earlier. I want to remind you that the reason for this discussion is to help you improve as an instructor. First of all, looking back on the lesson, how do you think it went?"

Sgt Smith: "I think it went OK."

Monitor: "That's good. What do you think were your strengths during that lesson?"

Sgt Smith: "Well, I think I prepared good training aids and that I maintained a high level of class participation."

Monitor: "I agree with you. I also noticed that you created a lot of interest through the games you used to confirm the understanding of teaching points. You also placed emphasis on specific concepts by using very clear examples. I noticed that you had a great understanding of the lesson material. What do you think would be the areas in which you could improve for next time?"

Sgt Smith: "I realized at one point that I forgot a teaching point and had to go back to cover it, but I think in the end, the cadets understood the material because of my explanation. I also think I could have drawn answers from more cadets. I realized I only chose those who had raised their hands."

Monitor: "OK, you're right about those observations. How do you think you can improve on what you just told me?"

Sgt Smith: "Well, I could refer more to my lesson plan during the class to ensure I remain on track and don't forget any teaching points. I could also practice my lesson in advance to have a feel for the material. For my questioning techniques, I could plan different types of questions to ask during the class and write cues on my lesson plan to ensure I allow different people to answer questions and not only those who raise their hand."

Monitor: "That's a very good plan. Why don't you try those ideas during the next class that you'll teach and I could monitor one of your lessons next week. We can then discuss your progress."

Sgt Smith: "That sounds good!"

Monitor: "Can you summarize what we have just agreed upon?"

Sgt Smith: “I have to refer more to my lesson plan during the class to remain on track and not forget teaching points. I also need to practice my lesson in advance. And when I plan my lesson, I should incorporate different types of questions so that I don’t always have the ones who raise their hand answer.”

Monitor: "Very good. Feel free to drop by at any time if you need advice or help on anything. I'll look at the schedule tonight and let you know by tomorrow which lesson I’ll monitor next week. Thanks for your time and your good work. Do you have anymore questions or comments?"

Sgt Smith: "No, not right now. Thanks very much."

Monitor: "Thank you, and have a good day."

Provide feedback to the Training Officer regarding the instructor's performance and progress.

***Activate Your Brain #5*:**

What are the three stages to monitoring instruction?

1. _____
2. _____
3. _____

***Activate Your Brain #6*:**

When giving a debriefing, how many items should you focus on? Why?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

SECTION 3
MONITOR INSTRUCTION

PURPOSE

The purpose of this section is to provide an opportunity to monitor a period of instruction.

ACTIVITY INSTRUCTIONS

1. Liaise with your Course Officer / Training Officer to establish which period of instruction you will be monitoring.
2. Using the Assessment Tools located at Attachment C, monitor a period of instruction.
3. Evaluate each item by following the Assessment Rubric and circle the corresponding letter on the Assessment Checklist. Record any strengths and areas for improvement in the comments section.
4. When the period of instruction is complete, finalize the Assessment Checklist.
5. Identify points to be discussed during the debriefing of the instructor.

The purpose of the debriefing is to provide the instructor feedback on their period of instruction.

6. Role-play a debriefing with your Course Officer / Training Officer or the facilitator of this lesson. You will act as the assessor and the Course Officer / Training Officer or the facilitator will act as the instructor.

Congratulations, you have completed your self study package on EO C509.01 (Monitor Instruction). Complete the Assessment Checklist for the period of instruction you monitored and then hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

SELF STUDY PACKAGE ANSWER KEY

***Activate Your Brain #1*:**

The aim of monitoring instruction is to improve instruction and learning. How is this done?

Monitoring instruction improves learning by promoting learning within the training environment, assessing whether learning is taking place, and providing opportunities for instructors to improve their instructional technique.

***Activate Your Brain #2*:**

What are the three types of monitoring?

1. *Formal monitoring.*
2. *Informal monitoring.*
3. *Spot checks.*

***Activate Your Brain #3*:**

What are the three types of assessment?

1. *Assessment by scale.*
2. *Assessment by rating.*
3. *Assessment by rubric.*

***Activate Your Brain #4*:**

Why would assessment by rating be chosen over assessment by rubric?

Assessment by rating would be chosen over assessment by rubric because it is a faster assessment tool or if the task being assessed is simple and does not require additional assessment definitions.

***Activate Your Brain #5*:**

What are the three stages to monitoring instruction?

1. *Preparing for a monitoring session.*
2. *Monitoring a period of instruction.*
3. *Debriefing the instructor.*

***Activate Your Brain #6*:**

When giving a debriefing, how many items should you focus on? Why?

It is important to limit the number areas of improvement to two or three. If an instructor is given too many items to consider, they will become overwhelmed. Identify two or three key points for the instructor to focus improvement on.

ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps: _____

Date: _____ Division: _____

	Assessment (circle one)	Notes
Lesson Preparation		
Lesson Plan	I D C E	
Instructional aids	I D C E	
Classroom / training area set-up	I D C	
Lesson Introduction		
Review of previous lesson (if applicable)	I D C	
Introduction of lesson	I D C E	
Lesson Body		
Method(s) of instruction	I D C	
Learning environment	I D C E	
Effective use instructional aids	I D C	
Satisfaction of learner needs	I D C E	
Accuracy of lesson content	I D C E	
TP confirmation	I D C E	
End of lesson confirmation	I D C E	
Lesson Conclusion		
Lesson summary	I D C	
Re-motivation	I C	
Description of next lesson	I D C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

	Assessment (circle one)	Notes
Communication		
Voice control	I D C E	
Body language	I D C E	
Questioning techniques	I D C	
Time Management		
Time management	I D C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

Assessor's Feedback:

	Overall Assessment							
Check One	**Incomplete**		**Completed With Difficulty**		**Completed Without Difficulty**		**Exceeded Standard**	
Overall Performance	The cadet has not achieved the performance standard by receiving an "incomplete" on more than three of the criteria listed on the assessment checklist.		The cadet has achieved the performance standard by receiving an "incomplete" on not more than three of the criteria and a minimum of "completed with difficulty" on all other criteria.		The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on 10 or more of the criteria.		The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria listed and "exceeded standard" on 7 or more of the criteria:	

Assessor's Name:	**Position:**
Assessor's Signature:	**Date:**

This form shall be reproduced locally

ASSESSMENT RUBRIC

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Preparation				
Lesson plan	The lesson plan was not submitted, it had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP.	The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs are to be presented.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.
Instructional aids	The instructional aids were not developed, not relevant or were of poor quality.	The instructional aids were relevant, but their ease of use and effectiveness were questionable.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content. In addition, instructional aids were creative, well thought-out and extra effort on the cadet's part was evident.
Classroom / training area set-up	Set-up of the classroom / training area was not was not suitable to the lesson.	Set-up of the classroom / training area was not suitable to the lesson, however some elements were overlooked.	The classroom / training area was well set up, with due consideration given to such things as: • functional seating formation, • lighting, and • instructional aids were easily accessible and ready to use, and • distractions were minimized.	N/A
Lesson Introduction				
Review of previous lesson (if applicable)	The cadet did not review the previous lesson.	The cadet stated the topic of the previous lesson.	The cadet stated the topic of the previous lesson and provided a brief summary of the content.	N/A
Introduction of lesson	The cadet did not provide an introduction to the lesson.	The cadet stated what will be learned, but was unclear in the description of why it is important or where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied in a creative and engaging way.
Lesson Body				

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Method(s) of instruction	The cadet's choice of method was not appropriate to the content or the audience.	The cadet's choice of method was appropriate but they displayed some difficulty using the method.	The cadet's choice of method was appropriate and they displayed no difficulty using the method.	N/A
Learning environment	The cadet did not ensure the physical safety of the class, and/ or the cadet made no attempt to employ stress and classroom management techniques, as described in EO M409.02.	The cadet ensured the physical safety of the class at all times. The cadet attempted to employ stress and classroom management techniques, however experienced difficulty using them effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet employed stress classroom management techniques, as necessary, in an effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet always controlled positive and negative stress, and displayed excellent classroom management techniques.
Effective use instructional aids	The cadet did not use instructional aids.	The instructional aids were difficult to see / use, or were introduced at an ineffective time.	The instructional aids were clearly displayed and were appropriately introduced.	N/A
Satisfaction of learner needs	The lesson was delivered in a way that was inappropriate for the developmental period of the audience and did not present visual, auditory or kinesthetic learning opportunities.	Some aspects of the lesson delivery were not appropriate for the developmental period of the audience. The cadet included little variety with regard to providing visual, auditory or kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included some variety of visual, auditory and kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included many visual, auditory and kinesthetic learning opportunities throughout the lesson.
Accuracy of lesson content	The cadet displayed limited understanding of the lesson content and was unable to provide accurate explanations, demonstrations and/or clarification.	The cadet displayed a general understanding of the lesson content but struggled with the explanation, demonstration and/ or clarification of some of the content.	The cadet displayed a sound understanding of lesson content and provided accurate explanations, demonstrations and/or clarification without difficulty.	The cadet displayed a mastery of the lesson content.
TP confirmation	The cadet did not use questions or an activity to confirm the understanding of the TP content; and did not adjust the instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, however made little effort to adjust instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, and as necessary, attempted to adjust instruction based on audience comprehension.	The cadet creatively used questions or an activity to confirm the understanding at the end of each TP and easily adjusted instruction based on audience comprehension.
End of lesson confirmation	The knowledge or skills covered in the lesson were not confirmed using questions or an activity.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills, however all teaching points were not covered.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills and all teaching points were covered.	All knowledge or skills covered in the lesson were confirmed in a creative and engaging way.

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Conclusion				
Lesson summary	The cadet did not re-state the objective of the lesson and did not summarize important points / areas for improvement.	The cadet re-stating the objectives of the lesson however struggled to summarize important points / areas for improvement.	The cadet re-stating the objectives of the lesson and concisely summarized important points / areas for improvement.	N/A
Re-motivation	The cadet did not attempt re-motivate the cadets.	N/A	The cadet attempted to re-motivate the cadets.	N/A
Description of next lesson	The cadet did not describe the next lesson.	The cadet stated the topic of the next lesson.	The cadet stated the topic of the next lesson and provided a brief and accurate description of the lesson content.	N/A
Communication				
Voice control	The cadet did not speak clearly or consistently spoke to too quickly or quietly to be understood.	The cadet was understood, however struggled with the use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made clear attempts to control pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made excellent use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.
Body language, dress and deportment	The cadet exhibited inappropriate body language and/or poor dress and deportment.	The cadet attempted to use body language to help communicate and emphasize points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasize points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasize points and exhibited a high standard of dress and deportment.
Questioning techniques	The cadet did not use any questions or apply the questions sequence (pose, pause, pounce, ponder and praise).	The cadet used appropriate types of questions but inconsistently applied the question sequence (pose, pause, pounce, ponder and praise).	The cadet used a variety questions and consistently applied the question sequence (pose, pause, pounce, ponder and praise).	N/A
Time Management				
Time Management	The lesson was not completed within the allotted time, with more than 5 minutes deviation.	Time planned for and/or spent on individual TPs / activities was somewhat inaccurate or insufficient however the lesson was completed within the allotted time (+ / - 5 minutes).	Time planned for and/or spent on individual TPs / activities was appropriate and the lesson was completed within the allotted time (+ / - 5 minutes).	N/A

Score overall assessment on the Assessment Checklist as:

1. **Incomplete.** If the cadet received an “incomplete” on more than three of the criteria listed on the assessment checklist;

2. **Completed With Difficulty.** If the cadet received an “incomplete” on not more than three of the criteria and a minimum of “completed with difficulty” or better on all other criteria;

3. **Completed Without Difficulty.** If the cadet received a minimum of “completed with difficulty” on all criteria and “completed without difficulty” or better on 10 or more of the criteria:

4. **Exceeded Standard.** If the cadet received a minimum of “completed without difficulty” on all criteria listed on the checklist and “exceeded standard” on seven or more of the criteria:

CHAPTER 7

PO 520

ROYAL CANADIAN SEA CADETS

PHASE FIVE

INSTRUCTIONAL GUIDE

EO C520.01 – EXAMINE CANADIAN NAVAL AND MARITIME EDUCATIONAL AND CAREER OPPORTUNITIES

Total Time:	90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

Review the lesson content and become familiar with the material prior to facilitating this lesson.

Photocopy the self study package located at Attachment A for each cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail Canadian naval and maritime educational and career opportunities at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have examined Canadian naval and maritime educational and career opportunities.

IMPORTANCE

It is important for a cadet to examine Canadian naval and maritime educational and career opportunities as it allows them to prepare for their future by introducing them to some choices that are available to them as educational and career paths.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet examine Canadian naval and maritime educational and career opportunities.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the self study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

There are many options available to individuals who wish to pursue a maritime career. Both government subsidized educations and programs at post secondary institutions are building blocks for future success in

the maritime field. By examining the options available, cadets will be better prepared should they decide on a career involving the sea.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C1-189 Fisheries and Oceans Canada. (2008). *Canadian Coast Guard*. Retrieved October 20, 2009, from http://www.ccg-gcc.gc.ca

C1-232 ISBN 0-07-144851-9 Heitzmann, R. (2006). *Opportunities in marine science and maritime careers*. New York, NY: McGraw-Hill.

C1-236 Department of National Defence. (2009). *Canadian Forces Recruiting–Job Explorer*. Retrieved October 20, 2009, from http://www.forces.ca/html/jobexplorer_en.aspx

THIS PAGE INTENTIONALLY LEFT BLANK

Canadian Naval & Maritime Education & Career Opportunities

SECTION 1: MARITIME EDUCATIONAL OPPORTUNITIES
SECTION 2: GOVERNMENT MARITIME CAREER OPPORTUNITIES
SECTION 3: PRIVATE SECTOR MARITIME CAREER OPPORTUNITIES

SECTION 1
MARITIME EDUCATIONAL OPPORTUNITIES

Canadians have many maritime educational opportunities available to them. Many of the best maritime educations available in the world are offered in Canada. Educational opportunities can fall into three main categories:

- Canadian Forces (CF) educational opportunities,
- Canadian Coast Guard (CCG) educational opportunities, and
- civilian educational opportunities.

CF EDUCATIONAL OPPORTUNITIES

The CF offers several subsidized education plans. Subsidized education means that your education is paid for by the CF in return for a specified period of service. Once this period of service is complete, you have the option of continuing your service in the CF or choosing to pursue a career in another government department or the private sector. The CF offers education plans at the undergraduate and technician / technologist level. This is based on whether you are enrolling in a job that is performed by an officer or a non-commissioned member (NCM).

Did you know?

The CF refers to specific jobs as trades. Each trade is assigned a Military Occupational Structure Identification (MOSID) number. The Cadet Instructors Cadre (Navy) officers' MOSID is 00232-01.

The Regular Officer Training Program (ROTP)

- The Regular Officer Training Program (ROTP) is an entry program to the CF.
- A person enrolling in the ROTP is provided an undergraduate education free of charge and is responsible for four years service to the CF when their education is complete.
- Undergraduate degrees are completed at the Royal Military College of Canada (RMC); however, in some instances, the degree can be completed at a civilian university.
- RMC offers many of the same undergraduate degree programs that are available at most Canadian universities.

Do you know anyone who attended RMC? What degree program did they complete?

_____

_____

_____

Note. From Department of National Defence, 2009, Royal Military College of Canada. Retrieved November 18, 2009, from http://www.rmc.ca/hp-pa-002.jpg

Figure A-1 RMC Students

More information about degree programs offered at RMC can be found at http://www.rmc.ca

The Continuing Education Officer Training Program (CEOTP)

- The Continuing Education Officer Training Program (CEOTP) is an entry plan to the CF.
- Under the CEOTP, a person with some undergraduate education is enrolled in an in-demand trade and agrees to complete their university degree within a specified amount of time, usually nine years.
- This offers the entrant the ability to complete their degree with CF funding while being employed full-time by the CF.
- Entry into a trade within the CEOTP is very selective and only offered when no other applicants to that trade are available to meet recruiting needs.

The Non-Commissioned Member Subsidized Education Plan (NCM-SEP)

- The Non-Commissioned Member Subsidized Education Plan (NCM-SEP) is a subsidized technician / technologist education level entry program for NCM trades.
- Under the NCM-SEP, a person is enrolled into a trade in the CF and provided a free technician / technologist program at a civilian college or trade school.
- Upon completion, the student is required to serve two months for each month of academic funding beginning on the graduation date from college.
- Once this military service is complete, you can continue with a career in the military or pursue a civilian career.

***Activate Your Brain #1*:**

Name two entry plans for the CF. Explain how they differ.

_____

_____

_____

CCG EDUCATIONAL OPPORTUNITIES

The CCG offers several subsidized educational programs at the Canadian Coast Guard College (CCGC) in Sydney, N.S. The CCGC was opened in 1965 on the abandoned Point Edward Naval Base and was later moved to nearby Westmount. It provides training for new recruits of the CCG through its subsidized Officer Training Program (OTP) as well as ongoing professional development to serving members of the CCG.

Did you know?

Point Edward Naval Base was the first home of the Sea Cadet Summer Training Centre, HMCS ACADIA.

Do you know anyone who attended CCGC? Did they remain with the CCG or are they employed somewhere else now?

_____

_____

_____

The CCG OTP

- The OTP is a four-year program designed to train ship's officers of the CCG.
- Marine Navigation and Marine Engineering are training programs offered under the CCG OTP.
- Training is divided into five phases which include both time ashore at the college mixed with time at sea on a CCG vessel.
- Upon completion, a student enrolled in the CCG OTP is required to serve a minimum of four years as a ship's officer, with the option to remain employed full-time.

Note. From Fisheries and Oceans Canada, 2009, Ships Officers and Crew. Retrieved November 18, 2009, from http://www.ccg-gcc.gc.ca/eng/CCG/Carers_Home

Figure A-2 CCG OTP Students

The Marine Communications and Traffic Services (MCTS) Program

- The MCTS program is a 25-week program designed to train officers to coordinate traffic on the water at all times, provide continuous monitoring of all marine radio frequencies, respond to distress calls and communicate the needs of ships to those on shore.
- Graduates of the MCTS program are offered employment at any one of the 22 MCTS centres across Canada.

The Marine Electronic Technologist (EL) Development (MELDEV) Program

- The MELDEV program is designed to recruit individuals who already hold a diploma in electronic technology to work for the CCG.
- It consists of a three-year paid training program designed to indoctrinate electronic technologists to the maritime aspects of the CCG and provide them with the skills required to perform their job on board a vessel.
- Upon successful completion, participants hold a full-time position with the CCG.

More information about programs offered at the CCGC can be found at http://www.ccg-gcc.gc.ca/eng/CCG/Careers

***Activate Your Brain #2*:**

Name three programs offered at the CCGC. How long does each program take to complete?

_____

_____

_____

CIVILIAN EDUCATIONAL OPPORTUNITIES

Many civilian educational institutions offer maritime programs designed to provide the individual with the education required to be employed in a maritime career. These programs are designed to meet industry standards and allow graduates to be employed in various positions on board a ship. Other programs are focused on the shore aspect of maritime careers, such as shipbuilding, aquaculture and naval architecture. Here is a partial listing of some civilian education institutions and the programs they offer:

Fisheries and Marine Institute of Memorial University of Newfoundland (St John's, N.L.)

- Diplomas of Technology include:
  - Marine Engineering,
  - Marine Engineering Systems Design,
  - Marine Environmental,
  - Nautical Science, and
  - Naval Architecture.
- Joint Diploma of Technology / Bachelor of Technology includes:
  - Ocean Instrumentation.
- Technician Diplomas include:
  - Remotely Operated Vehicles (ROV).
- Technical Certificates include:
  - Offshore Steel Fabrication,
  - Bridge Watch,
  - Fire Rescue,
  - Marine Diesel Mechanic, and
  - Fish Harvesting.
- Advanced Diplomas include:
  - Integrated Coastal and Ocean Management,
  - Sustainable Aquaculture, and
  - Water Quality.
- Degrees include:
  - Bachelor of Maritime Studies,
  - Bachelor of Technology, and
  - Master of Marine Studies (Fisheries Resource Management).

Institut Maritime du Quebec (Rimouski, Que.)

- Diplomas of Technology includes:
  - Naval Architecture.

- Technician Diplomas include:
  - Marine Engineering, and
  - Transportation Logistics.
- Technical Certificates include:
  - Navigation, and
  - Professional Diving.

Georgian College–Owen Sound Campus (Owen Sound, Ont.)

- Marine Engineering Technology, and
- Marine Technology–Navigation.

British Columbia Institute of Technology–Marine Campus (Vancouver, B.C.)

- Diploma of Technical Studies include:
  - Marine Engineering, and
  - Nautical Science.
- Technical Certificates include:
  - Bridge Watchman,
  - Chief Mate,
  - Watchkeeping Mate Near Coastal (WKMNC),
  - Master 150 Gross Tonnage (GT) Domestic,
  - Master 500 GT Domestic,
  - Master 3000 GT Domestic,
  - Marine Engineer Fourth Class,
  - Marine Engineer Third Class,
  - Marine Engineer Second Class, and
  - Marine Engineer First Class.

More information about programs offered at the civilian marine institutes can be found at:

- Marine Institute–http://www.mi.mun.ca/programs
- Institut Maritime du Quebec–http://imq.qc.ca
- Georgian College–http://www.georgianc.on.ca/campuses/owensound
- British Columbia Institute of Technology–http://www.bcit.ca/transportation/marine

***Activate Your Brain #3*:**

List some marine certifications that can be obtained through attending a civilian educational institute.

_____

_____

_____

SECTION 2
GOVERNMENT MARITIME CAREER OPPORTUNITIES

A career in a maritime-related field can be challenging and rewarding. The government of Canada is one possible employer, offering many varied types of jobs. They range from a shore-based research position to one that offers you a chance to sail around the world. Government maritime career opportunities can be divided into three main categories:

- Military career opportunities,
- CCG career opportunities, and
- Fisheries and Oceans Canada (DFO) career opportunities.

The CF offers a range of maritime career opportunities through Canada's Navy. Naval trades are divided into officer trades and NCM trades. NCMs in the navy are the operators and technicians who use and maintain the various systems used on board a naval vessel. Officers carry out command and control, bridge watchkeeping and act as managers on board. The following are currently offered trades within the naval environment.

Do you know anyone who joined the Canadian Navy? Create a list of who they are and what trade they are.

_____

_____

_____

Naval Officer

Maritime Surface and Sub-Surface

Note. From Department of National Defence, 2009, Canadian Forces Recruiting–Navy. Retrieved November 17, 2009, from http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=228&sm1=1&sm2=1&photo=14

Figure A-3 MARS Officer

The primary function of Maritime Surface and Sub-Surface (MARS) officers is to be a part of the crew of the seagoing combatant units of Maritime Command. They are responsible for the command, coordination and control of military maritime operations that require the ability to lead and make decisions, often under adverse conditions. They must possess knowledge and expertise in a wide range of activities relating to the exercise of sea power, including maritime strategy, tactics and procedures in the operation of ships, submarines and aircraft, maritime sensors, combat information and weapons systems. MARS officers also provide input into the design, procurement and evaluation of ships or systems and perform staff training and administrative duties.

Marine Systems Engineering

Note. From Department of National Defence, 2009, Canadian Forces Recruiting–Job Explorer. Retrieved November 17, 2009, from http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jId=88&photo=04

Figure A-4 MS ENG Officer

Marine Systems Engineers are responsible for the readiness, operation and maintenance of propulsion and ancillary systems, power generation and distribution, auxiliary systems, ship's service systems, ship and machinery control systems, hull structure, ship's stability, damage control, and the integration of these systems. They analyze the state of their systems, equipment and personnel, predict their requirement for naval operations and advise Command accordingly.

Naval Combat Systems Engineering

Note. From Department of National Defence, 2009, Canadian Forces Recruiting–Job Explorer. Retrieved November 17, 2009, from http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jId=87&photo=04

Figure A-5 NCS ENG Officer

Naval Combat Systems Engineers (NCS ENG) are responsible for the maintenance and operational readiness of combat systems in ships and submarines and for advising Command accordingly. They are responsible for the leadership and well-being of a large team of highly-trained technical professionals who perform the systems analysis, fault-finding and maintenance to assure their equipment's peak performance.

Officer (Tri-elemental)

The following officer trades are not exclusively related to a maritime career in the navy; however, CF personnel who pursue them as a career are entitled to belong to the naval element. They include:

- bioscience,
- chaplain,
- health care administration,
- intelligence,
- legal,
- logistics,
- medical,
- military police,

- nursing,
- personnel selection,
- pharmacy,
- physiotherapy,
- public affairs,
- social work, and
- training development.

Naval NCM

Boatswain

Note. From Department of National Defence, 2009, Canadian Forces Recruiting–Job Explorer. Retrieved November 17, 2009, from http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jId=181&photo=04

Figure A-6 BOSN

Boatswains (BOSNs) in the CF are the seamanship specialists. The range of their activities and supervisory responsibilities is wider than in most other sea occupations. They operate and maintain shipboard equipment associated with cargo handling and intership transfer of personnel, fuel and materiel at sea. BOSNs also operate and maintain the ship's anchor and cable equipment for such tasks as towing, the launch and recovery of the ship's boats, and rescue operations. They operate and navigate small craft in enclosed waters, including a ship's boats, auxiliary vessels and tenders. BOSNs perform tasks associated with a ship's rigging, rope work and life-saving equipment. They organize and conduct activities associated with the storage, training and use of small arms, demolitions and ammunition. They plan, organize and conduct drill and ceremonies, such as ceremonial salutes, honour guards and burials at sea. BOSNs assist and supervise deck crews in cleaning, reserving and painting the ship and its equipment. They operate equipment, such as outboard motors, industrial sewing machines, forklifts and cranes on replenishment ships. BOSNs coordinate watchkeeping duties at sea and in harbour.

Hull Technician

Note. From Department of National Defence, 2009, Canadian Forces Recruiting–Job Explorer. Retrieved November 17, 2009, from http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jId=321&photo=02

Figure A-7 H TECH

Hull Technicians (H TECH) maintain the ship's structure, stability, plumbing, heating, air-conditioning, damage control and firefighting equipment. They are the ship's carpenter, welder, metal worker and damage control expert.

Marine Electrician

Note. From Department of National Defence, 2009, Canadian Forces Recruiting–Job Explorer. Retrieved November 17, 2009, from http://www.forces.ca/html/index.aspx?m=1&lang=en&sm1=2&sm2=0&sid=81&jId=332&b0=0&photo=01

Figure A-8 MAR EL

Marine Electricians (MAR EL) are the members of a ship's engineering department responsible for the operation and distribution of electrical power throughout the ship. MAR ELs assist in maintaining the electrical and electronic equipment associated with the ship's power generation, engineering systems and propulsion systems. As well, they are responsible for ships' navigational and domestic lighting and electrical services on board.

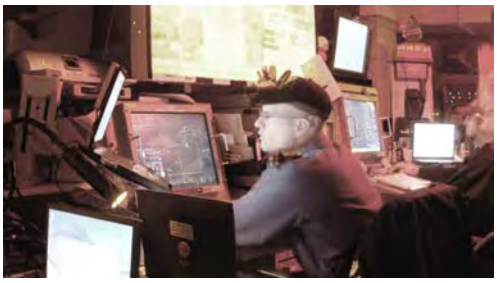
Marine Engineering Mechanic

Note. From Department of National Defence, 2009, Canadian Forces Recruiting–Job Explorer. Retrieved November 17, 2009, from http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jId=312&photo=04

Figure A-9 MAR ENG MECH

Marine Engineering Mechanics (MAR ENG MECH) operate and monitor the operation of a ship's mechanical equipment. These mechanical systems are diverse and complex; the technical aspect of this job is challenging. Under supervision, they inspect, test, maintain, repair, modify and install equipment associated with the trade.

Naval Combat Information Operator



Note. From Department of National Defence, 2009, Canadian Forces Recruiting–Job Explorer. Retrieved November 17, 2009, from http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jId=275&photo=02

Figure A-10 NCI OP

Naval Combat Information Operators (NCI OP) are responsible for the operation of all shipboard surveillance radars and associated equipment of the Command Control Communications Computers Intelligence Surveillance and Recognizance (C4ISR) systems. As members of the ship's combat information organization, NCI OPs assist and advise the ship's command on navigation, anti-air warfare, anti-surface warfare and anti-submarine warfare.

Naval Communicator

Note. From Department of National Defence, 2009, Canadian Forces Recruiting–Job Explorer. Retrieved November 17, 2009, from http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jId=277&photo=03

Figure A-11 NAV COMM

Naval Communicators (NAV COMM) are responsible for establishing and managing all external voice, radio-teletype and data circuits, and provide real-time tactical information in support of operations. When employed in shore establishments, NAV COMMs may work in a wider variety of duties, such as providing communications support to ships and shore establishments, performing duties to assist in the communications flow in naval radio stations, or employed as instructors in recruit, leadership or communication schools.

Naval Electronic Sensor Operator

Note. From Department of National Defence, 2009, Canadian Forces Recruiting–Job Explorer. Retrieved November 17, 2009, from http://www.forces.ca/html/index.aspx?m=1&lang=en&sm1=2&sm2=0&sid=81&jId=276&b0=0&photo=01

Figure A-12 NES OP

Naval Electronic Sensor Operators (NES OP) are responsible for the operation of radar and radio detection devices, radar jamming systems and decoys, and gun / missile-firing equipment carried on major naval warships. As members of the ship's combat team, they aid in detecting, locating and identifying friendly and enemy submarines, ships and aircraft. They also aid in the engagement of the enemy and in the defence of their own ship from all threats.

Naval Electronics Technician (Communications)

Note. From Department of National Defence, 2009, Canadian Forces Recruiting–Job Explorer. Retrieved November 17, 2009, from http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jId=284&photo=02

Figure A-13 NE TECH (C)

Naval Electronics Technician (Communication) (NE TECH[C]) personnel repair and maintain all shipboard internal and external communications equipment and systems, including radio navigation aids and beacons.

Naval Electronics Technician (Radar)

Note. From Department of National Defence, 2009, Canadian Forces Recruiting–Job Explorer. Retrieved November 17, 2009, from http://www.forces.ca/html/index.aspx?m=1&lang=en&sm1=2&sm2=0&sid=81&jId=285&b0=0&photo=01

Figure A-14 NE TECH (R)

Naval Electronics Technician (Radar) (NE TECH[R]) personnel repair and maintain all shipboard electronic equipment used to detect ships and aircraft; provide target and tracking information to the ship's surface and air weapon systems; and intercept, analyze, identify and jam electronic signals.

Naval Electronics Technician (Sonar)

Note. From Department of National Defence, 2009, Canadian Forces Recruiting–Job Explorer. Retrieved November 17, 2009, from http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jId=283&photo=02

Figure A-15 NE TECH (S)

Naval Electronics Technician (Sonar) (NE TECH[S]) personnel repair and maintain all shipboard electronic equipment used to detect ships and submarines; provide target and tracking information to the ship's sub surface weapon systems; and intercept, analyze, and identify underwater electronic signals.

Naval Weapons Technician

Note. From Department of National Defence, 2009, Canadian Forces Recruiting–Job Explorer. Retrieved November 17, 2009, from http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jId=065&photo=02

Figure A-16 NW TECH

Naval Weapons Technicians (NW TECH) are electronic and electro-mechanical technicians responsible for the maintenance, repair and operation of all shipboard weapon systems and hydraulic cranes. As well, NW TECHs are responsible for the safe handling, storage and accounting of all onboard ammunition, explosives and pyrotechnics.

Sonar Operator

Note. From Department of National Defence, 2009, Canadian Forces Recruiting–Job Explorer. Retrieved November 17, 2009, from http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jId=278&photo=02

Figure A-17 SONAR OP

The Sonar Operator (SONAR OP) is responsible for the operation of active and passive acoustic equipment, communication equipment, noise monitoring, recording and bathythermograph equipment, and acoustic range prediction systems. As an integral member of the operations team, the SONAR OP searches, detects, tracks, localizes, classifies, correlates and disseminates acoustic information.

Steward

Note. From Department of National Defence, 2009, Canadian Forces Recruiting–Job Explorer. Retrieved November 17, 2009, from http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jId=862&photo=02

Figure A-18 STWD

Stewards (STWDs) are members of the Canadian Navy whose job is primarily the provision of hospitality services within the navy. A STWDs duties are varied and range from food and beverage services to financial management and administration. They are not cooks, although they may work alongside cooks; some food preparation is part of their duties.

NCM (Tri-elemental)

The following NCM trades are not exclusively related to a maritime career in the Canadian Navy; however, CF personnel who pursue them as a career are entitled to belong to the naval element. They include:

- biomedical electronics technologist,
- communicator research operator,
- cook,
- intelligence operator,
- medical laboratory technologist,
- medical radiation technologist,
- medical technician,
- military police,
- musician,
- resource management support clerk, and
- supply technician.

If you had your choice of any trade in the Canadian Navy, which one would you choose?

***Activate Your Brain #4*:**

List three officer trades and three NCM trades that are available as career options within the Canadian Navy.

_____ _____
_____ _____
_____ _____

More information about CF naval careers can be found at
http://www.forces.ca/html/jobexplorer_en.aspx

CCG CAREER OPPORTUNITIES

CCG vessels are operated by ships' officers and ships' crew. Ships' officers require certification which is obtained through Transport Canada, Marine Safety Branch with the exception of logistics officers and electrical officers who are certified internally. Becoming a navigation or engineering officer in the CCG can be done through the CCGC located in Sydney, N.S.; by working up through the ships' crew's ranks combined with attending Marine Training Institutes; or by attending another accredited marine institute. Ships' crews are not required to possess a marine certificate and are employed through Regional coast guard offices. The following are currently offered positions within the CCG.

Do you know anyone who joined the CCG? Create a list of who they are and what position they hold.

_____

_____

_____

Ships' Officers

Navigation Officer

Note. From "Ice Heros", by H. Gordon, 2006, Canadian Geographic, Copyright 2006. Retrieved November 19, 2009, from http://www.canadiangeographic.ca/magazine/MA06/indepth/images/pic_people.jpg

Figure A-19 Navigation Officer

Navigation officers, under the authority of the Commanding Officer (CO), coordinate the vessel's operations. They must understand safe navigation procedures; as well as an understanding of the functions of the ship's navigation equipment. Navigation officers are responsible for the safety of the ship, its crew and any other persons on board the vessel. The Navigation officer also directly supervises and coordinates the activities of crew working on the bridge. The CO (the highest level of Navigation officer) is in overall charge and has the responsibility for the entire vessel.

Engineering Officer

Note. From "Public Photo Galleries", 2009, Great Lakes & Seaway Shipping, Copyright 1995-2009 by Boatnerd.com. Retrieved November 19, 2009, from http://www.boatnerd.com/pictures/special/ccggriffon/griffon2003_1230BS.jpg

Figure A-20 Engineering Officer

Engineering officers, under the direction of the chief engineering officer, are responsible for the operation and maintenance of the vessel's propulsion machinery and auxiliary equipment. These systems include the electrical generation systems, pumping and transfer systems, hydraulic systems, refrigeration systems, control systems, water treatment systems, etc. The engineering officer also directly supervises and coordinates the work of other engine room personnel. Engineers must be able to quickly troubleshoot broken equipment and conduct the necessary repairs.

Electrical Officer

Note. From "Public Photo Galleries", 2009, Great Lakes & Seaway Shipping, Copyright 1995-2009 by Boatnerd.com. Retrieved November 19, 2009, from http://www.boatnerd.com/pictures/special/ccggriffon/griffon2003_1230KS.jpg

Figure A-21 Electrical Officer

Electrical officers, under the direction of the chief engineering officer, are responsible for the operation and maintenance of the vessel's electric and electronic equipment. The electrical officer must know how to read and interpret the various types of shipboard electrical plans and diagrams, and be aware of the various electrical standards that may apply. Electrical officers must be able to quickly troubleshoot broken electrical equipment and make the necessary repairs.

Logistics Officer

Note. From "Public Photo Galleries", 2009, Great Lakes & Seaway Shipping, Copyright 1995-2009 by Boatnerd.com. Retrieved November 19, 2009, from http://www.boatnerd.com/pictures/special/ccggriffon/griffon2003_1230AX.jpg

Figure A-22 Logistics Officer

Logistics officers are responsible for providing logistics support to all shipboard personnel in the areas of hotel services, ship's administration and non-public funds, as well as managing personnel, materiel management, financial management and ship's administration.

Ships' Crew

Deckhand

Note. From "Public Photo Galleries", 2009, Great Lakes & Seaway Shipping, Copyright 1995-2009 by Boatnerd.com. Retrieved November 19, 2009, from http://www.boatnerd.com/pictures/special/ccggriffon/griffon2003_1230NZ.jpg

Figure A-23 Deckhand

This position entails duties, such as standing a watch and security duties, and the operation of small craft and deck machinery. Deckhands are also responsible for maintaining small boats, ropes and equipment, and are involved in a variety of activities related to the DFO programs, such as fisheries enforcement, search and rescue, maintenance of aids to navigation and environmental response.

Twinehand

Note. From "Blog", 2009, Jim Schofield Photography, Copyright 2009 by J. Schofield. Retrieved November 19, 2009, from http://www.jimschofield.com/blog/images/netmending-7.jpg

Figure A-24 Twinehand

This position is primarily in fishing research involving the operation and maintenance of fishing gear. Standing a watch and security duties are also required, as well as the operation and maintenance of small boats. Twinehands may also be involved in a variety of activities related to the DFO programs, such as fisheries enforcement, search and rescue, maintenance of aids to navigation and environmental response.

Engine Room Rating / Technician

Note. From "Public Photo Galleries", 2009, Great Lakes & Seaway Shipping, Copyright 1995-2009 by Boatnerd.com. Retrieved November 19, 2009, from http://www.boatnerd.com/pictures/special/ccggriffon /Engineer-adds-oil.jpg

Figure A-25 Engine Room Rating / Technician

The engine room rating / technician assists the engineering officer with the operation, maintenance and repair of the vessel's propulsion machinery and auxiliary equipment. While machinery is in operation, the engine room rating / technician monitors the equipment checking gauges and recording readings, ensuring that the machinery is operating within normal parameters.

Steward

Note. From "Public Photo Galleries", 2009, Great Lakes & Seaway Shipping, Copyright 1995-2009 by Boatnerd.com. Retrieved November 19, 2009, from http://www.boatnerd.com/pictures/special/ccggriffon/griffon2003_1230NZ.jpg

Figure A-26 Steward

This position is responsible for housekeeping duties on board the vessel, as well as assisting with the loading of supplies, etc. Stewards are also involved in food service, which may involve serving meals or assisting with galley (kitchen) responsibilities. Stewards may also be involved in DFO program activities, such as search and rescue, environmental response, etc.

Cook

Note. From "Public Photo Galleries", 2009, Great Lakes & Seaway Shipping, Copyright 1995-2009 by Boatnerd.com. Retrieved November 19, 2009, from http://www.boatnerd.com/pictures/special/ccggriffon/griffon2003_1230NZ.jpg

Figure A-27 Cook

The ships' cook prepares and carries out the cooking of food on board the vessel. The cook has the responsibility for other staff in the galley (kitchen) and organizes and manages all the activities of the galley and its personnel (the assistant cooks) when required. The cook requires the knowledge necessary to develop a variety of healthy menus.

***Activate Your Brain #5*:**

List three ships' officer and three ships' crew positions that are available as a career option in the CCG.

_____ _____
_____ _____
_____ _____

More information about CCG careers can be found at http://www.ccg-gcc.gc.ca/eng/CCG/Careers_Home

DFO CAREER OPPORTUNITIES

In addition to a career serving in Canada's Navy or CCG, the opportunity exists to be employed as a civilian federal employee of DFO. DFO employees sometimes work closely with members of the CF and CCG to carry out their duties, from patrolling fishing grounds aboard a warship or arctic ice research conducted from a CCG vessel. DFO offer careers in the following main areas:

Do you think it's important to protect our marine environment?

Aquaculture

- The aquaculture section of DFO monitors the farming of freshwater fish, saltwater fish and aquatic plants.
- Four main species of saltwater fish are farmed in Canada including Atlantic, coho and chinook salmon and steelhead trout.
- Four main species of freshwater fish are farmed in Canada including rainbow and brook trout, Arctic char and tilapia.
- Four main species of shellfish are farmed in Canada including mussels, oysters, clams and scallops.
- Marine plants are also farmed in Canada including, nori, sea lettuce, giant kelp, bull kelp and several types of algae.

Aquatic Species / Species at Risk

- DFO investigate, observe, monitor, and research all aquatic species that inhabit Canadian waters.
- By monitoring these plants and animals, they can determine which species are at risk of becoming endangered or extinct.

Fisheries Management

- The fisheries management section of DFO works to provide Canadians with a sustainable fishery resource that provides for an economically viable and diverse industry.
- Protection and conservation of fisheries resources are key components of fisheries management.
- There are three main types of fisheries in Canada which include Aboriginal, commercial and recreational.
- Fisheries management include policies that protect our resources from both domestic and foreign overfishing.

Fish Habitat Management

- The fish habitat management section of DFO works to protect and conserve fish habitat in support of Canada's coastal and inland fisheries resources.
- They conduct environmental assessments before DFO makes any regulatory changes to fish habitat provisions of the Fisheries Act.
- They promote environmental stewardship and fish habitat protection through public education and school programs.

Marine Navigation

- On December 12, 2003, it was announced that the CCG would be restructured as a Special Operating Agency (SOA) of DFO.
- The CCG owns and operates the federal government's civilian fleet and provides important maritime services to Canadians.

Oceans

- The oceans section of DFO works to mange the impact of all human activities on Canada's oceans.
- They monitor changing environmental trends that affect our oceans, such as global warming, and environmental pollution.
- They regulate protected marine areas that may be susceptible to damage.

Science

- The science section of DFO supports scientific research into all areas of fisheries and oceans.
- They employ staff at institutes and laboratories across Canada who conduct marine scientific experiments and research projects.
- They work collaboratively with many colleagues at other academic institutions, both nationally and internationally.
- They provide much of the scientific evidence that guide and influence the other sections of DFO in their policy and regulation decisions.

***Activate Your Brain #6*:**

Describe the purpose of the fish habitat management section of DFO.

_____

_____

_____

More information about DFO careers can be found at http://www.dfo-mpo.gc.ca/

SECTION 3
PRIVATE SECTOR MARITIME CAREER OPPORTUNITIES

There are great maritime careers provided by private sector companies and organizations within Canada and the world. Many of these careers are interrelated and interdependent on one another as well as with government careers. For example, those in commercial fishing work with marine biologists, those in maritime transportation rely on harbour pilots and naval personnel often collaborate on research with oceanographers studying some aspect of the seas.

Why do you think maritime careers are so interrelated?

AQUARIA-RELATED CAREERS

Aquariums are one of the most attention-getting facilities related to the oceans. They not only entertain visitors, but they also serve a vital educational function and provide many exotic and fun careers.

- Aquarists maintain all aspects of the aquatic exhibits; this includes maintaining water quality, feeding the fish, cleaning the tanks and related tasks, such as record keeping.
- Aviculturists work with the marine birds and maintain all aspects of their displays if an aquarium contains these types of exhibits.
- Marine educators give presentations to visitors and teach classes.
- Herpetologists manage reptile and amphibian collections at aquariums.
- Veterinarians and veterinary technicians oversee the health of the animals.
- Marine mammal trainers are perhaps the most popular and most desired of the aquaria-related careers. They often come from a psychology and / or biology background and are responsible for the many hours of training that go into preparing the animals for the shows they perform.

CRUISE SHIP CAREERS

The cruise ship industry has experienced dramatic growth over the past number of years with several million passengers currently cruising and revenues in the billions. Jobs are available for those who love travelling, meeting new people and going to exotic destinations.

Aboard cruise ships, two categories of careers exist: those that deal with the ship, and those that are related to the cruise-hotel aspect of the pleasure vessel.

The crew who deal with navigation, propulsion, maintenance, etc could be comparable to those of any maritime vessel. They would be trained to deal with the increased safety requirements of having so many passengers aboard as compared to other vessels.

Crew who deal with the passengers often hold positions like those at resorts on land, such as:

- bartender,
- cosmetician / esthetician,
- concierge,
- steward, and
- chef.

Did you know?

The Oasis class cruise ships *Oasis of the Seas* and *Allure of the Seas* owned by Royal Caribbean International Cruise Ships are the largest passenger ships in the world as of 2009. They weigh 225 282 GT, measure 360 m in length, 60.5-m beam and rise 72 m above the waterline. They carry 6 296 passengers total capacity. In comparison, a Halifax Class–Multi-Role Patrol Frigate is one forty-seventh the weight, only one third the length, less than a quarter the beam and carry 225 crew.

Note. From "Oasis of the Seas", 2009, Flickr. Retrieved November 23, 2009, from http://www.flickr.com/photos/ereine/4057624571/

Figure A-28 Oasis Class Cruise Ship

OCEANOGRAPHY AND THE MARINE SCIENCES

Oceanography involves the utilization of many sciences applied to the study of the oceans. It attempts to explain processes taking place in the ocean through the principles of other disciplines, such as biology, cartography, chemistry, geography, geology, mathematics, medicine, meteorology, physics, zoology, as well as others. Most oceanographers have a doctoral degree while marine technicians (the people who assist the oceanographer) often need a masters degree. Some specific oceanographic careers include the following:

- Atmospheric oceanographers, also called marine meteorologists, study the relationship between the ocean and the atmosphere.
- Biological oceanographers, probably the best known field to the public, study the plant and animal life in the ocean.
- Chemical oceanographers seek to understand the chemical reactions taking place in the sea.
- Geological oceanographers, also known as marine geologists, investigate the ocean's floor and shoreline, studying sediments, mineral content and oil location.
- Physical oceanographers investigate the physical properties of the ocean, such as the chemical properties of seawater, currents, tides, waves, and the relationship between the ocean and the atmosphere.
- Oceanographic engineers design and build systems used in marine research and operations.

FISHING

Often regarded as one of the oldest and most honourable of all professions, commercial fishing has certainly featured prominently in Canada's history. Fishing has long been a family business in which the trade and its secrets are handed down from parent to child. Fishing is normally divided into inshore and offshore fishing, with many species being caught during both. In recent years, fishing has become the centre of many controversies, ranging from disputes over fishing territory, accusations of overfishing, disputes over the management of catches and quotas to the environmentally destructive use of drift nets.

COMMERCIAL DIVING

People's interest in the world of water extends to the world beneath the sea. The exotic landscape of hot vents, unusual fish and magnificent beauty is explored through diving. Most diving; however, involves tedious manual labour related to commercial enterprises. The field of underwater diving is divided into four basic areas:

- skin diving, in which you hold your breath while diving;
- snorkelling, in which you use a breathing tube;
- surface air supply, in which air is pumped to you through a hose from the surface; and
- SCUBA (Self-Contained Underwater Breathing Apparatus), in which you utilize a breathing device mounted to your back.

Most commercial divers are involved in specific skill areas or work situations, such as:

- anchor and cable inspection,
- demolition,
- dive resort activities,
- exploration drilling,
- harbour and deck construction,
- police activities,
- scientific and academic research,
- search and rescue,
- underwater welding and cutting, and
- underwater photography and videography.

MARITIME TRANSPORTATION

Careers in maritime transportation can be quite varied and range from working a portside job to one afloat. Most of the jobs are similar in nature to those of the CCG due to the similarities of operating ocean-going vessels.

Most portside careers are involved in the movement of cargo and maintenance of ships.

- Stevedores (longshoremen) work in crews and load and unload ships. Much of the stevedore's work was previously heavy human labour but now many operate heavy equipment, such as forklifts and cranes.
- Car loaders perform work related to the loading and unloading of railroad cars, trucks, barges and containers.
- Marine carpenters lash and strap cargo using chain, wire or rope. They repair shipping pallets and perform all wood-related work.
- Ship cleaners perform cleaning operations in the ship's hold. They wash surfaces, repaint, clean oil tanks, take inventory, clean and check lifeboats, clean quarters, and sort and check laundry.

- Administrative clerks oversee the manifests of cargo shipments, timekeeping, billing and schedule updates of vessel arrivals and departures.

The sailors who man maritime transportation vessels have historically led rugged and interesting lives. Their careers took them to the ports of the world, while their work frequently tested their courage and strength. Most ocean-going vessels crew are divided into three departments.

The Deck Department

- Ordinary seaman are the entry level position of the deck department whose duties include cleaning, scrubbing, painting and generally keeping the ship clean. They assist the able seaman in the performance of their duties.
- Able seamen make up the majority of any ship's crew. They must have a thorough knowledge of all parts of the ship and how to use all gear and deck equipment. On some ships, they serve as helmsmen, steering the ship under the direction of a ship's officer.
- The ship's boatswain serves as the highest ranking seaman in the deck department. They serve as foreman of the deck crew, who assigns work and supervises general maintenance operations.
- The third mate is generally the entry level position for a ship's officer. The third mate normally serves as signal officer, supervising the loading and unloading of ships cargo.
- The second mate by tradition serves as the navigation officer. They check instruments, maintain navigational equipment and ensure appropriate, up-to-date charts are available.
- The first mate / chief mate / chief deck officer serve as the captain's assistant. They assign duties to the deck crew and manage personnel.
- The captain or master is in command of a vessel. The captain has complete responsibility for the ship's operation and the safety of the crew, passengers and cargo.

The Engine Department

- The chief engineer supervises the engine department and its personnel and has the responsibility for the safe and efficient operation of the engines and mechanical equipment.
- The first assistant engineer supervises the engine room personnel.
- The second assistant engineer maintains the boiler and any related equipment.
- The third assistant engineer supervises the lubrication of the engine room equipment and distillation of saltwater to freshwater.

The Steward's Department

- Messmates are the lowest rating within the steward's department. They set tables, serve meals and clean the mess rooms.
- On larger ships, the assistant cook prepares the food for cooking under the supervision of the chief cook.
- The chief cook directs the preparation and serving of all meals.
- The chief steward is responsible for the supervision of the steward's department. Ordering supplies, planning menus, and supervising meals are some of their duties.

SHIPBUILDING

Shipbuilding has long been a proud part of Canadian history. From the shipyards of Lunenburg, N.S., where some of the finest sailing ships were constructed from timber to the Saint John, N.B. shipyards where several Canadian Patrol Frigates were welded from steel shipbuilding, careers can be found. Shipbuilding careers fall into three categories.

Naval Architecture

- Naval architects prepare designs, specifications and working plans for commercial mechant vessels, naval ships, docks, oil-drilling rigs and marine facilities often in cooperation with civil engineers.
- They make cost estimates and supervise the construction of the ship.
- They advise on problems occurring during building or repair.

Marine Engineers

- Marine engineers work closely with naval architects in a design team; however the field of marine engineering is broader.
- Marine engineers work on ships, oil rigs, dock construction and may also be responsible for maintaining all the machinery on a ship as the engineering officer.

Skilled Trades People

Many skilled trades people are required during the construction phase of shipbuilding. They may include:

- metalworkers,
- crane operators,
- shipfitters,
- machinists,
- electricians,
- carpenters,
- boilermakers,
- sheet-metal workers,
- painters, and
- plumbers.

CONCLUSION

As you decide on your future educational and career plans, many opportunities are available to you. If you decide to pursue a maritime education or career, you now have the knowledge to help make a decision on what path you wish to take.

If your career path does not lead to one within the marine environment, the knowledge gained here enhances your understanding of the varied and important jobs related to the maritime fields.

Congratulations, you have completed your self study package on EO C520.01 (Examine Canadian Naval and Maritime Educational and Career Opportunities). Complete the following exercise and hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

FINAL EXERCISE

Cadet's Name: _____ Date: _____

1. Describe the Regular Officer Training Program (ROTP).

_____

_____

_____

_____

2. Where is the Canadian Coast Guard College located?

_____

3. List five trades offered by the Canadian Navy that are also careers found in private sector marine transportation.

_____ _____

_____ _____

_____

4. Describe the duties of a CCG navigation officer.

_____

_____

_____

_____

5. Describe the purpose of the Fisheries Management section of DFO.

_____

_____

_____

_____

6. List six subtypes of oceanography.

_____ _____

_____ _____

_____ _____

THIS PAGE INTENTIONALLY LEFT BLANK

ACTIVATE YOUR BRAIN ANSWER KEY

***Activate Your Brain #1*:**

Name two entry plans for the CF. Explain how they differ.

ROTP, CEOTP, or NCM-SEP. The ROTP and CEOTP are officer entry plans while NCM-SEP is for NCM trades. ROTP candidates receive a full subsidized education, while CEOTP candidates receive subsidization to complete their already obtained partial degree.

***Activate Your Brain #2*:**

Name three programs offered at the CCGC. How long does each program take to complete?

The OTP is four years in duration. The MCTS program is 25 weeks in duration. The MELDEV program is three years in duration.

***Activate Your Brain #3*:**

List some marine certifications that can be obtained through attending a civilian educational institute.

Diplomas of Technology in Marine Engineering, Marine Engineering Systems Design, Marine Environmental, Nautical Science and Naval Architecture.

Joint Diploma of Technology / Bachelor of Technology in Ocean Instrumentation.

Technician Diplomas in Remotely Operated Vehicles (ROV), Marine Engineering and Transportation Logistics.

Technical Certificates in Offshore Steel Fabrication, Bridge Watch, Fire Rescue, Marine Diesel Mechanic, Fish Harvesting, Navigation and Professional Diving, Bridge Watchman, Chief Mate, Watchkeeping Mate Near Coastal (WKMNC), Master 150 Gross Tonnage (GT) Domestic, Master 500 GT Domestic, Master 3000 GT Domestic, Marine Engineer Fourth Class, Marine Engineer Third Class, Marine Engineer Second Class and Marine Engineer First Class.

Advanced Diplomas in Integrated Coastal and Ocean Management, Sustainable Aquaculture and Water Quality.

Degrees of Bachelor of Maritime Studies, Bachelor of Technology, Master of Marine Studies (Fisheries Resource Management).

***Activate Your Brain #4*:**

List three officer trades and three NCM trades that are available as a career option in the Canadian Navy.

MARS officer, MS ENG officer and NCS ENG officer.
BOSN, H TECH, MAR EL, MAR ENG MECH, NCI OP, NAV COMM, NES OP, NE TECH (C), NE TECH (R), NE TECH (S), NW TECH, SONAR OP, STWD.

***Activate Your Brain #5*:**

List three ships' officer and three ships' crew positions that are available as a career option in the CCG.

navigation officer, engineering officer, electrical officer, logistics officer.
deckhand, twinehand, engine room rating / technician, steward, cook.

***Activate Your Brain #6*:**

Describe the purpose of the fish habitat management section of DFO.

The fish habitat management section of DFO works to protect and conserve fish habitat in support of Canada's coastal and inland fisheries resources. They conduct environmental assessments before DFO makes any regulatory changes to fish habitat provisions of the Fisheries Act. They promote environmental stewardship and fish habitat protection through public education and school programs.

FINAL EXERCISE ANSWER KEY

1. Describe the Regular Officer Training Program (ROTP).

The Regular Officer Training Program (ROTP) is an entry program to the CF. A person enrolling in ROTP would be provided an undergraduate education free of charge and be responsible for four years service to the CF when their education is complete. Undergraduate degrees are completed at the Royal Military College of Canada (RMC), however in some instances the degree can be completed at a civilian university. RMC offers many of the same undergraduate degree programs that are available at most Canadian universities.

2. Where is the Canadian Coast Guard College located?

Sydney, N.S.

3. List five trades offered by the Canadian Navy that are also careers found in private sector marine transportation.

MARS officer, MS ENG officer, BOSN, STWD, MAR EL or MAR ENG MECH.

4. Describe the duties of a CCG navigation officer.

Navigation officers, under the authority of the CO, coordinate the vessel’s operations. They must understand safe navigation procedures as well as an understanding of the functions of the ship’s navigation equipment. Navigation officers are responsible for the safety of the ship, its crew and any other persons on board the vessel.

The navigation officer also directly supervises and coordinates the activities of crew working on the bridge. The CO (the highest level of navigation officer) is in overall charge and has the responsibility for the entire vessel.

5. Describe the purpose of the Fisheries Management section of DFO.

The Fisheries Management section of DFO works to provide Canadians with a sustainable fishery resource that provides for an economically viable and diverse industry. Protection and conservation of fisheries resources are key components of fisheries management. There are three main types of fisheries in Canada which include Aboriginal, commercial and recreational. Fisheries Management include policies that protect our resources from both domestic and foreign overfishing.

6. List six subtypes of oceanography.

Atmospheric oceanography, biological oceanography, chemical oceanography, geological oceanography, physical oceanography and oceanographic engineering.

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 8

PO 521

ROYAL CANADIAN SEA CADETS

PHASE FIVE

INSTRUCTIONAL GUIDE

EO C521.01 – COMPLETE A ROPEWORK PROJECT

Total Time:	80 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

Review the lesson content and become familiar with the material prior to facilitating this lesson.

Photocopy the self study package located at Attachment A and the Prolong Mat Pattern located at Attachment B for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to complete a ropework project at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have completed a ropework project.

IMPORTANCE

It is important for cadets to complete a ropework project so new concepts used in more advanced knot work are introduced in a fun and challenging way.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet complete a ropework project.

RESOURCES

- Self study package located at Attachment A,
- 10 m of 4-mm (3/16-inch) diameter braided line,
- Corkboard,
- Straight pins,
- Cutting tool,
- Glue, and
- Prolong Mat Pattern located at Attachment B.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A, 10 m of 4-mm (3/16-inch) diameter braided line, corkboard, straight pins, cutting tool, glue and a prolong mat pattern.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance to the cadet as required.
4. Provide feedback to the cadet on the quality and correctness of the completed project and indicate whether or not they have completed the Enabling Objective (EO).
5. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Completing a ropework project will be beneficial to the cadets so new concepts used in more advanced knot work are introduced in a fun and challenging way.

INSTRUCTOR NOTES / REMARKS

Cadets are required to complete only one of the two projects described in this EO to satisfy the minimum requirements for PO 521 (Complete a Ropework Project).

REFERENCES

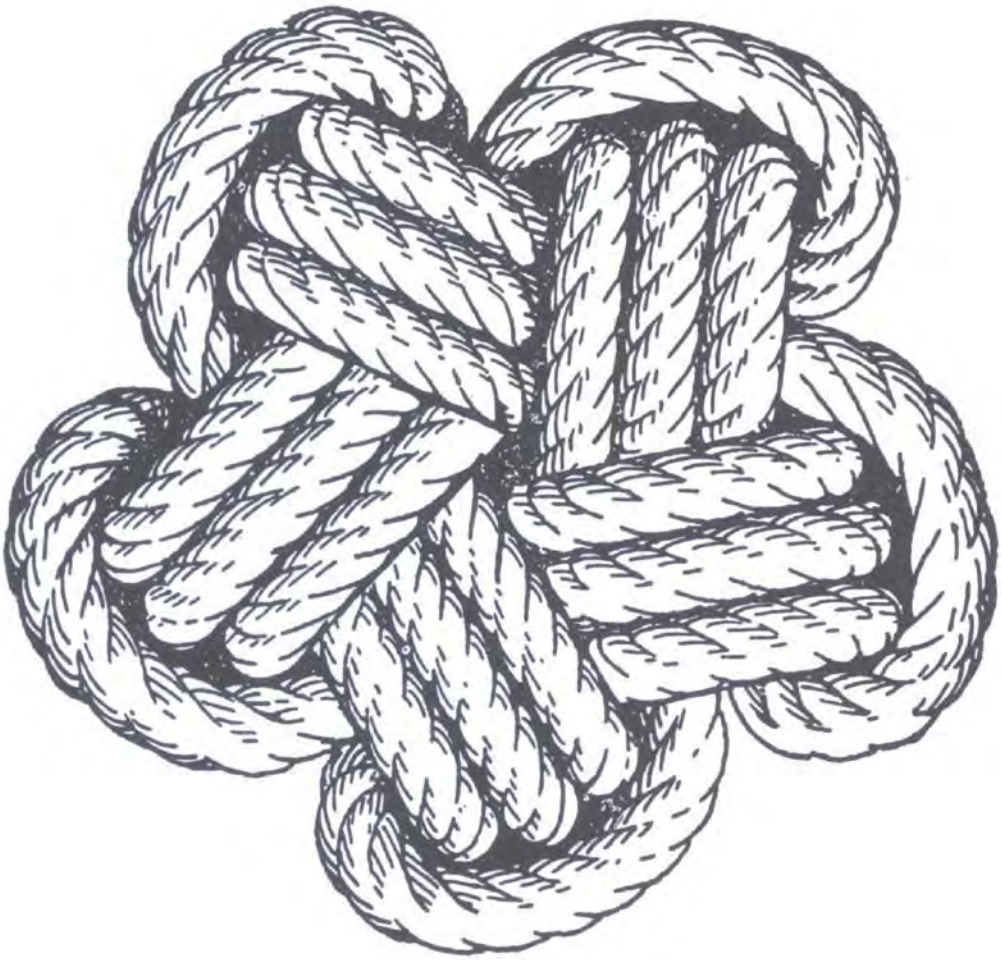
C1-064 ISBN 1-55267-986-1 Budworth, G. (2001). *The ultimate encyclopedia of knots & ropework*. London, England: Anness Publishing Limited.

C1-102 Fukuhara, D. (2002). *Fancy knotting: An introduction*. Vancouver, BC: David Fukuhara.

C1-234 ISBN 0-07-059218-7 Smith, H. (1993). *The marlinspike sailor*. Camden, ME: International Marine

THIS PAGE INTENTIONALLY LEFT BLANK

COMPLETE A ROPEWORK PROJECT



Self Study Package

Choose one of the following sections to complete the ropework project.

Section 1: TIE A STAR KNOT
Section 2: MAKE A PROLONG MAT

SECTION 1
TIE A STAR KNOT

INTRODUCTION

Perhaps the most distinctive of all the sailor's decorative knots, the star knot has been admired for many years by the experienced sailor. Due to the intricacies of this uncommon knot, having this knot in one's repertoire is a mark of distinction.

The star knot is used as a terminal or end-finishing knot. Its unique design adds decorative appeal to bell lanyards, sea chest beckets and, in more modern times, key fobs (as illustrated in Figure A-1). The knot may be worked with three, four, five or six strands with all variations using the same basic construction.

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

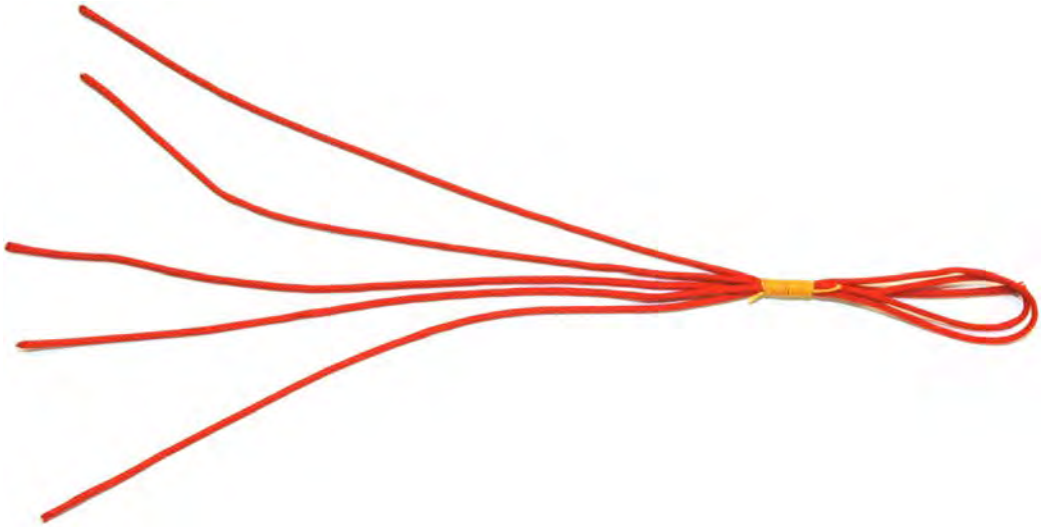
Figure A-1 Completed Star Knot

STEPS FOR TYING A STAR KNOT

The steps listed below are for tying a five-strand star knot using a right-handed approach and can be modified by using the reverse direction or hand if necessary.

To aid in tying the star knot, draw the strands up snugly at each step. This helps in visualizing the form of the knot, keeping track of each strand and spotting mistakes easily.

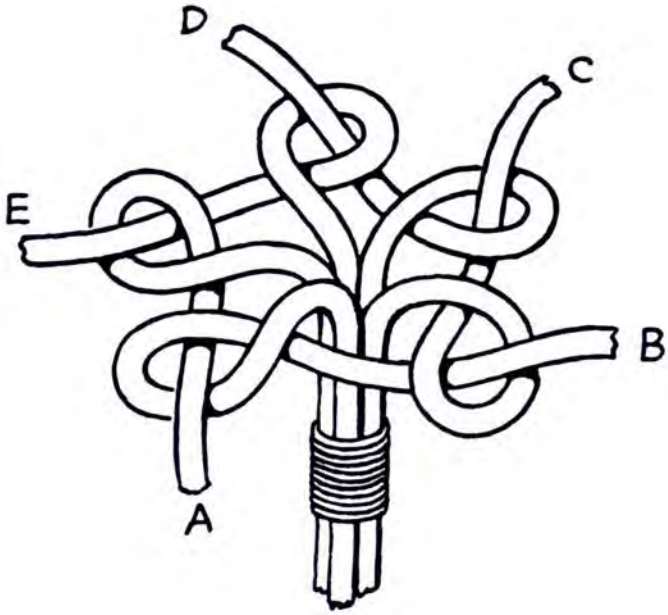
1. Cut two 2-foot (60-cm) lengths of line and one 1-foot (30-cm) length of line. Double the long lines and seize them together with the short line near the end with the bights (as illustrated in Figure A-2). This end is called the stem. To help in identifying the strands, they can be labelled A to E.



Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Figure A-2 Step 1

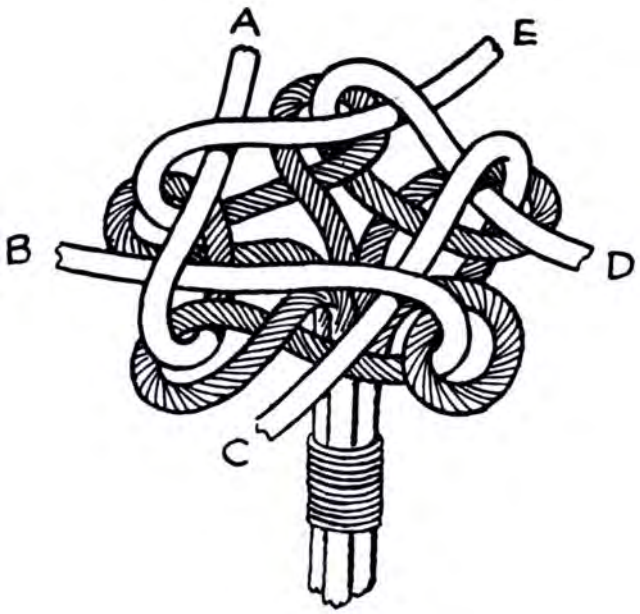
2. With the palm of the left hand held upward, push the stem down between the first and second fingers and arrange the five strands radially. With Strand A, take a hitch around Strand E. Working to the right, take a hitch around Strand A with Strand B. Continue by hitching Strand C around Strand B and Strand D around Strand C. Finally, pass Strand D up through a bight in Strand E.



Note. From The Marlinspike Sailor (p. 32), by H. Smith, 1993, Camden, ME: International Marine. Copyright 1993 by Betsy Smith Nixon.

Figure A-3 Step 2

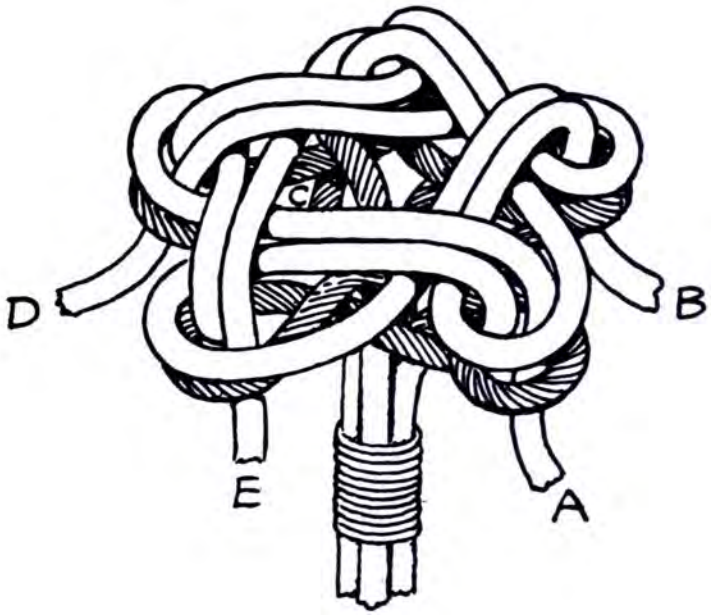
3. Crown the five strands to the left (as illustrated in Figure A-4).



Note. From The Marlinspike Sailor (p. 32), by H. Smith, 1993, Camden, ME: International Marine. Copyright 1993 by Betsy Smith Nixon.

Figure A-4 Step 3

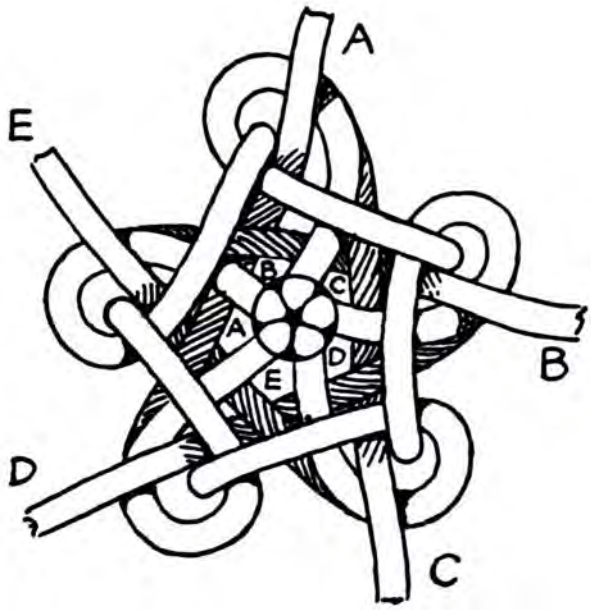
4. Pass Strand A to the left around the bight of E, then under its own part to the right, parallel to strand B on the inner side, over Strand C and tuck the end down through the bight at the lower right corner. Next, pass Strand B around the bight of A, then under its own part along the inner side of Strand C, over Strand D and tuck the end down through the bight at the upper right corner. Continue with the rest of the strands (as illustrated in Figure A-5).



Note. From The Marlinspike Sailor (p. 32), by H. Smith, 1993, Camden, ME: International Marine. Copyright 1993 by Betsy Smith Nixon.

Figure A-5 Step 4

5. Turn the knot over so that the stem is pointing up (as illustrated in Figure A-6).

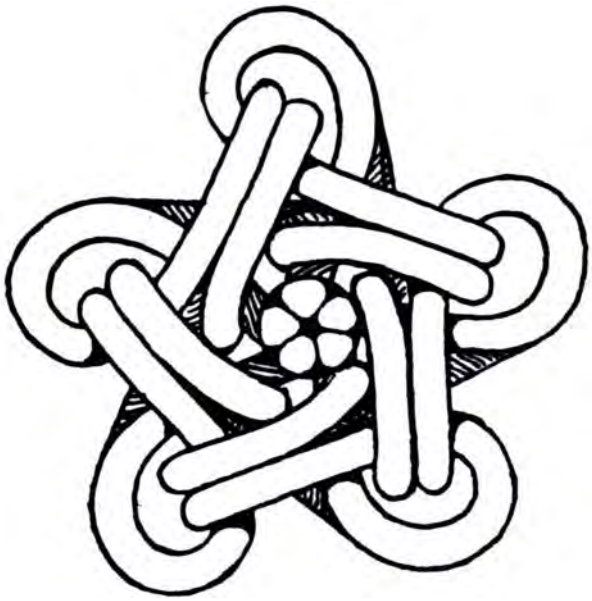


Note. From The Marlinspike Sailor (p. 32), by H. Smith, 1993, Camden, ME: International Marine. Copyright 1993 by Betsy Smith Nixon.

Figure A-6 Step 5

Ensure that all strands are correctly placed before proceeding to the next step.

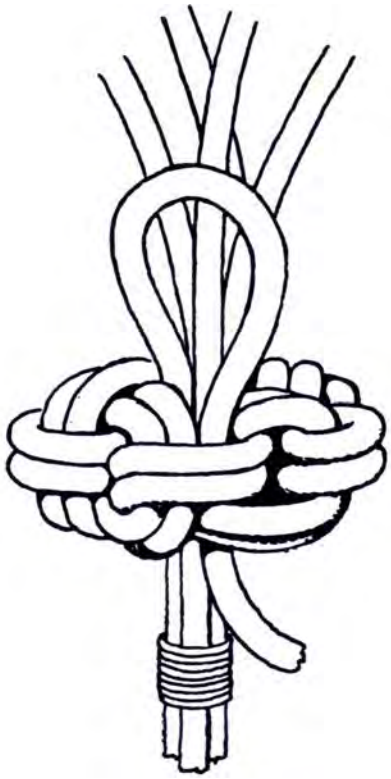
6. Bring Strand A forward, parallel to the adjacent strand and tuck it down through the centre of the knot alongside the stem beside the bight that Strand E emerges from. Continue to the right and tuck each remaining strand in the same manner as the first (as illustrated in Figure A-7).



Note. From The Marlinspike Sailor (p. 32), by H. Smith, 1993, Camden, ME: International Marine. Copyright 1993 by Betsy Smith Nixon.

Figure A-7 Step 6

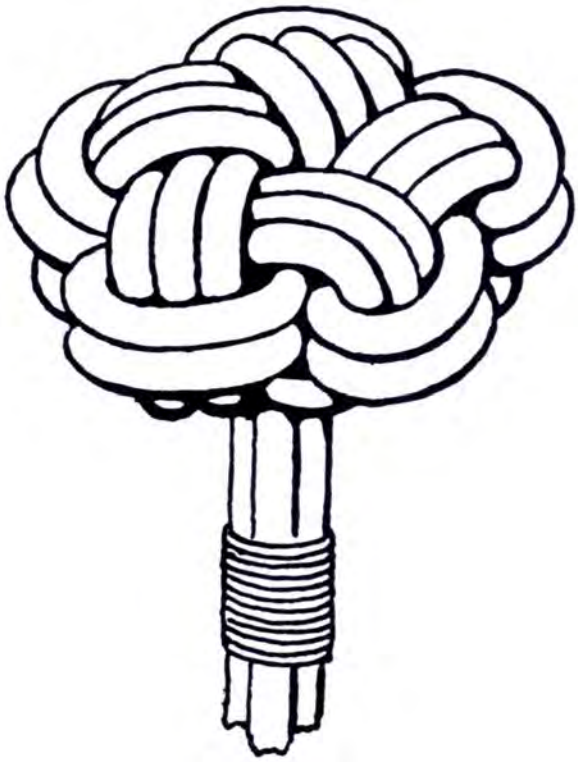
7. Turn the knot right side up, with the strand ends protruding from the top of the knot at the centre. Tuck each strand back down through the knot (as illustrated in Figure A-8), ensuring the end passes under four parts—the two strands which form the rim, then back toward the stem under the two bottom strands. Tighten each strand at this point.



Note. From The Marlinspike Sailor (p. 32), by H. Smith, 1993, Camden, ME: International Marine. Copyright 1993 by Betsy Smith Nixon.

Figure A-8 Step 7

8. Once the knot has been cinched tight, cut the strands off close to the bottom of the knot (as illustrated in Figure A-9). Cut the seizing from the stem and cut the single strand in the stem close to the bottom of the knot leaving the two bights extending from the knot.



Note. From The Marlinspike Sailor (p. 32), by H. Smith, 1993, Camden, ME: International Marine. Copyright 1993 by Betsy Smith Nixon.

Figure A-9 Step 8

SECTION 2
MAKE A PROLONG MAT

KNOT WEAVING

Introduction

As cord mats become more complicated, it becomes difficult to keep track of where cords are to be woven. One method of weaving intricate mats is to use a knot-weaving board. The board consists of wood, cork or cardboard, which allows a mat pattern to be affixed by pins or nails. The cord is woven around the pins following a given pattern that indicates direction and where cords cross under or over each other. The pins maintain the desired shape of the mat until it is complete.

The prolong mat derived its name from its ability to be lengthened. Given enough material and patience, it would be possible to continue adding indefinitely to this mat's length.

Once complete, this type of mat can be used as a companionway tread mat.

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

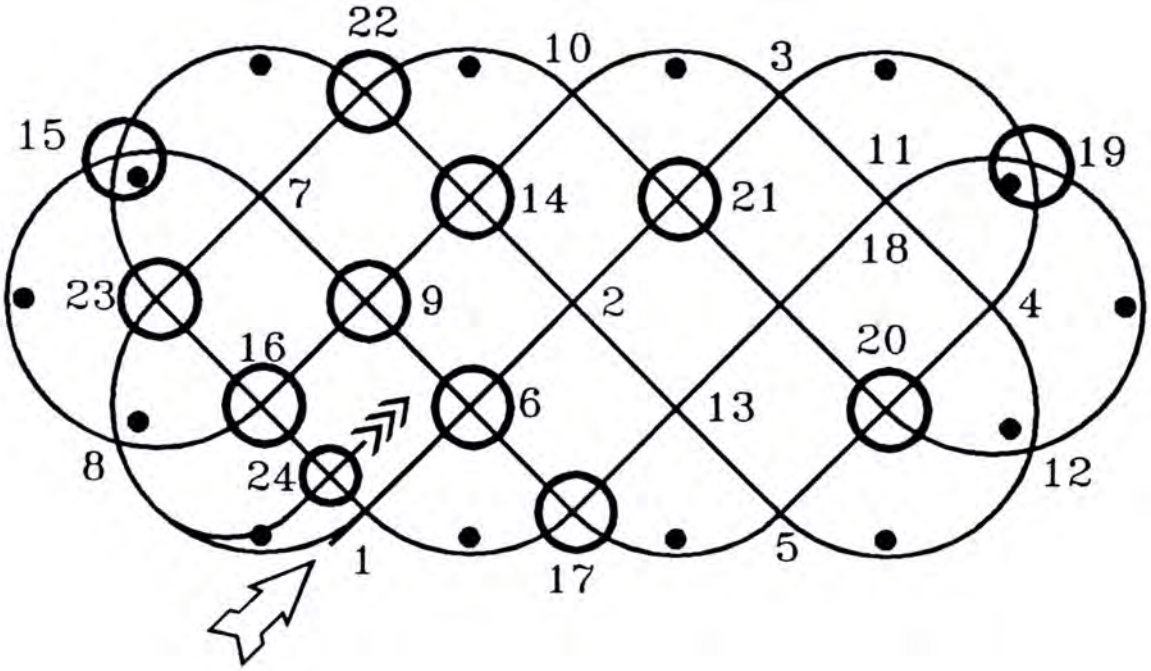
Figure A-10 Completed Prolong Mat

Mat Patterns

To make mat weaving easier, a series of arrows, dots, circles, lines and numbers are used on the mat patterns. They are as follows:

- The numbers are placed at alternate crossings on the diagram and are to be followed consecutively during the weaving process.
- A circle at a crossing indicates an underpass of a cord already there.

- A crossing with no circle indicates an overpass of a cord already there.
- An outlined arrow indicates the starting position and the initial direction for the lay of the cord.
- A feathered arrow indicates the end of the pattern.
- Small dots on the pattern indicate the turning points and the placement of pins.

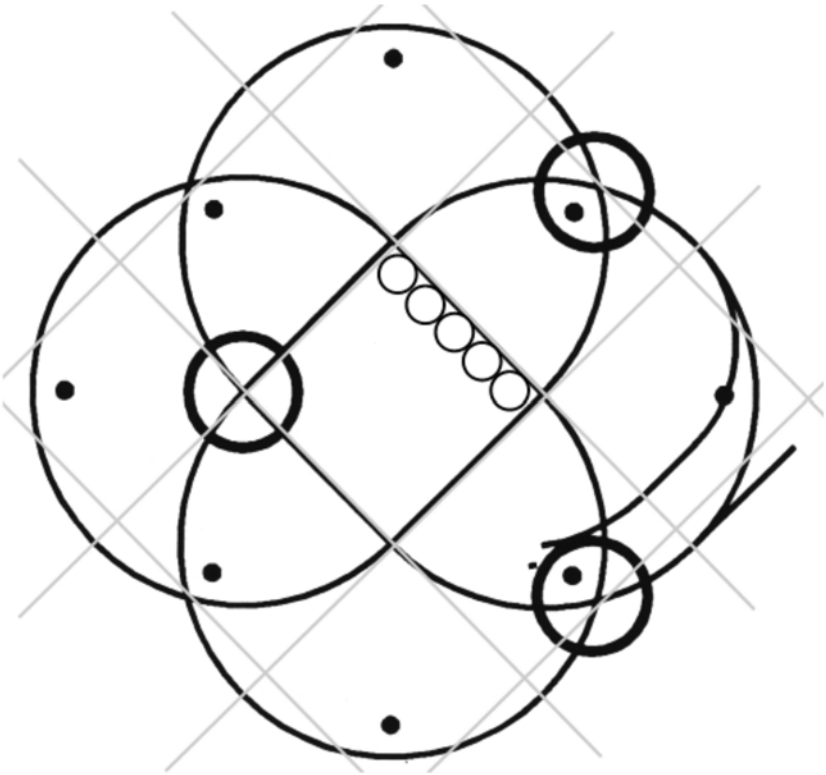


Note. From Fancy Knotting: An Introduction (p. 14), by D. Fukuhara, 2002, Vancouver, BC: David Fukuhara.

Figure A-11 Typical Mat Pattern

Scaling a Pattern

Each mat pattern is drawn on a square grid. This allows for visualization of the mat pattern and easy identification of which crossover points are overpasses and which are underpasses.



Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure A-12 Pattern Grid

By scaling the size of the squares, the pattern can be used for different sizes of line. The sides of squares should be roughly five cord diameters in length. The following guide may be used:

Diameter of cord	Length of square's side*
4 mm (3/16 inch)	20 mm (3/4 inch)
6 mm (1/4 inch)	30 mm (1 1/4 inch)
9 mm (3/8 inch)	45 mm (1 7/8 inch)
12 mm (1/2 inch)	60 mm (2 1/2 inch)
***Based on a 3 lead pattern. To change the number of leads in the pattern, add or subtract a cord diameter from the side measurement accordingly.**	

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure A-13 Pattern Scaling Chart

The term "lead" refers to a cord that follows the mat pattern to completion. For example, a three-lead mat has the cord following the pattern to completion three times.

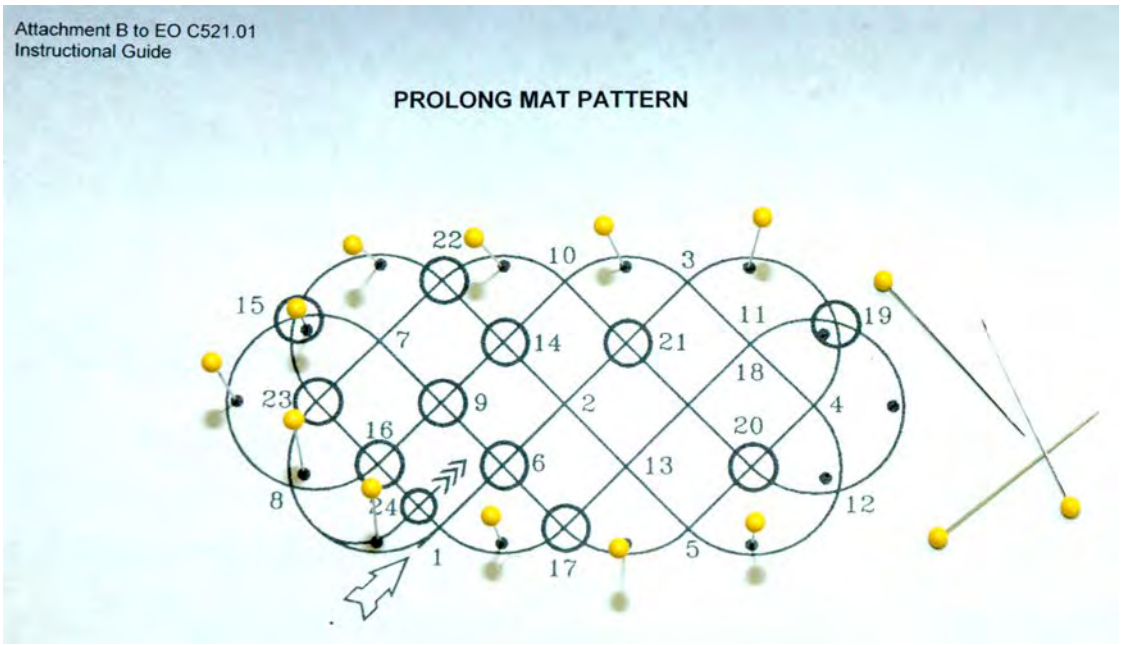
Length of Cord

The length of cord required to weave the mat is determined before weaving. With the pattern on the knot-weaving board, put a pin at each turning point. Pin one end of the uncut cord at the starting point. Lay the cord on the pattern following the numbers from start to finish ignoring the underpasses. Mark this length with a piece of tape. After removing the cord, cut a length of cord equal to three times this measurement and add 30 cm (12 inches). The extra length allows for hiding the ends in the middle of the mat.

STEPS TO MAKING A PROLONG MAT (WEAVING METHOD)

1. Cut out the prolong mat pattern.

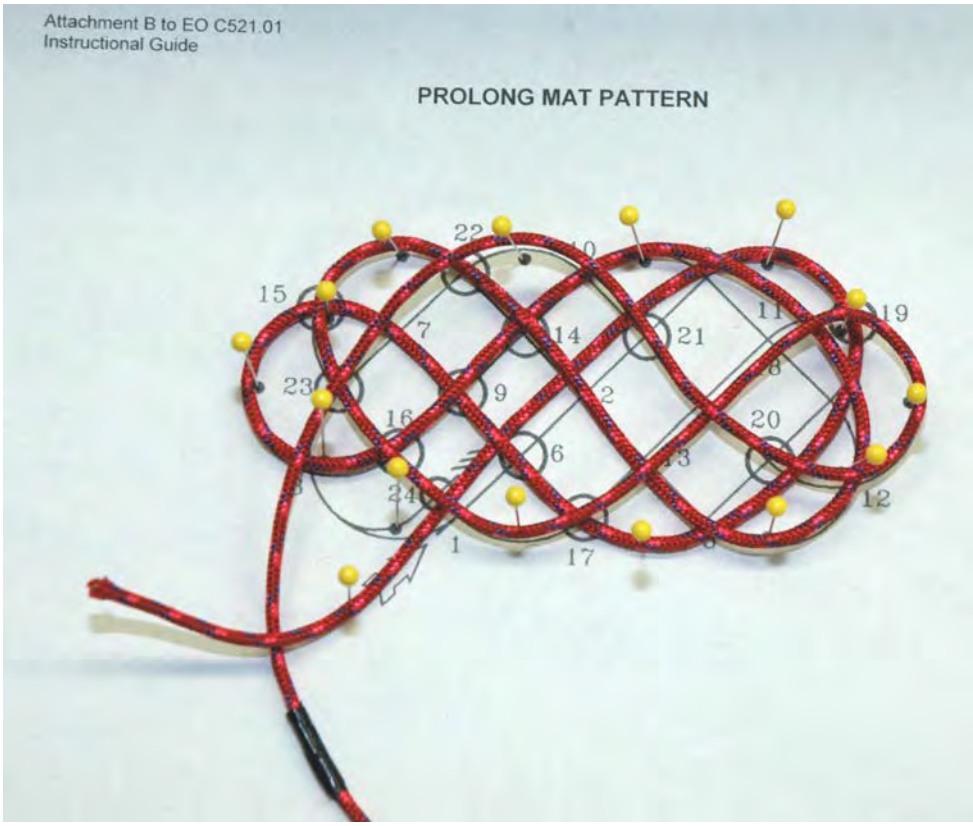
2. With the pattern on a knot-weaving board, put a straight pin at each turning point (as illustrated in Figure A-14).



Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Figure A-14 Step 2

3. Lay the cord onto the pattern following the numbers from start to finish, ignoring the underpasses (as illustrated in Figure A-15). Mark the one-third position and remove the cord from the pattern. Cut the cord to a length equal to three times the one-third length plus 30 cm (12 inches).

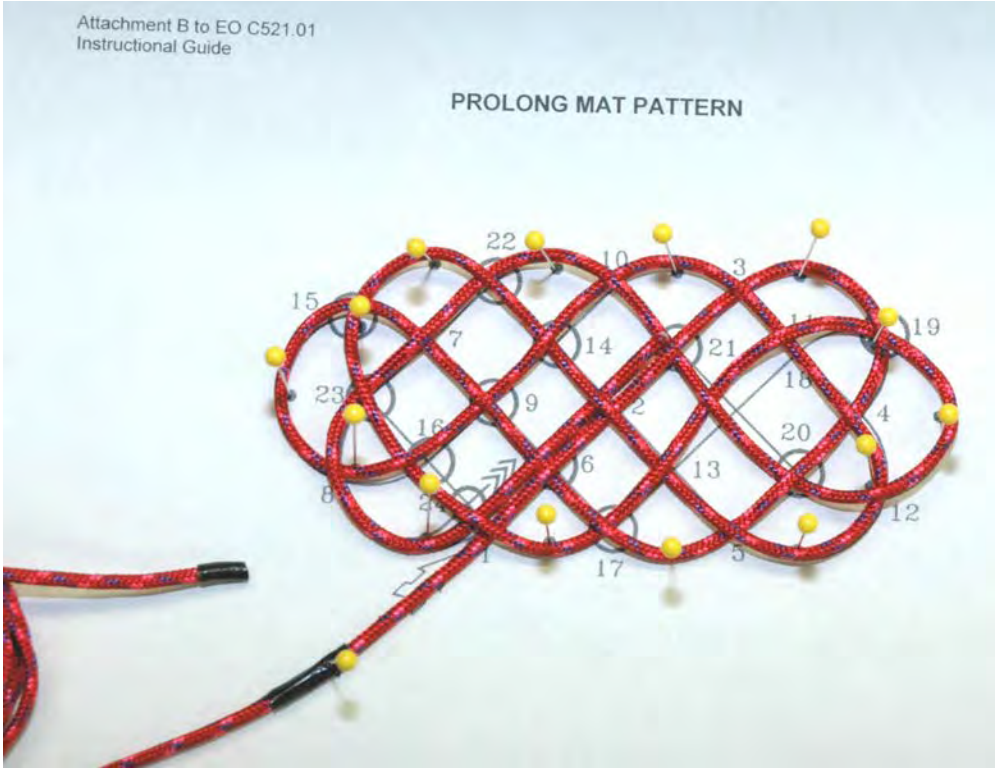


Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Figure A-15 Step 3

4. Pin the cord's one-third position onto the outlined arrowhead at the starting point (as illustrated in Figure A-16).

5. Lay the shorter length of cord onto the pattern following the numbers. At the turns, lay the cord around the pins and continue (as illustrated in Figure A-16). Pay attention for the underpasses at crossings with circles.

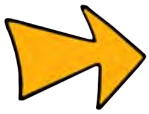


Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Figure A-16 Steps 4 and 5

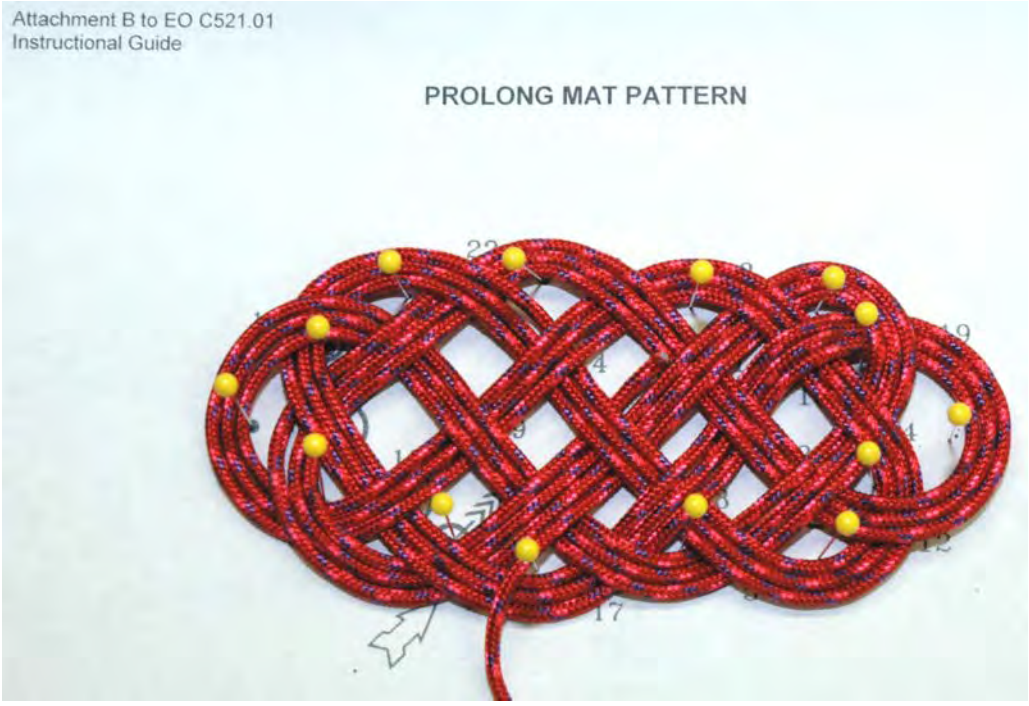
6. When the cord is back to crossing Number 1, the initial tying sequence is complete. Check to ensure that the over and under sequence has been maintained from start to finish.

Any errors must be corrected at this point before proceeding.



Once the initial lay of cord is complete, the pattern is no longer required.

7. Lay the remaining two-thirds of the cord following the previously laid cord in the opposite direction (as illustrated in Figure A-17).

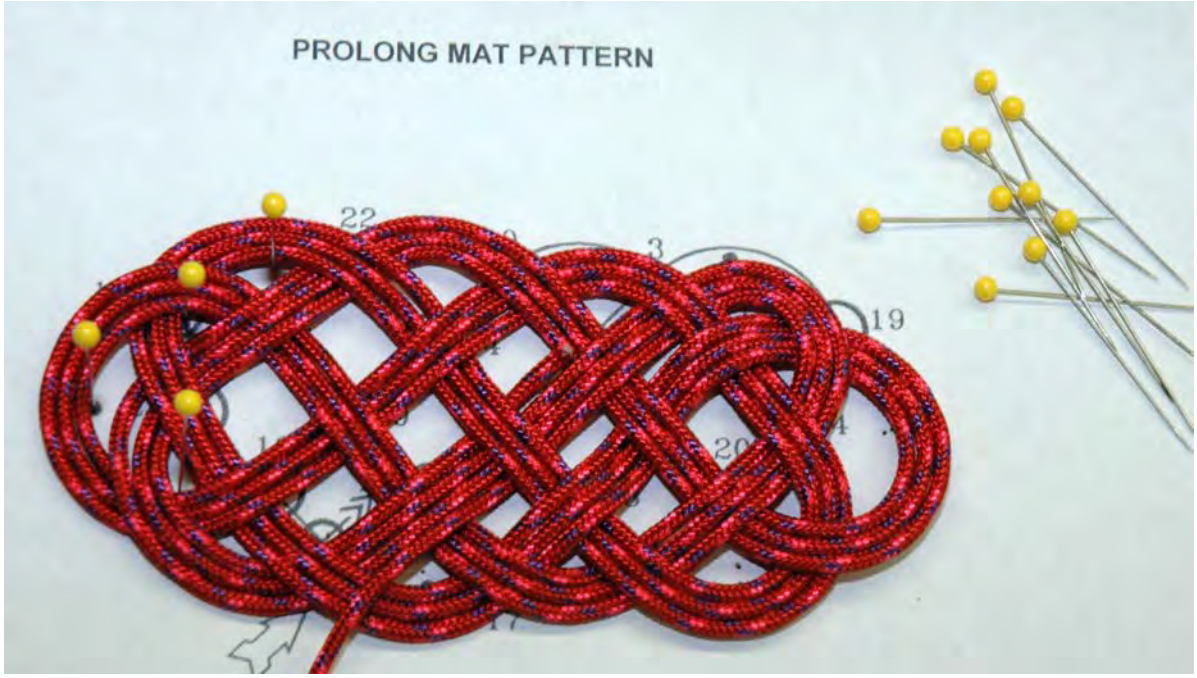


Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure A-17 Step 7

Avoid drawing or pulling the cord tight, as this causes the mat to curl up at the rim or at the corners.

8. When there are three leads, remove the pins from the corkboard (as illustrated in Figure A-18).



Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure A-18 Step 8

9. To finish the mat, the cord can be glued to its adjacent cord for about four cord diameters and the excess cord can be trimmed (as illustrated in Figure A-19).

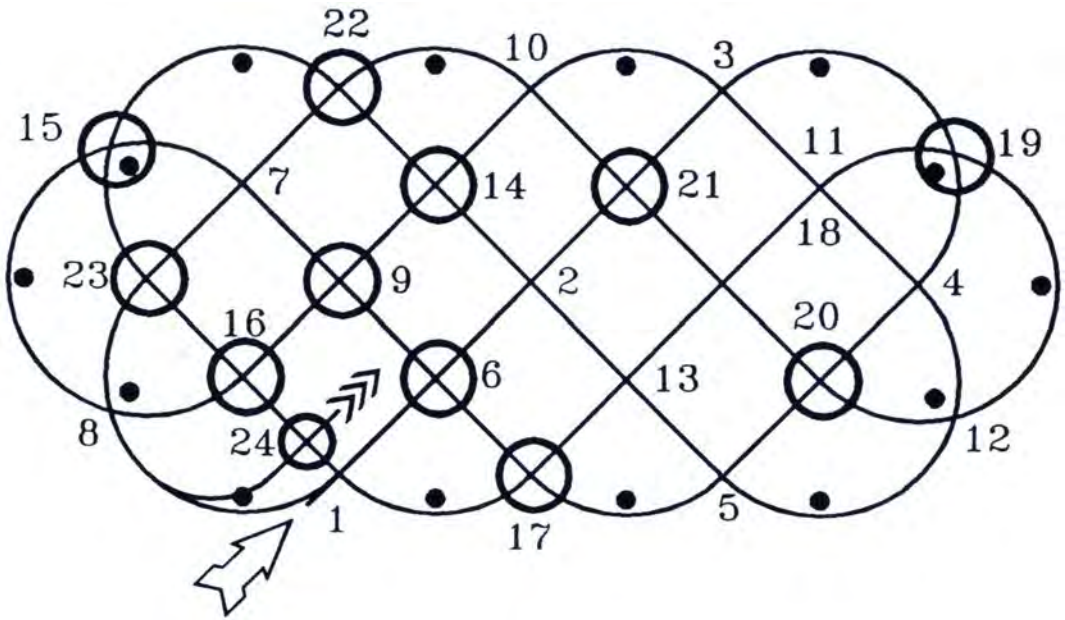
Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure A-19 Step 9

An alternative to finishing larger diameter cord is to sew the cord to its adjacent cord for about four cord diameters. Whip the ends and trim the excess.

Congratulations, you have completed your self study package on EO C521.01 (Complete a Ropework Project). Hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

PROLONG MAT PATTERN



THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 9

PO 523

ROYAL CANADIAN SEA CADETS

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 1

EO C523.01 – EXAMINE NAVAL CUSTOMS AND TRADITIONS

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

Review the lesson content and become familiar with the material prior to facilitating this lesson.

Photocopy the self study package located at Attachment A for each cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail naval customs and traditions at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have examined naval customs and traditions.

IMPORTANCE

It is important for cadets to examine naval customs and traditions as they are an important part of our naval heritage. Canadian naval customs and traditions are descended from the Royal Navy's long and proud history. By becoming more familiar with them we develop pride in belonging to the naval environment.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet examine naval customs and traditions.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the self study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Understanding the traditions of an organization is an important way to better appreciate being a member. The Canadian navy has many customs that are unique and a better understanding of them allow cadets to feel like they are more connected to the navy and the sea cadet program.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C1-043 *ReadyAyeReady.com - The Canadian Navy*. (2006). Retrieved October 21, 2009, from http://www.readyayeready.com

C1-238 *Royal Navy & Marine Customs and Traditions*. (2009). Retrieved October 21, 2009, from http://www.hmsrichmond.org/avast/customs.htm

C1-239 ISBN 0-920852-38-6 Arbuckle, G. (1984). *Customs and traditions of the Canadian Navy*. Halifax, NS: Nimbus Publishing Limited.

THIS PAGE INTENTIONALLY LEFT BLANK

Naval Customs and Traditions

SECTION 1: ORIGIN AND HISTORY OF NAVAL OFFICER RANKS
SECTION 2: SUPERSTITIONS AND TRADITIONS OF NAVAL PERSONNEL
SECTION 3: HISTORICAL LAWS OF THE ROYAL NAVY (RN)

SECTION 1
ORIGIN AND HISTORY OF NAVAL OFFICER RANKS

The evolution of our current naval rank system has been ongoing for over a century. From ancient times when the first rudimentary navies were put to sea the need for titles to identify the different positions arose. From these early beginnings the Royal Navy (RN) developed formal rank structures and in time this structure was adopted by Canada's Navy.

SUBORDINATE OFFICERS

Naval Cadet

The rank of naval cadet traces its origins to the RN rank of midshipman. A midshipman originally was, as the name suggests, one who lived amidships, midway between the officers who lived aft and the men who lived forward. Prior to being ranked as a midshipman, they served three years as a volunteer, officer's servant or able seaman. Once ranked, a midshipman served at least three years before being eligible for a promotion to lieutenant. A board composed of three captains would test the midshipman about seamanship, navigation and discipline. A pass did not automatically guarantee a promotion to lieutenant and they were granted the title passed midshipman.

With the implementation of naval colleges and shore training establishments of the later 19th century, the rank of midshipman continued to refer to the entry level officer position while the methods to train them changed dramatically. With the formation of the Royal Canadian Navy (RCN) in 1910, the ranks in use by the RN were adopted. This remained unchanged until the unification of the RCN into the Canadian Forces (CF) in 1968 when the rank of midshipman was replaced by officer cadet. With the introduction of the Distinctive Environmental Uniform (DEU) in the late 1980s / early 1990s the rank of officer cadet was transitioned to naval cadet to give another level of distinction to officers of Canada's Navy.

Did you know?

Why a naval cadet is is referred to as snotty? At the time when midshipmen joined their first ships as boys of 12 or 13 they were often too poor to afford handkerchiefs. It is said, that they would dry their tears of homesickness and wipe their noses on their sleeves. To curtail this practice, three large brass buttons were sewn on the cuff of each sleeve.

Note. From Dressed to Kill (p.131), by A. Miller. 2007. London. National Maritime Museum.

Figure A-1 RN Midshipman Uniform
c. 1810

Note. From "Photo Archives", 2010, Canadian Navy Heritage Project. Retrieved January 21, 2010, from http://www.navy.gc.ca/project_pride/all_images/photo_archive_images/Large/DNDPalmer-5.jpg

Figure A-2 RCN Midshipman Uniform
c. 1910

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence

Figure A-3 CF Naval Cadet Uniform
c. 2010

JUNIOR OFFICERS

Did you know?

The first uniform regulations for officers were issued in 1748, by Lord Anson. These regulations, however, were not highly detailed and as officers of the 19th century paid for their own uniform, they often adapted it to fit the civilian fashion of the day. In this way, RN uniforms were rarely uniform at all!

Acting Sub-Lieutenant

In 1955, the RN created the rank of acting sub-lieutenant. They were considered subordinate officers and subsequently did not hold a commission. Once an acting sub-lieutenant passed Fleet Board, they were confirmed as sub-lieutenant and their commissions were backdated to the date when they were appointed acting sub-lieutenant. The RN abolished the rank in 1993, however in Canada it remains as the first rank of a naval officer who holds a commission.

Did you know?

Once trained and promoted to acting sub-lieutenant / second lieutenant each officer of the CF is granted a commission. They are presented with a commissioning script, a document signed by the Governor General of Canada, on behalf of the reigning monarch. It grants the lawful power and authority an officer exercises over those under their command.

Sub-Lieutenant

During the early 19th century, a passed midshipman would serve time waiting for his commission as a master's mate or one who assisted the master with his duties. In 1838, a Royal Commission presided over by the Duke of Wellington recommended the adoption of a rank between midshipman and lieutenant. The rank of mate was created to refer to an officer who was qualified to become a lieutenant and waiting to be commissioned into that higher rank. In 1861, the rank of mate was changed to sub-lieutenant. As with other naval ranks, the rank of sub-lieutenant was adopted in 1910 from the RN for use in the RCN.

Lieutenant (Navy)

The word lieutenant is French in origin; *lieu* meaning "place" as in a position; and *tenant* meaning "holding" as in holding a position. A lieutenant is, therefore someone who holds a position in the absence of their superior. Originally, lieutenants were appointed by the captain of each ship to act as his immediate subordinate regardless of qualification. In an effort to standardize the level of knowledge for the rank, testing was implemented in the mid 17th century by the RN. In the early days, a lieutenant could range from a very young officer who had just passed his examination to a more senior officer who had not yet been presented the captaincy of a ship of his own. The need to differentiate the RN naval rank of lieutenant from the British army rank of lieutenant, the "(Navy)" was added to the official title which remains in use by the CF today.

Note. From Dressed to Kill (p.142), by A. Miller. 2007. London. National Maritime Museum.

Figure A-4 RN Lieutenant Uniform c. 1810

Note. From "Officers", 2010, Canadian Military Police Virtual Museum. Retrieved January 21, 2010, from http://mpmuseum.org/index3.html

Figure A-5 RCN Lieutenant (Navy) Uniform c. 1910

Note. From Department of National Defence, 2010, The Naval Reserve Link Magazine. Retrieved January 21, 2010, from http://www.navy.forces.gc.ca/navy_images/navres_images/eye/1508.jpg

Figure A-6 CF Lieutenant (Navy) Uniform c. 2010

SENIOR OFFICERS

Lieutenant-Commander

In the 19th century, lieutenants were sometimes appointed to command smaller ships not warranting a commander or captain. These officers were referred to at various points by the RN as lieutenant in command, lieutenant and commander or senior lieutenant. During the same period, the RN had also split some ranks to bring the number of naval officer ranks in line with the number of army officer ranks. For this reason, lieutenants with fewer than eight years seniority, wore two stripes and ranked with an army captain while those with more than eight years wore two stripes with a thinner one between and ranked with an army major. In 1862, the United States Navy was the first to formalize a new rank of lieutenant-commander using the two thick stripes and one thin stripe. The RN adopted the rank in 1914 and subsequently the RCN shortly thereafter.

Note. From "Vintage Photographs - Commanders", 2010, Firstworldwar.com. Retrieved January 21, 2010, from http://www.firstworldwar.com/photos/commanders2.htm

Figure A-7 RCN Lieutenant-Commander Uniform c. 1910

Note. From Department of National Defence, 2010, MARPAC Maritime Forces Pacific Profiles. Retrieved January 21, 2010, from http://www.navy.forces.gc.ca/navy_images/marpac_images/profiles/large/botting.jpg

Figure A-8 CF Lieutenant-Commander Uniform c. 2010

Commander

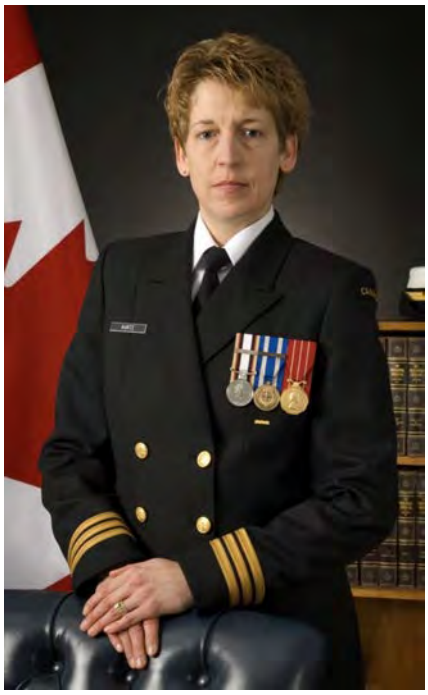
The rank of commander was created in much the same manner of lieutenant-commander only it occurred a little over a century earlier. In the late 18th century, there was no rank between lieutenant and captain. A lieutenant who was placed in charge of a smaller vessel was designated as master and commander. This title was shortened to commander and in 1794 became a new permanent rank. It is used today in both the RN and the Canadian Navy.

Note. From Dressed to Kill (p.129), by A. Miller. 2007. London. National Maritime Museum.

Figure A-9 RN Commander Uniform c. 1810

Note. From "Blog", 2010, Petition to Restore the Royal Designation: Royal Canadian Navy-Royal Canadian Air Force. Retrieved January 21, 2010, from http://www.flickr.com/photos/22214753@N07/2142206064/

Figure A-10 RCN Commander Uniform c. 1910



Note. From "Blog", 2009, Assoluta Tranquillita. Retrieved January 21, 2010, from http://assolutatranquillita.blogspot.com/2009/04/commander-josee-kurtz-first-woman-to.html

Figure A-11 CF Commander Uniform c. 2010

Captain

Prior to the 17th century, when navies were formed only during wartime, ships were hired by the sovereign for military service. In these times, a ship's operation and navigation were carried out by men led by the ship's master. The soldiers onboard who would oversee the armament and fighting tactics were commanded by an army lieutenant or captain. With the development of standing navies through the 17th and 18th centuries, the shipboard duties gradually merged and new naval officer ranks emerged. The naval ranks of lieutenant and captain were established in this manner, with captain referring to the officer in command of the entire ship's company. As we have already seen, the ranks of lieutenant-commander and commander were eventually established as positions of authority between the captain and lieutenant.

Note. From Dressed to Kill (p.124), by A. Miller. 2007. London. National Maritime Museum.

Figure A-12 RN Captain Uniform c. 1810

Note. From "People", 2010, HMCS ALGONQUIN R17/ 224. Retrieved January 21, 2010, from http://www.jproc.ca/r17/peacpeop.html

Figure A-13 RCN Captain (Navy) Uniform c. 1910

Note. From Department of National Defence, 2010, DSA Profiles. Retrieved January 21, 2010, from http://www.cmp-cpm.forces.gc.ca/dsa-dns/sa-ns/ab/sobv-vbos-eng.asp?mAction=View&mBiographyID=681

Figure A-14 CF Captain (Navy) Uniform c. 2010

Did you know?

Until 1857, captains of the RN were free to dress their ship's company in whatever uniform style they wished, ranging from practical and tasteful to the absolutely ridiculous. On one occasion in 1853, the commanding officer of HMS Harlequin paid for his boat crews to dress as harlequins (theatrical characters who pantomime dressed in a diamond-patterned costume), an incident which may have contributed to the Admiralty's decision to adopt a standard uniform.

FLAG OFFICERS

Flag officers refer to the highest ranking officers of the navy. The term originates from the practice of these high ranking officers flying a flag while aboard a ship to indicate their command. The term general officer is used in Canada to refer to army and air force officers of equivalent ranks while flag officer is used for naval personnel.

Commodore

The rank of commodore was at first a position created as a temporary title for a captain who commanded a squadron of more than one vessel. In some navies, including the RN, the rank of commodore was seen as a senior captain position while in others it was afforded the prestige of flag officer status. The reason for withholding this in the RN was to curtail the costs of appointing more admirals when the fleet was rapidly expanding. The practice of appointing commodores dates to the mid 17th century and for many years two

classes of commodores existed in the RN, finally being consolidated in 1958. The RCN adopted the rank in 1910 and it currently exists in the Canadian Navy, however it is considered the first flag officer rank.

Note. From Dressed to Kill (p.161), by A. Miller. 2007. London. National Maritime Museum.

Figure A-15 RN Commodore Uniform
c. 1810

Note. From "A Sad State of Affairs", 2010, Legion Magazine. Retrieved January 21, 2010, from http://www.legionmagazine.com/en/index.php/2009/08/a-sad-state-of-affairs-navy-part-34/

Figure A-16 RCN Commodore Uniform
c. 1910

Note. From Department of National Defence, 2010, DSA Profiles. Retrieved January 21, 2010, from http://www.cmp-cpm.forces.gc.ca/dsa-dns/sa-ns/ab/sobv-vbos-eng.asp?mAction=View&mBiographyID=628

Figure A-17 CF Commodore Uniform
c. 2010

Rear Admiral

Over the years, the rank of admiral has been subdivided, for practical purposes, during naval warfare. While these needs are now historically extinct, the ranks remain in common usage. During the age of sail, when two fleets met in battle each opposing force would roughly form a straight line. The admiral's (overall commander) vessel would be placed in the centre of the fleet. The ships in the rear were in the least danger and therefore

it was commanded by the least experienced admiral who was designated third in command. He was known as admiral of the rear, later changed to rear admiral.

Note. From Dressed to Kill (p.122) by A. Miller. 2007. London. National Maritime Museum.

Figure A-18 RN Rear-Admiral Uniform
c. 1810

Note. From "Photo Archives", 2010, Canadian Navy Heritage Project. Retrieved January 21, 2010, from http://www.navy.gc.ca/project_pride/all_images/photo_archive_images/Large/PA-096505.jpg

Figure A-19 RCN Rear-Admiral Uniform
c. 1910

Note. From Department of National Defence, 2010, DSA Profiles. Retrieved January 21, 2010, from http://www.cmp-cpm.forces.gc.ca/dsa-dns/sa-ns/ab/sobv-vbos-eng.asp?mAction=View&mBiographyID=219

Figure A-20 CF Rear-Admiral Uniform
c. 2010

Vice Admiral

With the admiral's vessel taking position in the centre and the rear-admiral at the end, the task of commanding the fleet's leading portion or van, fell to the vice admiral. The leading ships of a fleet were placed in the greatest danger so having the second most experienced admiral in this position was advantageous. Within the CF today, a vice admiral is second only to the rank of admiral.

Note. From Dressed to Kill (p.112), by A. Miller. 2007. London. National Maritime Museum.

Figure A-21 RN Vice-Admiral Uniform
c. 1810

Note. From "Cutthroat Careerism", 2010, Legion Magazine. Retrieved January 21, 2010, from http://www.legionmagazine.com/en/index.php/2009/12/cutthroat-careerism-navy-part-36/

Figure A-22 RCN Vice-Admiral Uniform
c. 1910

Note. From Department of National Defence, 2010, DSA Profiles. Retrieved January 21, 2010, from http://www.cmp-cpm.forces.gc.ca/dsa-dns/sa-ns/ab/sobv-vbos-eng.asp?mAction=View&mBiographyID=125

Figure A-23 CF Vice-Admiral Uniform
c. 2010

Admiral

The word admiral has its origins in the Arabic *amir-al* meaning "commander of" as in *amir-al-baha* or "commander of the sea". Crusaders from Europe brought the word back where it was transformed through the years to the word admiral. It became associated with the highest naval rank in most of the world's navies. The RN still maintains one rank higher for use during wartime, Admiral of the Fleet. Within the CF, the highest rank to which a naval officer can aspire is admiral, and only then by being appointed as Chief of Defence Staff (CDS).

Note. From Dressed to Kill (p.108), by A. Miller. 2007. London. National Maritime Museum.

Figure A-24 RN Admiral Uniform
c. 1810

Note. From "Photo Archives", 2010, Canadian Navy Heritage Project. Retrieved January 21, 2010, from http://www.navy.gc.ca/project_pride/all_images/photo_archive_images/Large/DNDKingsmill-1.jpg

Figure A-25 RCN Admiral Uniform
c. 1910

***Activate Your Brain #1*:**

What year was the rank of lieutenant-commander adopted?

_____

***Activate Your Brain #2*:**

What is the origin of the rank of rear admiral?

_____

_____

_____

SECTION 2
SUPERSTITIONS AND TRADITIONS OF NAVAL PERSONNEL

Superstitions are defined as beliefs or notions not based on reason or knowledge or alternatively as a system or collection of such beliefs. Traditions are the beliefs, legends, customs, information, statements handed down from one generation to the next. Within the naval environment, many such superstitions and traditions have intertwined over the years to make up the rich history we cherish today.

TRADITIONS

Beards

The ancient Hebrews, Greeks and Romans associated beards with wisdom and manhood. The practice of sailors wearing beards arose from a more practical source. Water has, until recently, been a prized commodity on-board ship. Using any water to shave would have been a waste of this resource. With the advent of modern ships and abundant fresh water, shaving has become easy. However, sailors around the world honour tradition by wearing beards. Beards are now officially prohibited for sea going personnel in the Canadian Navy due to them preventing a good seal when modern breathing masks are used during shipboard firefighting.

Wardroom

Prior to the 18th century, each officer lived and messed in his own quarters, cramped as they were. The captain's cabin, on the other hand, was known as the great cabin. Under it was the wardrobe, a locker often used to stow articles of value taken from prizes, enemy ships captured during wartime. When not in use, the officers used it to hang their spare uniforms. It is first spoken of as being used as a general officers' mess about 1750, at which time it was of much greater size than a locker, and was renamed the wardroom. Ships today still contain a wardroom where officers eat their meals, spend time when not on duty and entertain guests when alongside in port. Some smaller shore establishments have integrated dining and messing facilities in an effort to make their operation more efficient; however, most still retain a bar or other mess facility for officers which is still referred to as a wardroom.

Burial at Sea

Burial at sea, a simple yet impressive and dignified ceremony, is the most natural means of disposing of a body from a ship at sea. It was the custom to sew the body into the deceased sailor's hammock or other piece of canvass with heavy weights, such as several cannonballs, at the feet to counteract the tendency of a body to float. To satisfy superstition, or to ensure that the body is actually dead, the last stitch of the sailmaker's needle was placed through the nose of the deceased.

Ringing Bells

The custom of using the ship's bell to mark the passage of time probably dates from the 13th century when it was used in conjunction with a half-hour glass. A bell was sounded each time the glass was turned and the number of bells was progressive throughout a watch. These glasses did not disappear from the navy until 1857. Bells were not sounded between pipe down and call the hands, hence the expression silent hours. Prior to 1797, bells were sounded, one to eight, throughout the dog watches. It is said that the signal for the Nore Mutiny was to be five bells in the dog watches but that an officer who heard of this intention had only one bell sounded. It is a matter of historic fact that his action had no effect on the commencement of the mutiny, however the custom remains.

Did you know?

The Nore Mutiny was led by Richard Parker and began on May12, 1797. It began when the crew of the HMS Sandwich seized control of their ship at the Nore, an anchorage in the Thames Estuary. The mutineers demanded pay increases and modifications to the *Articles of War*. Unlike the Spithead mutiny that occurred a few weeks before, the Nore Mutiny turned violent and their demands were not met. It ended with the hanging of Richard Parker and 28 other leaders, while the majority of the ships' crews were spared any punishment at all.

Can you list the correct bells to be struck for each half hour during the day?

_____
_____
_____
_____
_____
_____

This information was covered in M123.04 (Ring the Ships Bell).

Killick

Killick is the Gaelic word for anchor. Since the badge of a leading seaman featured a single foul anchor, killick developed into the naval slang term for his rank. The foul anchor is not a reflection on the wearer's seamanship ability, but had its origin in ancient times as a religious symbol of steadfastness, hope and salvation. It reappears in the heraldic device of Lord Effingham, Lord High Admiral in the late 16th century and naval use of it probably dates from that time.

Ships' Crests

The naval Tudor crown consists of a circlet surmounted by the sterns of four men-of-war, each with three poop lanterns, and four square sails each spread on a mast and yard and fully filled and sheeted home. The ships' sterns and sails are positioned alternately. The *Sailing and Fighting Instructions* published in 1746 appear to contain the first written description and use of the crown in the navy. It was stated that it was an award to a ship's company for being the first to board successfully an enemy man-of-war. The normal place for the naval crown now is at the top of ships' crests or badges. HMC ships' crests have three gold maple leaves at the bottom of the crest in addition to any other distinctive Canadian symbols or animals. Sea Cadet Corps' crests have three red maple leaves in place of the gold.

List some other military / cadet symbols that use the Tudor crown or naval Tudor crown.

_____
_____
_____
_____
_____

Boarding / Departing

A junior officer always enters a boat or car first and leaves last, the original idea possibly being that the senior officer might remain dry and safe that much longer. Although confusion exists on this point, a junior officer should precede their senior over the brow when going ashore and follow the senior officer on board. This works best when a senior officer is accompanied by their staff because it enables the captain to greet the senior officer and lead them to the captain's cabin without having to become ensnarled in staff officers. On departing, the entourage can disappear over the brow or down the ladder, leaving the senior officer to engage in parting conversation with the captain.

***Activate Your Brain #3*:**

Describe the origins of the term wardroom.

_____
_____
_____
_____
_____
_____

The Tot

In early centuries, wine, beer or spirits were substituted for water during watch. The usual ration was a gallon per day per man for wine or beer. Sir Martin Frobisher (1535–1594) is quoted as saying "We'll sail as long as the beer lasts." If rum was chosen, it was issued twice a day, at lunch and at supper. The daily ration was a pint for a man and half a pint for a boy.

Admiral Edward Vernon, in 1740, ordered his captains and surgeons to make recommendations regarding the rum issue. His concern was the amount of alcohol being consumed was contributing to the delinquency of the men. They recommended that the rum be diluted with water. This mixture is called grog after the nickname of the admiral, 'Old Grog', who's boat cloak was made of a heavy material called grogram.

In 1824, the rum rations were decreased to two and a half ounces of neat or tot rum. When the use of tea became common in the navy, the suppertime ration was cancelled. In 1831, citing a lack of storage space, the RN eliminated wine and beer leaving rum the only ration.

Up spirits was the call used to notify the ship's company of the tot issue. The pipe occurred at six bells in the forenoon watch or 1100 hrs. The ships company's daily ration of rum was drawn by the Officer of the Day (OOD), the supply petty officer, and the master at arms from the spirit locker. After the ration for the chiefs and petty officers had been allotted, the remaining rum was placed in an oak tub with the inscription "The King–God Bless Him", later changed to "The Queen–God Bless Her", for the junior ranks. Men would often use their tot in exchange for favours such as standing another's watch or doing laundry.

With the formation of the RCN in 1910, the issue of the tot was adopted for Canadian sailors. By the latter half of the 20th century, warships had become expensive, complex, electronic vessels and the consumption of alcohol before lunch seemed ill advised. On July 31, 1970 the RN celebrated up spirits for the last time. Canada was the last commonwealth navy to celebrate up spirits on March 31, 1972. As expected, the ending of this 300-year old tradition did not sit well with some and became known as Black Tot Day thereafter.

SUPERSTITIONS

Earrings

The seaman's practice of wearing earrings can be attributed to several sources. Some believe it is descended from an ancient custom of wearing earrings as charms to ward off evil spirits, thought to enter the body through the ear. During the middle ages, sailors wore earrings to ensure a proper Christian burial should they drown at sea. The thought was anyone finding the sailor's corpse would use the value of the earring to offset the cost of burial. Acupuncturists believed that piercing the ear improved eyesight, a valuable resource for any sailor. Whatever the origin, it is clear that earrings and sailors enjoyed a long history together until the 20th century by which time they have fallen out of fashion.

Tattoos

The concept of tattooing was taken from the natives of the South Pacific by the first expeditions to reach them in the 17th century. Tattooing of a crucifix, as a means of identification for their bodies so they would be assured of the sacred rites and burial was practiced by some. Due to its association with sailors, tattooing parlors could be found in all seaport towns at a time when few would be found elsewhere. One particular design which is considered lucky as charm is that of a pig or rooster. It used to be on the foot but now normally appears just above the kneecap. Pigs and roosters were kept aboard sailing ships in cages. When a ship sunk these cages would float and be carried to shore by the wind and waves resulting in these animals being the only survivors in most cases. Among sailors today tattooing is, in most cases, purely decorative.

Whistling

Whistling is forbidden in most ships since it can be confused with the sound of the boatswain’s call used for attracting attention before making a pipe. Another reason for the no whistling rule was that it was the custom to whistle a wind when calm winds stopped a sailing ship; if a gale ensued the assumption was that they overdid it. Sailors, being superstitious, rigidly curtailed their whistling habits. At the time of whistling for a wind, it was customary to drive a knife into the mainmast on the bearing the wind was desired.

Did you know?

Another strange superstition for producing wind was the knotting of a short length of rope, a single knot for a light breeze, two for fresh breezes, and three for strong winds.

Coins

In the sixth book of the Roman poet Virgil, the old seamen used to place a coin under the heel of each mast to pay the fare to Charon for crossing the River Styx, thereby ensuring a safe passage for all hands over the river of the underworld should disaster overtake the vessel. In reverence to this old superstition, the practice is still carried out; albeit with a coin being placed within the steel frame as opposed to under the wooden mast. A copper coin inserted in the mouth of a dead seaman in Roman times served the same purpose in respect to the individual.

Toasts

The custom of toasting is said to have begun with the ancient Greeks. The host took the first sip of wine to show his guest that it was not poisoned. Restaurants where wine is served allow the host to sample the wine before the guests’ glasses are filled. At a mess dinner, it is forbidden to propose a toast before the Loyal Toast to the Sovereign, except that foreign heads of state are toasted first if foreign guests are present. In civilian circles, it is permissible to drink toasts with water however; naval superstition indicates doing so would cause

death by drowning for the person toasted. Likewise, a glass that rings tolls the death of a sailor. This explains why naval officers never clink glasses when drinking a toast.

Can you list the naval toasts of the day?

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

This information was covered in M220.03 (Recognize Naval Ship's Traditions).

***Activate Your Brain #4*:**

Why was whistling not allowed aboard ship?

_____
_____
_____
_____
_____

SECTION 3
HISTORICAL LAWS OF THE ROYAL NAVY (RN)

All forms of society require rules governing conduct of its population, and this is especially true within the confines of a ship at sea. By its nature, a ship is separate and to some extent independent of other authority. Laws dealing with service at sea had to be formulated or established by custom, and forms of retribution were necessary to enforce these laws. There is a very close relationship between laws and punishments, and we must think of both in considering the broad term discipline in the historical sense

12TH AND 13TH CENTURY LAWS

The first laws of the sea written in English, from which the *Naval Discipline Act* of 2006 and the *National Defence Act* of Canada have been developed, were recorded in the 12th century.

The Rolls of Oléron

The *Rolls of Oléron* were the first formal statement of maritime or admiralty laws in northwestern Europe. They were credited to Richard I by the British authority at the time but current studies suggest that his mother, Eleanor of Aquitaine, may have been the author. The following is an excerpt of the *Rolls of Oléron* dating from about 1160.

Note. From "www.walterscott.lib.ed.ac.uk", 2009. Retrieved November 26, 2009, from http://www.walterscott.lib.ed.ac.uk/portraits/engravers/graphics/richard.jpg

Figure A-26 Richard I

Richard by the grace of God, King of England, Duke of Normandy and earl (etc., etc.) to all his men going by sea to Jerusalem, greeting. Know ye, that by the common council of all good men, we have made the underwritten ordinances:

- He, who kills a man on shipboard, shall be bound to the dead man, and thrown into the sea; if the man is killed on shore, the slayer shall be bound to the dead body and buried with it.
- Anyone convicted by lawful witness of having drawn his knife to strike another, or who shall have drawn blood of him, he is to lose his hand. If he shall have only struck with the palm of his hand, without drawing blood, he shall be thrice ducked in the sea.
- Anyone who shall reproach, abuse or curse his companion, shall for every time he is convicted thereof, give him so many ounces of silver.
- Anyone convicted of theft shall be shorn like a champion; boiling pitch shall be poured on his head and he shall be set ashore at the first land the ship touches.

14TH AND 15TH CENTURY LAWS

Did you know?

The term court martial probably dates from the early 14th century, from Edward III's Court of Chivalry.

Black Book of the Admiralty

As new laws were developed since the *Rolls of Oléron*, a compilation was produced. The High Court of the Admiralty was established during this time, as was *The Black Book of the Admiralty*, in which all laws relating to seafaring under the British flag were recorded. The oldest surviving manuscript copy dates from around 1450. In 1871, Sir Travers Twiss published an edition which includes the original medieval text.

MONUMENTA JURIDICA.

THE BLACK BOOK OF THE ADMIRALTY,

WITH

AN APPENDIX.

EDITED

BY

SIR TRAVERS TWISS, Q.C., D.C.L.,

VOL. I.

LONGMAN & Co., AND TRÜBNER & CO., PATTERNOSTER ROW;
ALSO BY PARKER & CO., OXFORD;
MACMILLAN & Co., CAMBRIDGE;
A.C. BLACK, EDINBURGH, AND A. THOM, DUBLIN.

1871.

Note. From "Google Images", 2009. Retrieved November 26, 2009, from http://images.google.ca/imgres?imgurl=http://www.lawbookexchange.com/images/36551.JPG

Figure A-27 The Black Book of the Admiralty

Know all men that We, with the aid of upright councils, have laid down these ordinances:

Whoever shall commit murder aboard ship shall be tied to the corpse and thrown into the sea.

If a murder be committed on land the murderer shall be tied to the corpse and buried alive.

If any man be convicted of drawing a knife for the purpose of stabbing another, or shall have stabbed another so that blood shall flow, he shall lose a hand.

If any man strikes another with his hand, he shall be ducked three times into the sea.

If any man defame, vilify, or swear at his fellow, he shall pay him as many ounces of silver as times he has reviled him.

If a robber be convicted of theft, boiling pitch shall be poured over his head and a shower of feathers be shaken over to mark him, and he shall be cast ashore at the first land at which the Fleet shall touch.

These laws further stated that: All other faults committed at sea shall be punished according to the customs used at sea.

The punishment listed in *The Black Book of the Admiralty* for sleeping on watch, a very serious offence because it endangered the ship, was at first humiliating and for repeated offences brutal. A bucket of sea-water was poured over the head of a first time offender. A second time, the offender's hands were tied over his head and a bucket of water was poured down each sleeve. For a third offence, the man was tied to the mast with heavy gun chambers secured to his arms, and the captain could order as much additional pain to be inflicted as he wished. The fourth offence was inevitably fatal. The offender was slung in a covered basket that was hung below the bowsprit. Within this prison, he had a loaf of bread, a mug of ale and a sharp knife. An armed sentry

ensured that he did not return aboard if he managed to escape from the basket. Two alternatives remained; he could starve to death or cut himself adrift to drown in the sea.

Why do you think these punishments were so harsh?

_____

_____

_____

The Articles of War

The Articles of War first formalized in the *Act for the Establishing Articles and Orders for the Regulating and Better Government of His Majesties Navies Ships of War & Forces by Sea* was a naval code of discipline developed from *The Black Book of the Admiralty*. These were first entered into legislation in 1661 in the reign of Charles II. The punishments listed were brutal but the principle of discipline has remained to present times.

18TH AND 19TH CENTURY LAWS

Revisions to the Articles of War

As the power of politicians, the British House of Commons and the common law court rose they began interfering with the naval system of law already established. This interference led to a revision in 1749 that established the independence and power of a naval court martial, but gave them virtually no latitude in varying, or more importantly, waiving the severe punishments prescribed in the Articles of War. After the execution of Vice Admiral John Byng in 1757, one which the navy was powerless to prevent, another amendment of the Articles of War was passed that provided some latitude in passing sentences. By the mid-eighteenth century the punishments of earlier laws such as the *Rolls of Oléron* and *The Black Book of the Admiralty* had fallen out of practice by the majority of ships' captains although they were for the most part still prescribed by law.

Naval Discipline Act

In 1860, Lord Clarence Paget, the First Secretary of the Admiralty and government spokesman on naval affairs, introduced a new bill to bring the law into line with the practices already being carried out. In this way the older barbaric punishments were officially removed from the law. Some small revisions were carried out over the next hundred years. However, it remained in force until a major revision in 1957.

***Activate Your Brain #5*:**

What is *The Black Book of the Admiralty*?

_____

_____

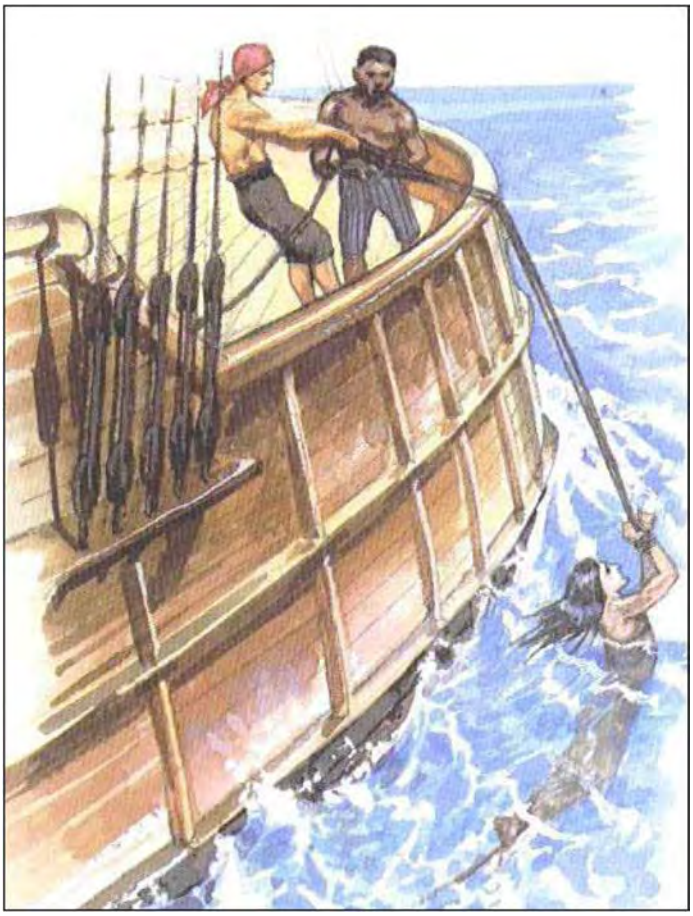
_____

VARIOUS PUNISHMENTS

Keelhauling

A punishment which was particularly harsh and usually fatal was keelhauling. It was reserved for serious offences and discontinued in the RN about 1720. It was still practiced in the Dutch and French navies until 1750. A stout line was rove through a block on the lower yardarm on each side of the ship. One end was secured under the arms and around the chest of the offender whose wrists were secured behind his back.

From the other yard, the line went under the ship, as a bottom line, and was secured around the man's ankles. On the word of the captain, the boatswain ordered the man hoisted off the deck and clear of the ship; slack was taken down on the bottom line, and as it was hauled in, the line around the man's chest was slacked away. In this way, he was hauled under the ship and came up on the other side feet first. With both lines taut, the man was slung in such a way that his stomach, chest and face were dragged across the barnacles of the keel and, in addition, he was at least partially drowned.



Note. From "Photobucket", 2009. Retrieved November 26, 2009, from http://media.photobucket.com/image/keel-hauling/PokerStick/kielhalen.jpg

Figure A-28 Keelhauling

Hanging

Execution by hanging at the yardarm was the punishment for mutiny in the fleet. The last execution was carried out in 1860 on a marine who attempted to murder his captain. As a capital punishment, it was by no means instantaneous, such as hanging from a gallows. The prisoner's hands and feet were tied and the noose placed around his neck. A dozen or so men, usually boats' bowmen (the worst scoundrels in the ship) manned the whip and hoisted him to the block of an upper yard to die there by slow strangulation.

Flogging

The most common type of punishment, inflicted for almost any crime at the discretion of the captain, was flogging with a cat-o'-nine-tails. A cat-o'-nine-tails consisted of a short rope or wooden handle, often red in colour, to which was attached nine waxed cords of equal length each with a small knot in the end. Floggings were carried out aboard ship near the gangway. In the early 19th century, a man who was to be flogged was given twenty-four hours in which to make his own cat. He was kept in leg-irons on the upper deck while awaiting

his punishment and when the cat was made the boatswain cut out all but the best nine tails. If the task was not completed in time the punishment was increased.

Note. From "Cat O' Nine Tails–People and places",2009, PortCities London, Copyright 2009. Retrieved December 9, 2009, from http://www.portcities.org.uk/London/server/show/conMediaFile.852/Cat-ONine-Tails.html

Figure A-29 Cat-O'-Nine-Tails

At the appointed, time the ship's company, with heads uncovered to show respect for the law, heard the Article of War the offender had contravened. The prisoner was then brought forward, asked if he had anything to say in mitigation of punishment, then removed his shirt and had his hands secured to the rigging or a grating above his head. At the order "Boatswain's mate, do your duty" a sturdy seaman stepped forward with the cat and the offender was lashed on the bare back with a full sweep of the arm. After each dozen lashes, a fresh boatswain's mate stepped forward to continue the punishment. Each blow of the cat tore back the skin and subsequent cuts bit into the flesh so that after several dozen lashes had been inflicted the man's back resembled raw meat. After each stroke the cords were drawn through the boatswain's mate's fingers to remove the clotting blood. Left-handed boatswain's mates were especially popular with sadistic captains because they would cross the cuts and mangle the flesh even more.

After the man was cut down, he was taken to the sick berth to have salt rubbed into his wounds. This was done not so much to increase the pain as for its antiseptic qualities. At one time, men were flogged to death with a hundred lashes or more. As late as the early 17th century, a thousand lashes was a punishment for mutiny and other serious offences in the British forces; this was more prolonged as hanging but just as fatal. From 1750 into the 19th century, 12 lashes were the maximum authorized for any one offence. The famous Admiral John Jervis and Vice Admiral Cuthbert Collingwood rarely exceeded this maximum except in the case of a double offence. It is recorded that they punished fewer men than captains who awarded more than the maximum. Vice admiral Horatio Nelson usually sentenced men to less than a dozen lashes, occasionally as many as 18, and rarely 24. In ships of the line, with companies of up to 550 men, the more merciful captains punished about 16 men a year while some others punished over 50. Not taken into account in the records were unofficial punishments which were quite prevalent.

Can you think of any movies in which a flogging was depicted?

_____

_____

_____

Running the Gauntlet

Until the end of the 18th century, the punishment for theft, a hateful crime aboard ship when stealing would affect the entire ship's company, was for the thief to run the gauntlet. The offender first received a dozen lashes in the normal manner with a thieves' cat, similar to a cat-o'-nine-tails but with knots throughout the length of the cords, and while still stripped to the waist passed through two lines of all the ship's company to be flogged with short lengths of rope. To ensure he did not move too fast and not benefit fully from this ordeal, the master-at-arms marched backward a pace ahead of him with the point of his cutlass against the thief's chest. To prevent him from stopping, a ship's corporal followed him in a similar manner. On completion of the course, the thief was given a further dozen lashes.

Limitations of Punishment

The *Naval Discipline Act* of 1866 limited corporal punishment to 48 lashes. Flogging was abolished in the British forces by the *Army Act* of 1881 in response to strong public opinion. It was said that flogging made a bad man worse, and broke a good man's heart. Other forms of punishment were usually harsh and often ingenious in an attempt to make a punishment fit each crime. In the 19th century, it was ordered that cruel and unusual punishments were to be avoided. Cell punishment was instituted in 1847, and a few years later came the first set of modern minor punishments to offences.

CONCLUSION

Understanding the customs and traditions that are associated with both the RN and the Canadian Navy is an important aspect of preserving our shared naval heritiage. Changes in society will undoubtedly occur that require the adjustment of some of these customs. The spirit however, of these traditions will endure as long as we continue to pass them on to future generations.

Congratulations, you have completed your self study package on EO C523.01 (Examine Naval Customs and Traditions). Complete the following exercise and hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

FINAL EXERCISE

Cadet's Name: _____ Date: _____

1. Describe the origins of the naval rank of lieutenant.

_____

_____

_____

_____

2. What year was the rank of sub-lieutenant named?

_____

3. List five superstitions or traditions observed by naval personnel.

_____ _____

_____ _____

_____

4. Describe the origins of placing a coin under the mast of a ship.

_____

_____

_____

_____

5. Name two 14th or 15th century documents of law that pertain to the navy.

_____ _____

6. List four types of punishment used by the navy.

_____ _____

_____ _____

ACTIVATE YOUR BRAIN ANSWER KEY

***Activate Your Brain #1*:**

What year was the rank of lieutenant-commander adopted?

Before World War I a lieutenant who held a command was called lieutenant and commander; in 1912 this was officially abbreviated to lieutenant-commander.

***Activate Your Brain #2*:**

What is the origin of the rank of rear admiral?

During the age of sail, when two fleets met in battle each opposing force would roughly form a straight line. The admiral's (overall commander) vessel would be placed in the centre of the fleet. The ships in the rear were in the least danger and therefore it was commanded by the least experienced admiral who was designated third in command. He was known as admiral of the rear, later changed to rear admiral.

***Activate Your Brain #3*:**

Describe the origins of the term wardroom.

Prior to the 18th century, each officer lived and messed in his own quarters, cramped as they were. The captain's cabin, on the other hand, was known as the great cabin. Under it was the wardrobe, a locker often used to stow articles of value taken from prizes. When not in use, the officers used it to hang their spare uniforms. It is first spoken of as being used as a general officers' mess about 1750, at which time it was of much greater size than a locker, and was renamed the wardroom.

***Activate Your Brain #4*:**

Why was whistling not allowed aboard ship?

Whistling is forbidden in most ships since it can be confused with the sound of the boatswain’s call used for attracting attention before making a pipe. Another reason for the no whistling rule was that it was the custom to whistle a wind when calm winds stopped a sailing ship; if a gale ensued the assumption was that they overdid it. Sailors, being superstitious, rigidly curtailed their whistling habits. At the time of whistling for a wind, it was customary to drive a knife into the mainmast on the bearing the wind was desired.

***Activate Your Brain #5*:**

What is *The Black Book of the Admiralty*?

As new laws were developed since the *Rolls of Oléron*, a compilation was produced. The High Court of the Admiralty was established during this time, as was *The Black Book of the Admiralty*, in which all laws relating to seafaring under the British flag were recorded. The oldest surviving manuscript copy dates from around 1450. In 1871, Sir Travers Twiss published an edition which includes the original medieval text.

FINAL EXERCISE ANSWER KEY

1. Describe the origins of the naval rank of lieutenant.

The word lieutenant is French in origin; the *lieu* meaning "place" as in a position; and *tenant* meaning "holding" as in holding a position. A lieutenant is, therefore someone who holds a position in the absence of their superior.

2. What year was the rank of sub-lieutenant named?

The rank of sub-lieutenant was named in 1861.

3. List five superstitions or traditions observed by naval personnel.

Earrings, beards, tattoos, burial at sea, ringing bells, rum, whistling, killick, ships' crests, coins, wardroom, boarding / departing or toasts are all superstitions or traditions observed by naval personnel.

4. Describe the origins of placing a coin under the mast of a ship.

In the sixth book of the Roman poet Virgil, the old seamen used to place a coin under the heel of each mast to pay the fare to Charon for crossing the River Styx, thereby ensuring a safe passage for all hands over the river of the underworld should disaster overtake the vessel. In reverence to this old superstition, the practice is still carried out; albeit with a coin being placed within the steel frame as opposed to under the wooden mast. A copper coin inserted in the mouth of a dead seaman in Roman times served the same purpose in respect to the individual.

5. Name two 14th or 15th century documents of law that pertain to the navy.

The Black Book of the Admiralty and *The Articles of War* are two 14th or 15th century documents of law that pertain to the navy.

6. List four types of punishment that were used by the navy.

Keelhauling, hanging, flogging or running the gauntlet are four types of punishment that were used by the navy.

ROYAL CANADIAN SEA CADETS

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 2

EO C523.02A – PLOT A FIX

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

Review the lesson content and become familiar with the material prior to facilitating this lesson.

Photocopy the self study package located at Attachment A for each cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail potting a fix at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have plotted a fix.

IMPORTANCE

It is important for cadets to plot a three-bearing fix and a horizontal angle fix as it is an accurate way of fixing a position by a visual means. Plotting a fix ensures the vessel's safety during navigation.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet plot a fix.

RESOURCES

Self study package,
Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel,
Navigation instruments, and
Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A, *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*, navigation instruments and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the self study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Locating a position on a chart is an important skill which cadets can use whenever they navigate small craft. Accurate navigation will allow the cadets to safely navigate and complete their objectives.

INSTRUCTOR NOTES / REMARKS

EO C523.02A (Plot a Fix) may be completed by cadets who have not completed complementary navigation EOs during Phase Four training.

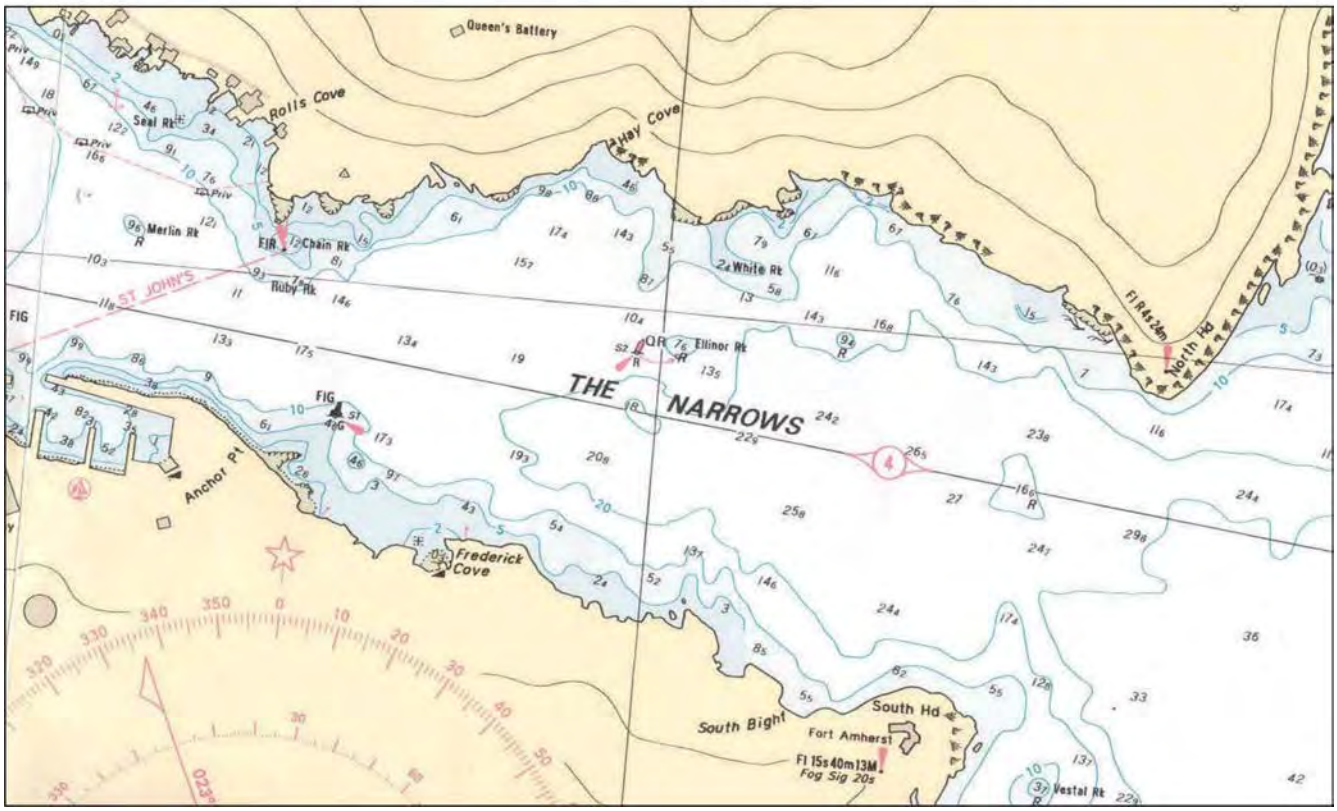
This lesson requires the use of a station pointer, which is a navigation instrument that the cadets have not been introduced to previously.

REFERENCES

C1-164 C-57-007-002/AF-001 Royal Navy. (1987). *Admiralty manual of navigation* (Vol. 1). (Rev. 1987). London, England: Her Majesty's Stationery Office.

THIS PAGE INTENTIONALLY LEFT BLANK

PLOT A FIX



Self Study Package

Section 1: PLOT A POSITION USING A THREE-BEARING FIX
Section 2: PLOT A POSITION USING A HORIZONTAL ANGLE FIX

SECTION 1
PLOT A POSITION USING A THREE-BEARING FIX

FIXING TERMINOLOGY

To better understand the principles outlined, it is important to know the following terms:

Heading. The direction in which the bow of the small craft is pointing. Headings are expressed in degrees (°)—000 through 360.

Bearing. A line of position sighted from a small craft to another object. Only true bearings can be plotted on charts.

Lines of Position (LOPs). Lines that are plotted on a chart for the bearings taken of objects.

A fix. The intersection of two or more LOPs. While a fix can be made with two LOPs, it is considered more accurate to use three LOPs in every fix. An ideal three-bearing fix should have 60-degree angles between the LOPs.

Did you know?

True bearings are obtained from a gyrocompass. Small craft are not normally fitted with a gyrocompass due to their weight and size. If taking bearings from a small craft, a handheld magnetic compass may be used to obtain the bearings. However, these bearings should be converted to true bearings before plotting them on a chart.

Throughout this self study package, all bearings given in examples and exercises are to be considered true bearings.

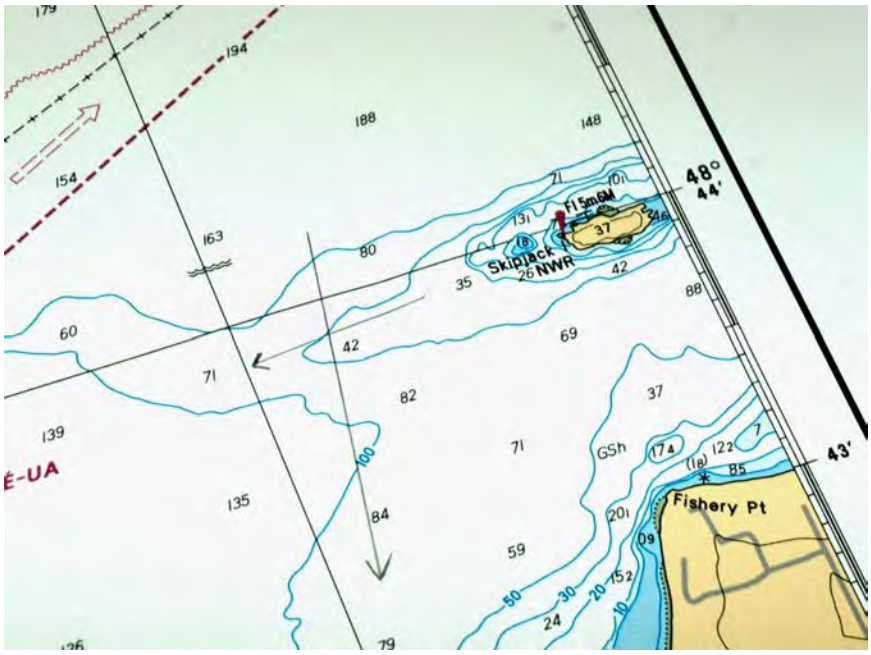
THREE-BEARING FIX

In order to plot a three-bearing fix, three LOPs must cross at a specific point.

Example: Plot the following fix on *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*:

	East Pt. light	010°
0800	Skipjack I. light	085°
	Monarch Hd.	326°

1. Align the parallel ruler with the centre of the compass rose and 010° on the outer ring of the compass rose.
2. Roll the ruler along the chart until the edge aligns with East Pt. light.
3. Draw a line from the light along the ruler.
4. Repeat Steps 1–3 for the other two bearings. After the first LOP is plotted, the remaining LOPs are only drawn across the first LOP plotted.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure A-1 Three-Bearing Fix Step 4

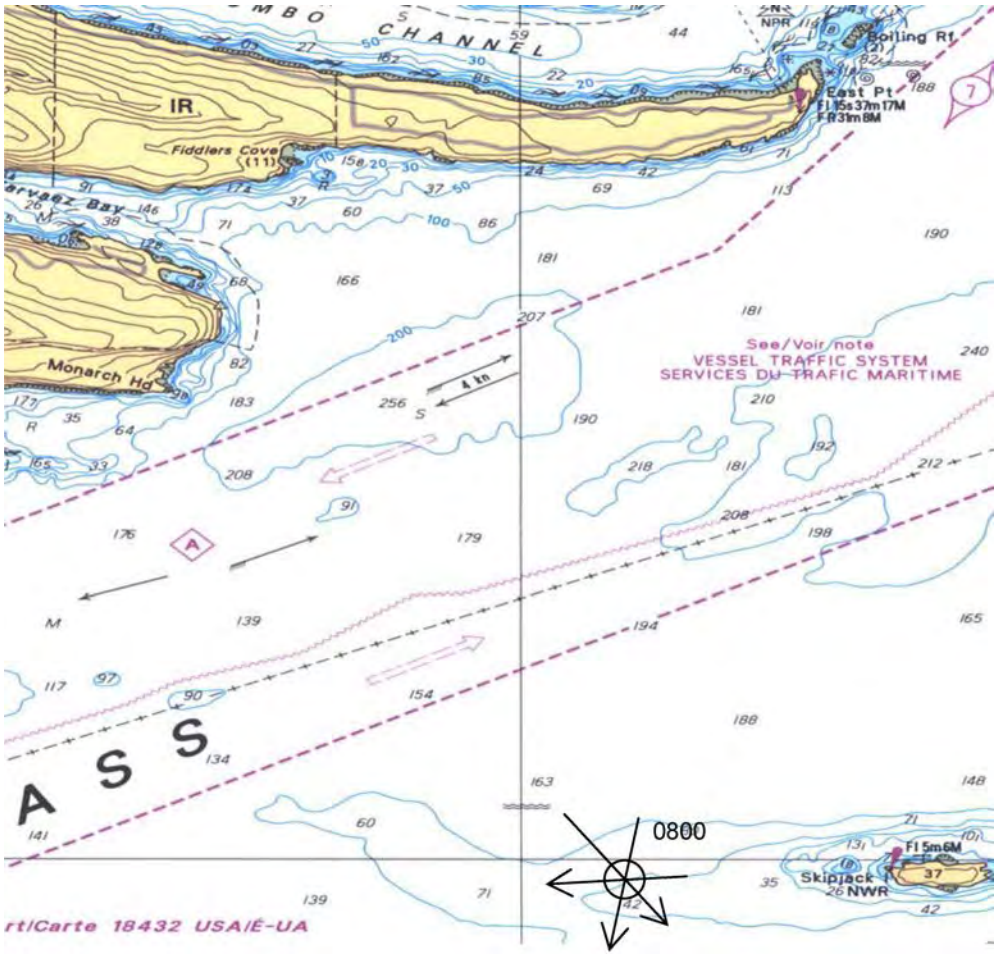
5. Once an LOP is drawn it can be shortened to the same size as the diameter of a quarter.

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure A-2 Three-Bearing Fix Step 5

6. Draw arrows at the outer ends of the LOPs pointing away from the object. These arrows indicate the direction in which the observer must lie from the observed object.

7. Circle the intersection of the three LOPs and label with the four digit time the bearings were taken next to the fix.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure A-3 Three-Bearing Fix Step 7

When plotting LOPs, plot from the black dot at the bottom of the symbol or from the edge of the points of land.

When referring to edges of land, it is common to use RHE for right-hand edge and LHE for left-hand edge.

SECTION 2
PLOT A POSITION USING A HORIZONTAL ANGLE FIX

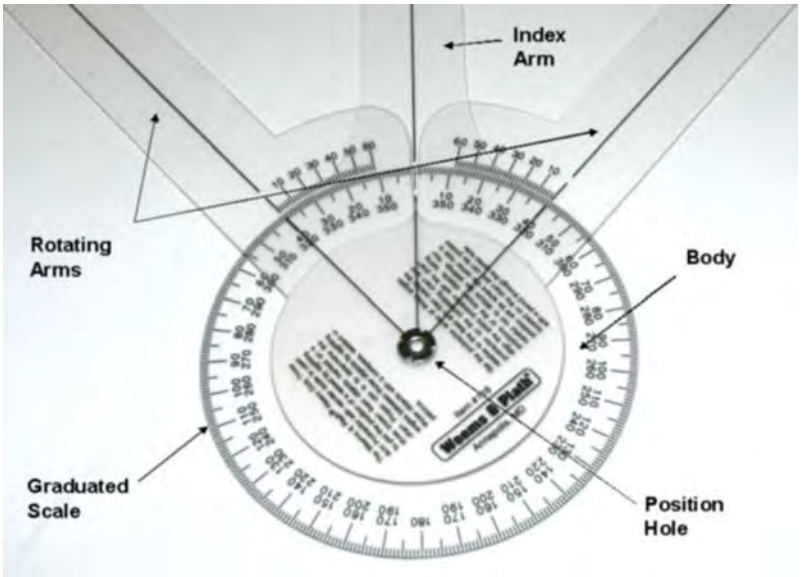
THE STATION POINTER

The station pointer was invented in 1801 by Joseph Huddart of the United States Navy (USN). It is a simple tool used to fix, or locate a position on a chart when the relative bearings are known between three visible, fixed objects.

Parts of a Station Pointer

The following parts are found on a station pointer (as illustrated in Figure A-4):

1. **Body.** A graduated circle.
2. **Position hole.** A hole in the centre of the body used to mark a position with the point of a pencil.
3. **Index arm.** Centre arm that is fixed to the body with its measurement line oriented to zero degrees on the circle. This arm is also referred to as the zero arm.
4. **Rotating arms.** Two arms, attached at the position hole that rotate freely around the body. The measurement lines on the arms overlay the graduated circle on the body.
5. **Graduated scale.** Marked in degrees around the circumference of the body.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure A-4 Parts of a Station Pointer

HORIZONTAL ANGLE FIX

A horizontal angle fix uses the difference in the angles between three points to locate position. Although it is not frequently used today, it can give a navigator an accurate fix when electronic position equipment or a gyrocompass is not available.

For the steps listed below, a magnetic compass is used. However, any navigational instrument that measures a bearing of an object can be used.

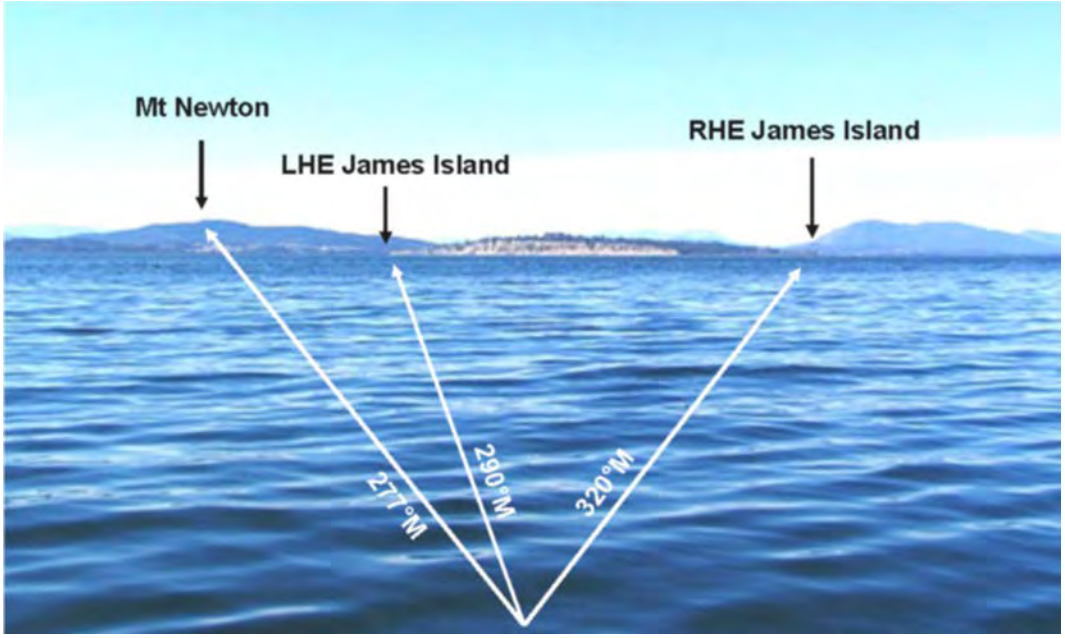
Use the following directions to plot a position on a chart using a station pointer:

1. Identify three visible, fixed objects that can be found on the chart.

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure A-5 Horizontal Angle Fix Step 1

2. Using a hand-held compass, measure the bearings to the objects.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

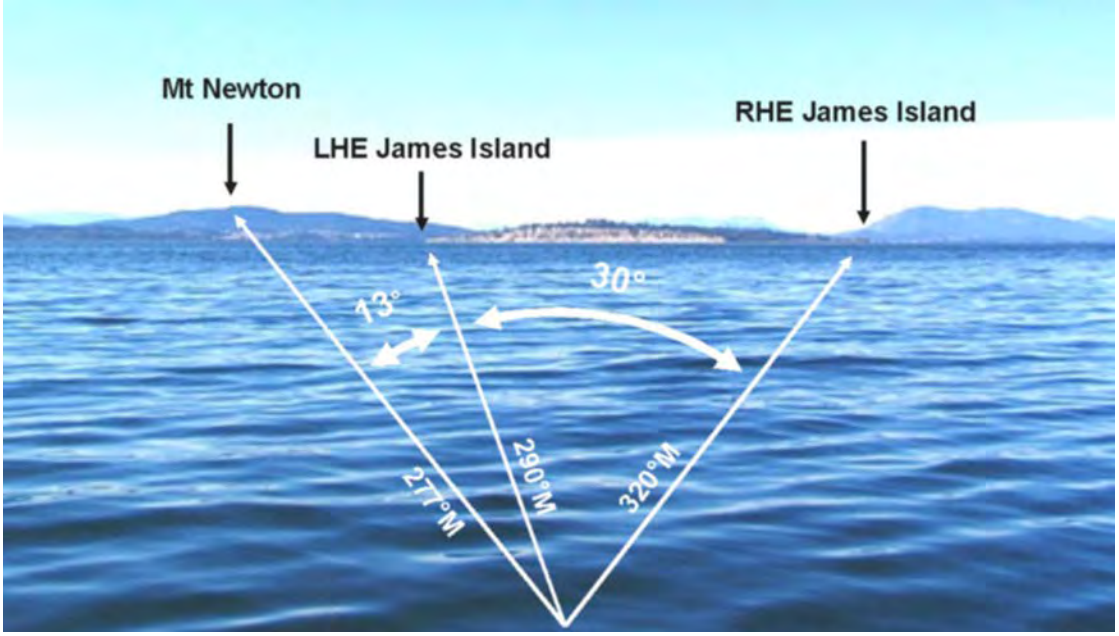
Figure A-6 Horizontal Angle Fix Step 2

3. The angles for the fix will be written as:

Mt. Newton	277°M
LHE James Island	290°M
RHE James Island	320°M

For the purposes of this example, the middle bearing will be the index arm of the station pointer.

4. Calculate the two relative bearings between the left and centre and the right and centre objects. These are known as the horizontal angles.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

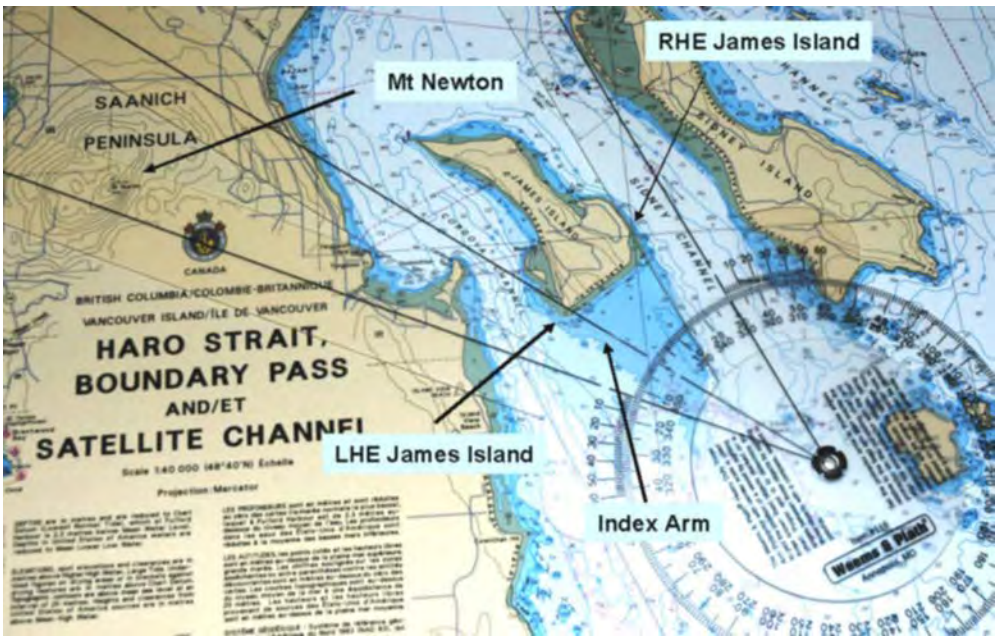
Figure A-7 Horizontal Angle Fix Step 4

5. Set the rotating arms of the station pointer to the relative bearings, calculated in Step 4, using the graduated scale.

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure A-8 Horizontal Angle Fix Step 5

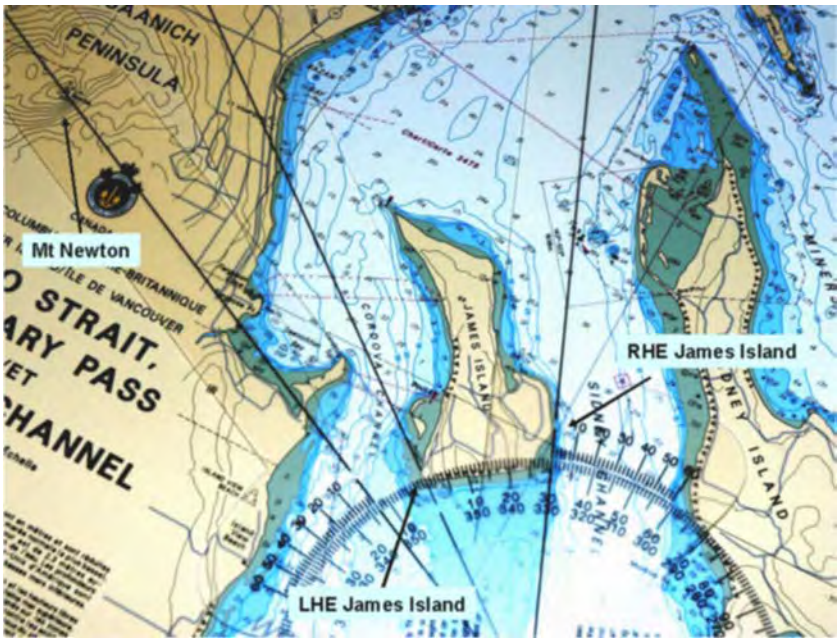
6. Place the station pointer on the chart with the index arm passing through the centre object.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure A-9 Horizontal Angle Fix Step 6

7. Slowly move the station pointer until all three arms are aligned with the three objects.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure A-10 Horizontal Angle Fix Step 7

8. Using the point of a pencil, mark the position on the chart through the position hole.

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure A-11 Horizontal Angle Fix Step 8

9. Draw a small circle around the pencil mark and label the fix with 'HA' and the time.

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure A-12 Horizontal Angle Fix Step 9

The fix is labelled with 'HA' to describe that the fix was obtained using horizontal angles.

CONCLUSION

Plotting a fix using a three-bearing fix and horizontal angle fix are an important aspect of navigation. Knowing where you are and where you will be at any given time leads to safe navigation.

Congratulations, you have completed your self study package on EO C523.02 (Plot a Fix). Complete the following exercise and hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

FINAL EXERCISE

Instructions:

Complete the following work on your chart. When you have finished, inform your training / level officer who will correct your work.

1. On *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*, plot the following fixes.

		Gowlland Pt.	025°			Thieves Bay light	050°
a.	0900	Turn Pt.	225°	b.	0930	Canoe Rk. light	181°
		Wallace Pt.	319°			Beaver Pt. light	310°
		RHE Russell I.	000°			Pt. Fairfax light	090°
c.	1000	Isabella I. light	294°	d.	1030	Greig I. day mark	160°
		Kanaka Bluff light	060°			Dock I. light	190°

2. On *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*, calculate the relative bearings and plot the following horizontal angle fixes (the middle bearing will be the index arm).

		Hay Pt.	300°			Arachne Rf Light	230°
a.	1100	Turn Pt. light	340°	b.	1130	Pt. Fairfax Light	250°
		Wallace Pt.	358°			Turn Pt. Light	280°
		Turn Pt. light	137°				
c.	1200	Tom Pt. light	197°				
		Arachne Rf. light	247°				

FINAL EXERCISE ANSWER KEY

1. If the fixes are plotted correctly, the following symbols should be identified:

    a. Border between Canada and USA,
    b. 64 m depth,
    c. Contour line around 34 m hole, and
    d. 44 m depth

Check to ensure the cadets are using the correct symbol for a fix:

- Arrows away from the object,
- Circle around the intersection of the LOPs,
- Four digit time next to the fix, and
- Each fix no larger than the diameter of a quarter.

2. If the fixes are plotted correctly, the following symbols should be identified:

    a. Next to 243 degree mark on the compass rose,
    b. In south-bound traffic lane southwest of Gowlland Pt, and
    c. Just north of 300 m contour in Swanson Channel.

Check to ensure the cadets are using the correct symbol for a fix:

- Circle around the fix,
- Four digit time next to the fix, and
- Fix labelled HA to describe that the fix was obtained using horizontal angles.

THIS PAGE INTENTIONALLY LEFT BLANK

ROYAL CANADIAN SEA CADETS

PHASE FIVE

INSTRUCTIONAL GUIDE

SECTION 3

EO C523.02B – COMPLETE A FIXING PAPER

Total Time:	90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

Review the lesson content and become familiar with the material prior to facilitating this lesson.

Photocopy the self study package located at Attachment A for each cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to complete a fixing paper at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have completed a fixing paper.

IMPORTANCE

It is important for the cadet to complete a fixing paper as it allows them to practice their navigation skills in a safe and controlled environment. The fixing paper will require the cadet to use their knowledge to perform chartwork, work out a result and respond with the correct information as if they were on the bridge of a vessel.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet complete a fixing paper.

RESOURCES

- Self study package,
- *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*,
- Navigation instruments, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A, *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*, navigation instruments and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the fixing paper answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the enabling objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to complete a fixing paper as it allows you to practice your navigation skills in a safe and controlled environment. The fixing paper will require you to use your knowledge to perform chartwork, work out a result and respond with the correct information as if you were on the bridge of a vessel.

INSTRUCTOR NOTES / REMARKS

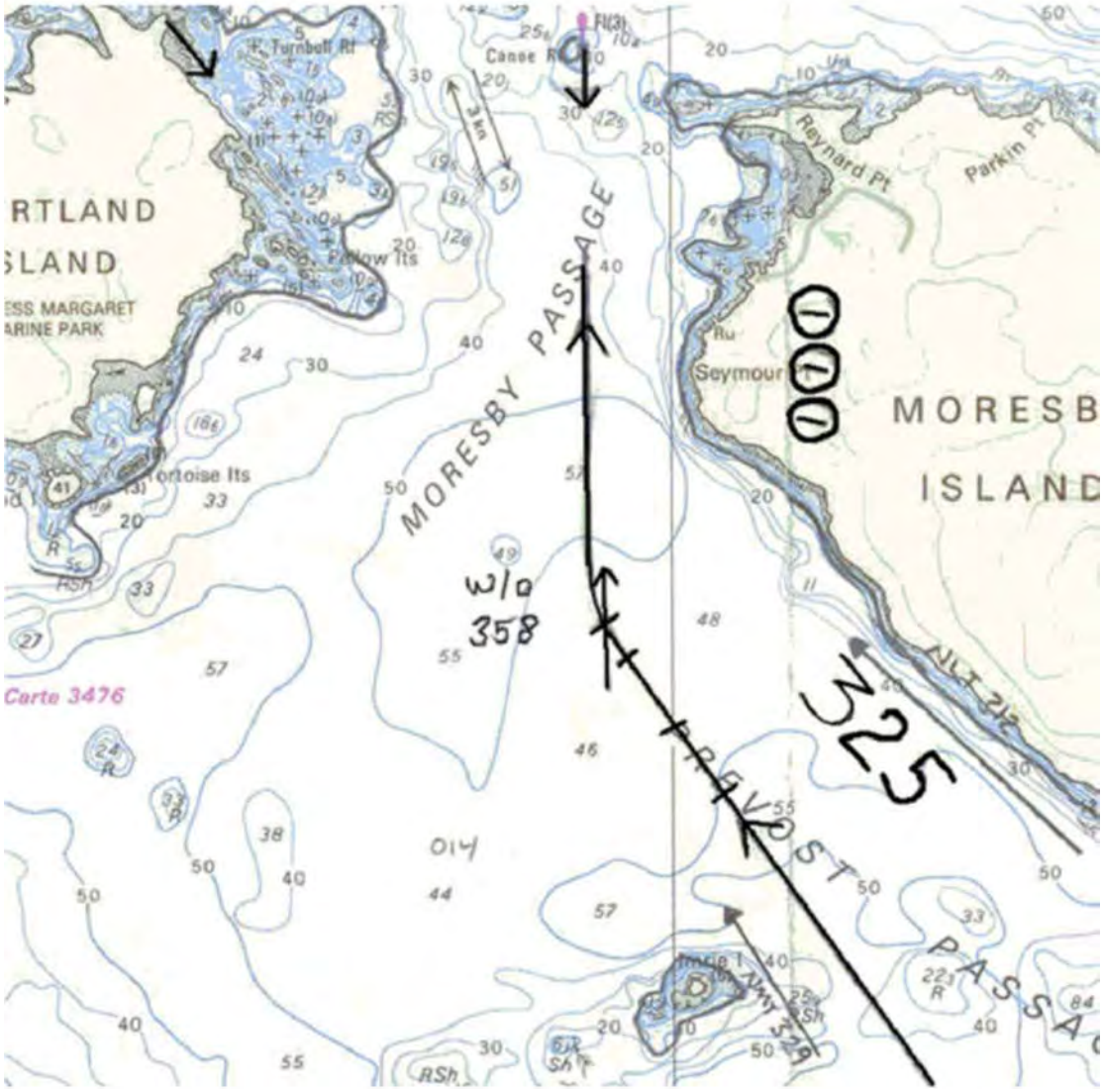
EO C523.02B (Complete a Fixing Paper) may only be completed by cadets who have completed all complementary navigation EOs during Phase Four training.

REFERENCES

C1-164 C-57-007-002/AF-001 Royal Navy. (1987). *Admiralty manual of navigation* (Vol. 1). (Rev. 1987). London, England: Her Majesty's Stationery Office.

THIS PAGE INTENTIONALLY LEFT BLANK

COMPLETE A FIXING PAPER



Self Study Package

Section 1: FIXING PAPER TERMINOLOGY
Section 2: COMPLETE A FIXING PAPER

SECTION 1
FIXING PAPER TERMINOLOGY

INTRODUCTION

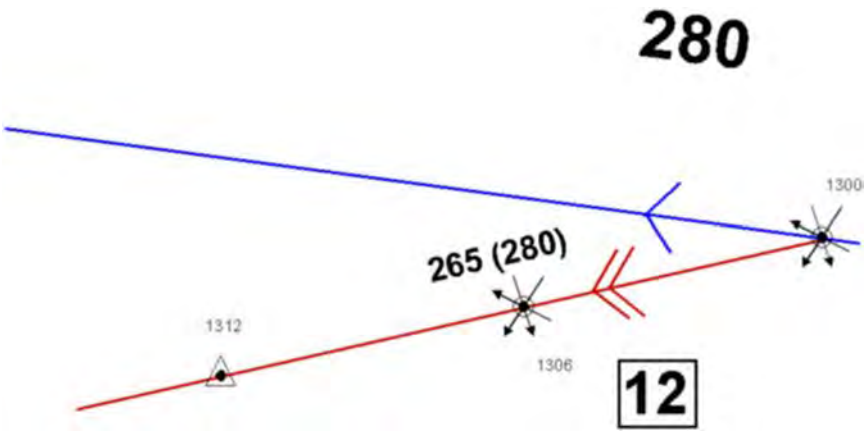
A fixing paper is a set of written instructions that simulate the execution of a ship's passage, allowing the navigator to practice their skills in a safe and controlled environment. Each instruction requires the navigator to use their knowledge to perform chartwork, work out a result, and respond with the correct information as if they were on the bridge of a vessel.

FIXING PAPER TERMINOLOGY

To better understand the principles outlined, it is important to know the following terms.

Course Made Good / Course to Steer (CMG / CTS)

The vessel's direction is affected by wind and current, which is sometimes difficult to predict. After taking two good fixes, the vessel's actual course or CMG can be found. The CMG shall be labelled using a three-digit number and two open arrowheads on the track. The CTS is the actual course that the helmsman steers and is indicated in brackets when it differs from the CMG.

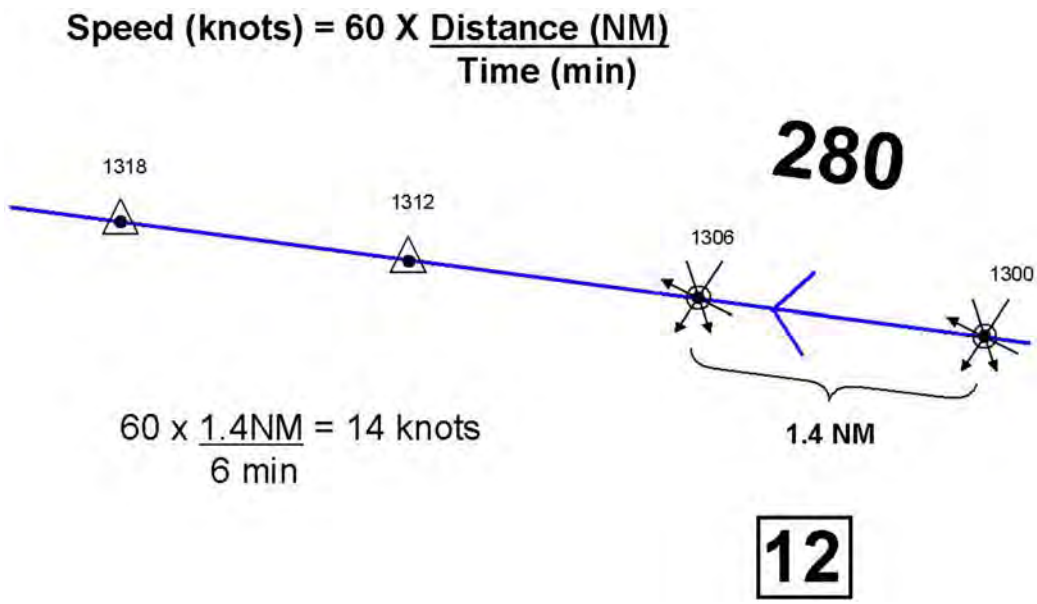


Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Figure 1 CMG / CTS

Speed Made Good / Speed Rung On (SMG / SRO)

The vessel's set speed, or speed rung on, is also affected by wind and current. By measuring the distance between two good fixes and dividing by the time interval between them, the SMG can be calculated.

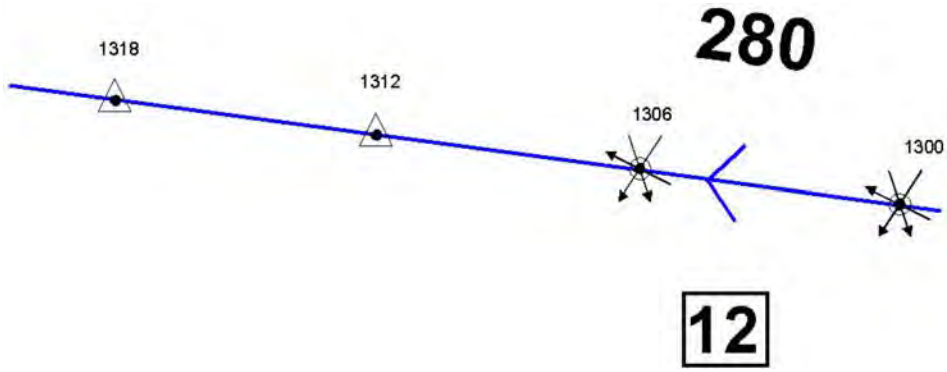


Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Figure 2 SMG / SRO

Estimated Position (EP)

An EP is the continuous plotting of a course and position based on the vessel travelling at a constant speed over a set time period. As learned previously, a dead reckoning (DR) assumes the vessel's actual speed was the same as that ordered by the engine telegraphs. If the navigator has calculated the actual speed of the vessel, a more precise estimate of where the vessel will be in the future can be made. The symbol to denote an EP is a dot surrounded by a triangle, drawn in a north–south orientation.



Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

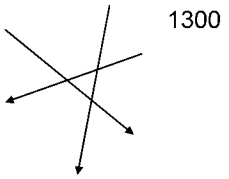
Figure 3 Estimated Position

Gyro Error

A gyrocompass is a navigational instrument used on a vessel to indicate its direction in relation to True North. Due to the electromechanical nature of a gyrocompass, errors can exist in the direction indicated. Therefore, the gyrocompass should be checked throughout the voyage. If a gyrocompass is not correct, any fixes taken

with it will also exhibit the same error. For example, a three-bearing fix is taken that produces a fix known as a cocked hat (as illustrated in Figure 4).

1300	Danger Shoal	155
	Arachne Reef	267
	LHE D'Arcy Island	195



Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

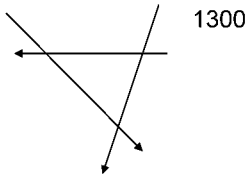
Figure 4 Cocked Hat

By using a trial and error type procedure known as fix reduction, degrees can be manually added or subtracted from the three bearings (as illustrated in Figure 5) to find the gyro error. If the gyrocompass reads higher than the actual bearing, the error is high and must be subtracted.

ADD 1

1300	Danger Shoal	155	**156**
	Arachne Reef	267	**268**
	LHE D'Arcy Island	195	**196**

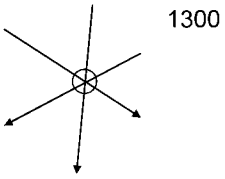
Result: Larger cocked hat



SUBTRACT 2

1300	Danger Shoal	155	**153**
	Arachne Reef	267	**265**
	LHE D'Arcy Island	195	**193**

Result: Fix, Gyro Error is 2° high



Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Figure 5 Fix Reduction

SECTION 2
COMPLETE A FIXING PAPER

Using *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*, complete the fixing paper below. Show all work on the chart using the correct symbology. Answer any questions in the space provided.

Q#	TIME	QUESTION	ANSWER
1	1030	Use *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*. The ship's position was read from the GPS as: 48° 41.0'N, 123° 05.0'W. You are steering course 310° and have Speed 10 rung on. Show DRs for 6 and 12 minutes.	
2	1036	Skipjack I light 048° RHE Stuart I 268° RHE Blunden I 322° Plot the fix.	
3		Where are you in relation to your track? Explain how far off, to which side and why you could be off track.	
4		Properly label CMG, SMG and the EP for minute 42 on the chart.	
5	1048	Gowlland Pt 1.91NM Satellite I 1.95NM Sandy Pt 3.32NM Plot the fix. Show two DRs.	
6		Alter course to 275° Speed 12. Lay down and label the new track from the last fix.	
7	1056	Turn Pt light 227° Tilly Pt 344° Gowlland Pt light 023° Plot the fix. Show SMG and DRs for 6 and 12 minutes.	
8	1108	Turn Pt 208° at 1.68NM Plot the fix. Show 6 and 12 minute EPs.	
9	1114	Pelorus Pt 1.32NM Parkin Pt 2.02NM Parkin Pt 282° Plot the fix.	
10		A fishing vessel has been reported taking on water in position 48° 38.0'N, 123° 15.1'W. Plot the vessel's position. Determine the CTS and DR time to the vessel at your current speed.	
11	1116	Pt Fairfax light in transit with	

Q#	TIME	QUESTION	ANSWER
		Dock I light 233° Turn Pt light 151° Plot the fix.	
12		Does the chart agree with the gyro? If not, what was the gyro error?	
13	1128	Pt Fairfax light 263° Arachne Rf light 233° Turn Point light 134° Plot the fix.	
14	1132	RHE Comet I 251° Rum I light 212° Arachne Rf light 280° Plot the fix. Show the SMG, CMG, 6 and 12 minute DRs. What is the DR time to the distressed vessel?	
15		Alter course to 180° and increase speed to 20 kts from the 1132 fix.	
16		How close will you pass to the position of the fishing vessel? What time will this be?	
17		What country are you in at 1132?	
18	1146	As you stop to help the fishing vessel, the visibility closes in. When all way is off the ship the following fix is taken: RHE Mandarte I 274° LHE Halibut I 211° Hamley Pt 1.28NM Plot the fix.	
19	1206	Having saved the fishing vessel, you are now ready to proceed. LHE Halibut I 274° Halibut I 0.80NM Hamley Pt 1.28NM Plot the fix.	
20		How far have you drifted and in what direction? Calculate the speed the vessel has drifted at.	
21		From your last fix, what would be the CTS and speed needed to reach a position with Kelp Rf. light at 270° and five cables away by 1234?	

Congratulations, you have completed your self study package on EO C523.02 (Complete a Fixing Paper). Complete the following exercise and hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

FIXING PAPER – ANSWER KEY

Cadet:_____ **Date:**_____

Q#	Answers	Mark
1.	☐ Fix, ☐ Track, ☐ DR 6, ☐ DR 12, ☐Course Label, ☐ Speed Box, ☐ Plot Correct	**/ 7**
2.	☐ Fix, ☐ Track, ☐ DR 6, ☐ DR 12	**/ 4**
3.	☐ 0.15NM (300x), ☐ Port, ☐ Wind or Current	**/ 3**
4.	☐ CMG: **299**, ☐ SMG: **11 kts**, ☐ Course Label (CMG[CTS]), ☐ EP Correct	**/ 4**
5.	☐ Fix, ☐ Track, ☐ DR 6, ☐ DR 12	**/ 4**
6.	☐ Track correct, ☐ Course Label, ☐ Speed Box	**/ 3**
7.	☐ Fix, ☐ Track, ☐ DR 6, ☐ DR 12, ☐ SMG: **12.8 kts**,	**/ 5**
8.	☐ Fix, ☐ Track, ☐ DR 6, ☐ DR 12	**/ 4**
9.	☐ Fix, ☐ Track, ☐ DR 6, ☐ DR 12	**/ 4**
10.	☐ Plot correct, ☐ CTS: **176**, ☐ DR Time: **27 min @ 1141**	**/ 3**
11.	☐ Fix, ☐ Track, ☐ DR 6, ☐ DR 12	**/ 4**
12.	☐ Does the chart agree? **NO, 1° LOW**	**/ 1**

Q#	Answers	Mark
13.	☐ Fix, ☐ Track, ☐ DR 6, ☐ DR 12	**/ 4**
14.	☐ Fix, ☐ Track, ☐ DR 6, ☐ DR 12, ☐ SMG: **12.7 kts**, ☐ CMG: **176**, ☐ DR Time: **13 min @ 1145**	**/ 7**
15.	☐ Track correct, ☐ Course Label, ☐ Speed Box	**/ 3**
16.	☐ Distance: **0.2NM (400x)**, ☐ Time: **8 min @ 1140**	**/ 2**
17.	☐ Country: **USA**	**/ 1**
18.	☐ Fix, ☐ Track, ☐ DR 6, ☐ DR 12	**/ 4**
19.	☐ Fix, ☐ Track, ☐ DR 6, ☐ DR 12	**/ 4**
20.	☐ Distance: **0.9NM**, ☐ Direction: **164**, ☐ Speed: **2.7 kts**	**/ 3**
21.	☐ Plot position, ☐ CTS: **164**, ☐ Speed: **10**	**/ 3**
All answers should be accurate to within 100x for distances, 2 minutes for times, 2 knots for speeds and 2 degrees for bearings.		**/ 76**

Evaluator's Notes: