



## ROYAL CANADIAN SEA CADETS

# PHASE TWO – QUALIFICATION STANDARD AND PLAN

(ENGLISH)

(Supersedes A-CR-CCP-602/PG-001 dated 2007-06-18)

Cette publication est disponible en français sous le numéro A-CR-CCP-602/PG-002.

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

Canada



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**OPI: D Cdts & JCR 4 – Cdts & JCR Training**

**2015-09-01**

**Canada**



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**Contact Officer: D Cdts & JCR 4-7-2 – Staff Officer Sea Cadet Program Development**

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## **FOREWORD AND PREFACE**

1. **Issuing Authority.** This Qualification Standard and Plan (QSP) A-CR-CCP-602/PG-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers (D Cdts & JCR) in accordance with Cadet Administrative and Training Order (CATO) 11-03, *Cadet Program Mandate*, CATO 11-04, *Cadet Program Outline* and CATO 31-03, *Sea Cadet Program Outline*, and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this QSP was in accordance with the performance-oriented concept of training outlined in the A-P9-050 Series, *Canadian Forces Individual Training and Education System*, with modifications to meet the needs of the Canadian Cadet Organization (CCO).
3. **Purpose of the QSP.** The QSP is to be used by Royal Canadian Sea Cadet Corps to conduct Phase Two, as outlined in CATO 11-04, *Cadet Program Outline* and CATO 31-03, *Sea Cadet Program Outline*.
4. **Suggested Changes.** Suggested changes to this document may be sent directly to [cadettraining@canada.ca](mailto:cadettraining@canada.ca).

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## CHAPTER 1 GENERAL

### AIMS

1. The aim of Phase Two is to provide a Sea Cadet with the introductory knowledge and practical experience required to participate in corps activities as a member of a team.

### PROGRAM DESIGN

2. Phase Two Program has been designed:
- a. assuming that the majority of second year cadets are between 13 and 14 years of age;
  - b. assuming that the majority of cadets have successfully completed Phase One;
  - c. using age-appropriate learning strategies;
  - d. by providing a programming mix consisting of mandatory and complementary training;
  - e. to include training which is experiential and skill-based, with a lesser focus on theoretical knowledge; and
  - f. assuming that learning will take place through a combination of programmed periods of instruction, unstructured discussions, teachable moments, and coaching / mentoring opportunities.
3. Each phase is composed of performance objectives (POs) subdivided into enabling objectives (EOs).

### PERFORMANCE OBJECTIVES

4. PO numbers are usually made up of three digits:
- a. The first digit indicates the phase (eg, 'X' represents Phases One to Four, '1' represents Phase One, '2' represents Phase Two, etc.).
  - b. The second and third digits indicate the topic area (eg, '00' represents Positive Social Relations for Youth, '01' represents Citizenship, '02' represents Community Service, etc.).
5. EO numbers are usually made up of six digits (eg, EO M103.01):
- a. The first digit is either an 'M', which indicates mandatory training, or a 'C', which indicates complementary training.
  - b. The second, third and fourth digits indicate the PO as per para 4.
  - c. The fifth and sixth digits indicate the specific EO number (eg, EO M103.01 is the first mandatory EO in Phase One leadership).
  - d. Some EOs have a seventh digit, which indicates there is a selection of EOs to choose from (eg, EOs MX01.01A, MX01.01B, MX01.01C, etc. indicates corps can choose any one of these EOs to satisfy the requirements of mandatory Citizenship training).
6. Each PO has been developed to contribute directly to the program aim and participant outcomes detailed in CATO 11-03, *Cadet Program Mandate*. The following are summaries of the POs common to all elements of the CP (allocated POs numbered X01 to X20) and the POs specific to the Phase Two Program (allocated POs numbered 221 to X25):

- a. **Citizenship.** PO X01 – Participate in Citizenship Activities. The aim of this PO is to introduce cadets to various aspects of being a good Canadian citizen through a range of fun, interesting and challenging activities.
- b. **Community Service.** PO X02 – Perform Community Service. The aim of this PO is to encourage cadets to be active citizens through participation in a community service activity as a member of a team.
- c. **Leadership.** PO 203 – Demonstrate Leadership Attributes Within a Peer Setting. The aim of this PO is to introduce cadets to the ways peer leaders are able to influence the behaviour of their group.
- d. **Personal Fitness and Healthy Living.** PO X04 – Track Participation in Physical Activities. The aim of this PO is to encourage cadets to live a healthy, active lifestyle by meeting the *Canadian Physical Activity Guidelines and Canadian Sedentary Behaviour Guidelines* for youth.
- e. **Physical Activities.** PO X05 – Participate in Physical Activities. The aim of this PO is for cadets to have fun participating in physical activities.
- f. **Air Rifle Marksmanship.** PO 206 – Fire the Cadet Air Rifle During Recreational Marksmanship. The aim of this PO is to develop the cadets' marksmanship abilities through participation in recreational marksmanship.
- g. **General Cadet Knowledge.** PO 207 – Serve in a Sea Cadet Corps. The aim of this PO is to provide cadets with information on the opportunities inherent in the Sea Cadet Program, and provide them with skills and knowledge that allow them to integrate successfully within the cadet organization.
- h. **Drill and Ceremonial.** PO 208 – Execute Drill as a Member of a Squad. The aim of this PO is to provide cadets with drill movements designed to improve the efficiency of a squad on the march.
- i. **Biathlon.** PO 211 – Participate in Competitive Summer Biathlon Activities. The aim of this PO is to provide cadets with an opportunity to enhance individual marksmanship skills and personal fitness while introducing cadets to the sport of biathlon.
- j. **CAF Familiarization.** PO X20 – Participate in Canadian Armed Forces (CAF) Familiarization Activities. The aim of this PO is to stimulate the interest of cadets in the army, land and air activities of the CAF.
- k. **Ropework.** PO 221 – Rig Tackles. The aim of this PO to provide cadets with basic ropework skills to enable them to participate in seamanship activities such as small craft operation and sailing.
- l. **Ship's Operations.** PO 223 – Respond to Basic Forms of Naval Communications. The aim of this PO is to provide cadets with the basic knowledge required to communicate in a naval or nautical environment.
- m. **Sail.** PO X24 – Sail a Sailboat in accordance with Sail Canada *CANSail* Level 1. The aim of this PO is to qualify cadets to *CANSail* Level 1.
- n. **Nautical Training.** PO X25 – Participate in a Nautical Training Weekend. The aim of this PO is to provide cadets an additional opportunity to participate in a nautical activity that reinforces mandatory / complementary training, allows cadets to participate in naval aspects of the CAF or maritime community; and provides a hands-on opportunity that introduces new skills/knowledge.

## **TRAINING PREREQUISITES**

7. To participate in the Phase Two, youths must be members of a Sea Cadet corps, as specified in A-CR-CCP-950/PT-001, *Queen's Regulations and Orders for the Canadian Cadet Organization*, Article 4.01.

## **USE OF THE QSP**

8. This QSP shall be used as the primary authority governing the development, implementation, conduct and evaluation of the training and standards to qualify a cadet for Phase Two. This QSP shall also be used by D Cdts & JCR as the primary reference for validation of Phase Two.

9. Phase Two shall be conducted using this QSP as the training control document in conjunction with A-CR-CCP-602/PF-001, *Royal Canadian Sea Cadets Phase Two Instructional Guides*.

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## CHAPTER 2

### TRAINING MANAGEMENT DETAILS

#### RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

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

- a. Royal Canadian Sea Cadet Corps (RCSCC); and
- b. Technical TEs, such as:
  - (1) Cadets Nautical Sites (CNS); and
  - (2) Other zone, detachment or regional TEs as authorized by the RCSU Commanding Officer (CO).

#### TRAINING DETAILS

2. In accordance with CATOs 11-04, *Cadet Program Outline* and 31-03, *Sea Cadet Program Outline*, the Phase Training Program is conducted between 1 September and 30 June of each training year through a combination of 30 training sessions and 10 supported training days as detailed in Annex A.

3. Phase Training is divided into two compulsory components that must be completed by all cadets. These components are:

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

4. **Period Allocation.** Periods are 30 minutes in duration with some periods allocated to be delivered during training days / weekends. A detailed period allocation, including details on training days / weekend, is provided at Annex A, and scheduling guidelines are located at Annex B.

#### 5. Training Days / Weekends.

- a. The planning and conduct of training days is the responsibility of the corps. Day training shall be conducted at the corps parade location or, where suitable facilities do not exist at the corps parade location, within the local community.
- b. The conduct of sail training is the responsibility of Technical TEs (CNS). The planning of these activities is to be done in conjunction with the Area Cadet Detachment / RCSU and CNS.
- c. In accordance with CATO 11-04, *Cadet Program Outline*, weekend training shall normally be conducted within three hundred kilometres of the corps parade location.
- d. Where support of mandatory or complementary days / weekends is required, requests shall be forwarded to the appropriate RCSU. Refer to CATO 31-03, *Sea Cadet Program Outline*, and regional orders for amplified information on support available from RCSUs.

- e. Training days and weekends shall be structured, unless otherwise specified in the individual Phase QSP, to include cadets from all phases.

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

7. **Training Staff Requirements.**

- a. Corps Training Officer (Trg O):

RANK	MOSID	NUMBER	QUALIFICATION
Lt(N)	00232-01	1	Minimum: Captain Qualification; or CIC Intermediate Officer Qualification.  Preferred: CIC Training Officer (Corps / Squadron) Qualification; and CIC Occupational Specialty Senior Instructor Qualification.

- b. Phase 2 Course Officer (Phase 2 Crse O):

RANK	MOSID	NUMBER	QUALIFICATION
ASLt/SLt	00232-01	1	Minimum: Basic Officer Qualification; or CIC Basic Military Officer Qualification and Basic Military Occupational Qualification.  Preferred: Military Occupation Course (Sea); or CIC Basic Military Officer Qualification (Sea).  <b>Note:</b> This position may also be filled by an NCdt, should circumstances warrant.

## c. Instructors:

RANK	MOSID	NUMBER	QUALIFICATION
PO1 and above	N/A	1 per 10 cadets	Minimum: Completion of Phase Four Training Program  Preferred: CSTC specialties appropriate for activity requirements (eg, Air Rifle Marksmanship Instructor to instruct Marksmanship, PO 106).

8. **Technical Specialists.** The number of technical specialists required is influenced by policy documentation specific to the activity (eg, CATOs, Water Safety Orders, Adventure Training Safety Standards, etc.) and by local circumstances. It is recommended that cadet specialist instructors be used in the delivery of specialty training where practical. The technical specialists that could support Phase Two are:

## a. Required Specialist Instructors:

- (1) Unit Cadet Conflict Management Advisor (UCCMA) to coordinate training delivery and learning reinforcement for PO 100; and
- (2) Range Safety Officer (RSO) in support of POs 206 and 211; and

## b. Possible Cadet Specialist Instructors:

- (1) Fitness and Sports Instructor(s) as available in support of POs X04 and X05;
- (2) Air Rifle Marksmanship Instructor(s) as available in support of POs 206 and 211;
- (3) Drill and Ceremonial Instructor(s) as available in support of PO 208;
- (4) Boatswain's Mate Qualified Instructor(s) as available in support of POs 221, 222, 223 and X25; and
- (5) Sail and SCOP Instructor(s) in support of PO X24 and X25, as required; and

## c. guest speaker(s) as required.

9. **Resource Requirements.** RCSU COs are responsible for ensuring that required equipment and supplies are available. A list of material required to conduct the training is located at Chapter 2, Annex C.

## TRAINING ADMINISTRATION

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

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

## QUALIFICATION

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

## **RELATED DOCUMENTS**

13. This QSP is to be used in conjunction with:
  - a. CATOs; and
  - b. A-CR-CCP-602/PF-001, *Royal Canadian Sea Cadets Phase Two Instructional Guides*.

## **REFERENCES**

14. A list of references used in this QSP is located at Chapter 2, Annex D.

**ANNEX A**

**PHASE TWO TRAINING SUMMARY AND TIME ALLOCATION**

**PERIOD ALLOCATION**

<b>PO No.</b>	<b>Performance Objective</b>	<b>EO No.</b>	<b>Enabling Objective</b>	<b>No. of Pd</b>		
X01	Participate in Citizenship Activities	MX01.01A	Participate in a Citizenship Tour	-		
		MX01.01B	Attend a Presentation by a Community Organization	-		
		MX01.01C	Attend a Presentation by a Citizen-of-Interest	-		
		MX01.01D	Participate in the Canadian Citizenship Challenge	-		
		MX01.01E	Host a Citizenship Ceremony	-		
		MX01.01F	Participate in an Election	-		
		MX01.01G	Participate in Heritage Minutes Video Activities	-		
		MX01.01H	Participate in Citizenship Learning Stations	-		
		CX01.01	Participate in Citizenship Activities	18		
					<b>PO X01 – Total Mandatory</b>	<b>3</b>
			<b>PO X01 – Total Complementary</b>	<b>11</b>		
X02	Perform Community Service	MX02.01	Perform Community Service	9		
		CX02.01	Perform Community Service	18		
					<b>PO X02 – Total Mandatory</b>	<b>9</b>
					<b>PO X02 – Total Complementary</b>	<b>18</b>
203	Demonstrate Leadership Attributes Within a Peer Setting	M203.01	Discuss Leadership Within a Peer Setting	1		
		M203.02	Discuss the Principles of Leadership	1		
		M203.03	Discuss Effective Communication in a Peer Setting	1		
		M203.04	Demonstrate Positive Group Dynamics	2		
		M203.05	Discuss Influence Behaviours	1		
		M203.06	Employ Problem Solving	2		
		M203.07	Discuss Personal Integrity as a Quality of Leadership	1		
		M203.08	Participate in Team-Building Activities	1		
		C203.01	Record Entries in a Reflective Journal	3		
		C203.02	Employ Problem Solving	2		
		C203.03	Discuss Characteristics of a Leader	2		
		C203.04	Participate in a Presentation Given by a Leader	2		
		C203.05	Participate in Trust-Building Activities	1		
		C203.06	Participate in Problem-Solving Activities	2		
			<b>PO 203 – Total Mandatory</b>	<b>10</b>		
			<b>PO 203 – Total Complementary</b>	<b>12</b>		

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd		
X04	Track Participation in Physical Activities	MX04.01	Participate in 60 Minutes of Moderate-to Vigorous-Intensity Physical Activity (MVPA) and Track Participation in Physical Activities	3		
		MX04.02	Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment (CFA)	3		
		MX04.03	Participate in the CFA and Identify Strategies for Improving Personal Physical Fitness	3		
		CX04.01	Participate in the CFA and Identify Strategies for Improving Personal Physical Fitness	3		
		CX04.02	Participate in Activities that Reinforce the Three Components of Physical Fitness	3		
		CX04.03	Participate in a Cooking Class	3		
		CX04.04	Attend a Personal Fitness and Healthy Living Presentation	3		
		CX04.05	Attend a Local Amateur Sporting Event	3		
					<b>PO X04 – Total Mandatory</b>	<b>9</b>
					<b>PO X04 – Total Complementary</b>	<b>15</b>
X05	Participate in Physical Activities	MX05.01	Participate in Physical Activities	9		
		CX05.01	Participate in Physical Activities	9		
		CX05.02	Participate in a Tournament	9		
					<b>PO X05 – Total Mandatory</b>	<b>9</b>
					<b>PO X05 – Total Complementary</b>	<b>18</b>
206	Fire the Cadet Air Rifle During Recreational Marksmanship	M206.01	Participate in a Recreational Marksmanship Activity	3		
		C206.01	Practice Holding Techniques	1		
		C206.02	Practice Aiming Techniques	2		
		C206.03	Practice Firing Techniques	1		
		C106.01	Participate in Recreational Air Rifle Marksmanship	6		
					<b>PO 206 – Total Mandatory</b>	<b>3</b>
			<b>PO 206 – Total Complementary</b>	<b>10</b>		
207	Serve in a Sea Cadet Corps	M207.01	Identify Phase Two Training Opportunities	1		
		M207.02	Recognize Historical Aspects of the Royal Canadian Sea Cadets	1		
		M207.03	Recognize the Role and Responsibilities of the Local Sponsor	1		
		M207.04	Identify Year Two CSTC Training Opportunities	1		

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
		C207.01	Identify the Rank Structure of the Royal Canadian Army and Air Cadets	1
		C207.02	Visit a Local Cadet Corps or Squadron	3
		C207.03	Describe the Affiliated Unit	1
		C207.04	Participate in a Tour of the Affiliated Unit	3
		C107.03	Participate in a Activity on the History of the Corps	1
		<b>PO 207 – Total Mandatory</b>		
<b>PO 207 – Total Complementary</b>			<b>9</b>	
208	Execute Drill as a Member of a Squad	M208.01	Execute Left and Right Turns on the March	2
		M208.02	Form Single File From the Halt	1
		C208.01	Practice Ceremonial Drill as a Review	2
		C208.02	Execute Drill With Arms	8
		C108.01	Execute Supplementary Drill Movements	6
		<b>PO 208 – Total Mandatory</b>		
<b>PO 208 – Total Complementary</b>			<b>16</b>	
211	Participate in Recreational Summer Biathlon Activities	C211.01	Identify Civilian Biathlon Opportunities	1
		C211.02	Run on Alternate Terrain	1
		C211.03	Fire the Cadet Air Rifle using a Sling Following Physical Activity	1
		C211.04	Participate in a Competitive Summer Biathlon Activity	6
		<b>PO 211 – Total Mandatory</b>		
<b>PO 211 – Total Complementary</b>			<b>9</b>	
X20	Participate in Canadian Armed Forces (CAF) Familiarization Activities	MX20.01A	Participate in a CAF Activity	-
		MX20.01B	Participate in a CAF Familiarization Tour	-
		MX20.01C	Fire the C7 Rifle	-
		MX20.01D	Participate in a Mess Dinner	-
		MX20.01E	Attend a CAF Presentation	-
		MX20.01F	Attend a CAF Commemorative Ceremony	-
		MX20.01G	Participate in CAF Video Activities	-
		MX20.01H	Participate in CAF Learning Stations	-
		CX20.01	Participate in CAF Familiarization Activities	18
<b>PO X20 – Total Mandatory</b>			<b>6</b>	
<b>PO X20 – Total Complementary</b>			<b>18</b>	
221	Rig Tackles	M221.01	Use a Strop for Slinging	3
		M221.02	Mouse a Hook	2
		M221.03	Reeve a Block	1
		M221.04	Identify Components of Tackles	2

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
		M221.05	Rig Tackles	3
		C221.01	Make a Back Splice	2
		C221.02	Make an Eye Splice	2
		C221.03	Make a Long Splice	2
		C121.01	Whip the End of a Line using West Country Whipping	1
		C121.02	Whip the End of a Line Using a Sailmaker's Whipping	2
		C121.03	Complete a Rolling Hitch	1
		C121.04	Complete a Marlin Hitch	1
		<b>PO 121 – Total Mandatory</b>		<b>11</b>
		<b>PO 121 – Total Complementary</b>		<b>11</b>
223	Serve in a Naval Environment	M223.01	Define Ship-Related Terms	1
		M223.02	Identify the Watch System	1
		M223.03	Execute Notes Using the Boatswain's Call	2
		M223.04	Pipe the General Call	1
		M223.05	Pipe the Still	1
		M223.06	Pipe the Carry On	1
		M223.07	Identify the Procedure for Berthing a Ship	2
		C223.01	Define Naval Terminology	1
		C223.02	Pipe the Side	1
		C123.01	Read the 24-hour Clock	1
		C123.02	Recite the Phonetic Alphabet	2
		<b>PO 223 – Total Mandatory</b>		<b>9</b>
		<b>PO 223 – Total Complementary</b>		<b>6</b>
X24	Sail a Sailboat IAW Sail Canada CANSail Level I	MX24.01	Prepare for a Sail Weekend	1
		MX24.02	Participate in a Sail Weekend	N/A (Wknd)
		<b>PO X24 – Total Mandatory</b>		<b>1</b>
X25	Participate in a Nautical Training Weekend	CX25.01	Prepare for a Nautical Training Weekend	1
		CX25.02	Participate in a Nautical Training Weekend	N/A (Wknd)
		<b>PO X25 – Total Complementary</b>		<b>1</b>
N/A	Prepare for the Seamanship Inter-divisional Competition			1
N/A	Annual Ceremonial Review (ACR)			3



**TRAINING DAY/WEEKEND ALLOCATION**

**MANDATORY**

<b>Activity</b>	<b>Description</b>	<b>Time</b>
Mandatory Training Periods	Eighteen periods of instruction (nine per day) chosen from the mandatory EOs to be delivered during full days of training.	2 Days
Sail	One weekend of sail training to be conducted IAW PO X24.	1 Weekend
Seamanship Inter-divisional Competition	A two-day competition in support of POs 203 and POs 220 to 223. This activity is to be conducted over two full days IAW the associated lesson specification and instructional guide.	2 Days
<b>Total Mandatory</b>		<b>6 Days</b>

**COMPLEMENTARY**

<b>Activity</b>	<b>Description</b>	<b>Time</b>
Complementary Training Periods	18 periods of instruction (9 per day) chosen from the complementary EOs to be delivered during a full day of training. POs 202, X05, 206 and/or 211 are best suited for delivery during training days; however, the flexibility does exist for corps to deliver the POs that best suit their circumstances (eg, infrastructure, resource availability, etc.).	2 Days
Nautical Training	One weekend of nautical training to be conducted IAW PO X25.	1 Weekend
<b>Total Complementary</b>		<b>4 Days</b>

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## ANNEX B SCHEDULING GUIDELINES

1. Schedule those activities that are set dates (eg, Remembrance Day activities, Regionally Directed Activities, TE activities [eg, sailing], School Breaks).
2. Schedule major and recurring activities (eg, PO X05 [Physical Activities], CO's Parades, Annual Ceremonial Review).
3. Schedule the following training activities early in the training year:
  - a. PO 100 (Positive Social Relations for Youth),
  - b. POs 107, 207, 307, 407 and 507 (General Cadet Knowledge),
  - c. POs 303, 403 and 503 (Leadership), and
  - d. POs 309 and 409 (Instructional Techniques).
4. Schedule any special considerations, such as:
  - a. Schedule EO MX04.02 (Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment) four weeks after EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities);
  - b. Schedule EO MX24.01 (Prepare for a Sail Weekend) prior to the corps' Sail Weekend;
  - c. For the completion of POs 303, 403, and 503 (Leadership), consider leadership assignment opportunities for Phase Levels Three, Four and Five cadets; leadership appointment opportunities for Phase Levels Four and Five cadets; and leadership project opportunities for Phase Level Five cadets; and
  - d. Schedule each Phase Four cadet into the Phase One and Two training schedules in order to complete EO M409.05 (Instruct a 30-Minute Lesson).
5. Schedule the remaining mandatory training (details located in the lesson specifications in Chapter 4).
6. Schedule selected complementary training.
7. Other considerations when developing the annual training schedule include:
  - a. the training environment required for each activity:
    - (1) some activities will require an outdoor environment which requires consideration for seasonal climate; and
    - (2) some activities will require the use of a special facility, such as a gymnasium or sports field; and
  - b. the availability of a technical specialist, if required to conduct the activity;
8. Considerations when implementing the training program:
  - a. Some theory is required for safety purposes and for introducing new material. However, most material can be taught using practical methods.

- b. Training sessions need to be planned in advance to allow instructors adequate time to prepare for the delivery and conduct of training. This includes reviewing lesson specifications and instructional guides, and creating instructional materials as required.
- c. Take adequate time to allow cadets to reflect upon and be debriefed on experiential training activities, to include future applications of the experience.

**ANNEX C**  
**RESOURCE REQUIREMENTS**

Quantities are based on a group of 30 cadets.

The resources required for complementary training and POs X01, X02, X04, X05 and X20 depend on the activities selected by the corps. Refer to A-CR-CCP-602/PF-001, *Royal Canadian Sea Cadets Phase Two Instructional Guides* for detailed lists of resources for each selected activity.

The following is a list of key items all corps require access to for the conduct of training.

<b>Item</b>	<b>Quantity</b>	<b>PO/EO</b>
DVD Player	1	X01/X05
Television	1	X01/X05
CD Player	1	X04
Leger's 20-m Shuttle Run Test CD	1	X04
Measuring Tape	1	X04
Masking tape	1	X04
12-cm measuring strip	15	X04
Pylons	30	X04
Gym mats	15	X04
Cardboard / wooden box approximately 30 cm high	15	X04
Metre stick	15	X04
First Aid Kit	1	X05
Sunscreen - SPF 30 (minimum)	1	X05
Insect Repellent	1	X05
Cadet Air Rifle - Five-shot clip	45	206
Cadet Air Rifle - Rifle	15	206
Cadet Air Rifle - Safety Rod	15	206
Cadet Air Rifle - Single Pellet Adaptor	15	206
Marksmanship mats	15	206
Pellets - .177 calibre Air Rifle (250 Pack)	6	206
Pellets - .177 calibre Cleaning Pellets (80 Pack)	1	206
Pellet container	15	206
Safety goggles/glasses	15	206
Target - Grouping Target CCT2000GRTD	150	206
Target Frame	15	206
Three-Strand Line (Three Metres per Cadet)	90m	221
Marlin Spike / Fid	10	221
Spar	2	221
Whipping Twine (Three Metres per Cadet)	90m	221
Hook	30	221
Cutting Tool	1	221
Line (Two Metres per Cadet)	60	221
Single Block	15	221
Double Block	15	221
Load of 22kg (50lbs) or Less	1	221
Whistle	1	221
Stopwatch	1	221

<u>Item</u>	<u>Quantity</u>	<u>PO/EO</u>
Boatswain's Call	30	223
Cleaning Supplies (for Boatswain's Call)	1	223
Twin Bollard	5	223
Heaving Line	5	223

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## **CHAPTER 3**

### **CADET EVALUATION**

#### **PURPOSE**

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

#### **LEARNER EVALUATION**

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

#### **CADET EVALUATION DESIGN AND DEVELOPMENT**

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

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

#### **CP DEVELOPMENTAL PERIODS (DPs)**

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

6. A DP is a time frame, during a cadet’s progression through the CP, in which the cadet participates in training and is provided opportunities to develop desired knowledge, skills and attitudes that support the aim of the CP and contribute to the achievement of the CP outcomes.

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

8. The design and development of cadet training and evaluation is based on the basic overview of the DP characteristics located at Chapter 3, Annex A.

#### **CADET ASSESSMENT OF LEARNING**

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

#### **MONITORING CADET PROGRESS**

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

11. The course officer is encouraged to meet formally and informally with cadets throughout the training year to discuss the cadet’s progress towards Phase Two qualification and to provide feedback on overall

performance. At a minimum, it is expected that the course officer will meet with each cadet at the end of the training year to review the completed Chapter 3, Annex B, Phase Two Qualification Record. Guidelines for conducting cadet interviews are located at Chapter 3, Annex C.

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

### **TRAINING COUNSELLING SESSION**

13. A training counselling session is used when a cadet is having difficulties progressing and an intervention is required to set goals for corrective action and / or remedial instruction. The Trg O is responsible for conducting training counselling sessions, except in the case of cadet rank promotions for which the CO is responsible. Guidelines for conducting training counselling sessions are located at Annex D and the Training Counselling Session Form is located at Annex D, Appendix 1.

### **ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES**

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

### **PHASE TWO QUALIFICATION STANDARD**

15. The minimum standard for Phase Two qualification is:
- a. Sixty percent attendance in all scheduled mandatory and complementary training once becoming a member of the corps, as calculated by the cadet corps.
  - b. Successful completion of each PO as outlined in the Phase One Qualification Record located at Chapter 3, Annex B.

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

16. Cadets who do not meet the minimum qualification standard shall be given a reasonable opportunity to complete the training missed. If, by the end of the training year, the cadet still has not successfully attained any PO, the corps CO may waive the minimum qualification standard. When waiving any PO requirement, the corps CO shall consider:

- a. the legitimacy of the cadet's reason for failing to attain the PO;
- b. the cadet's mandatory and complementary training attendance; and
- c. the cadet's overall behaviour and performance.

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

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



**RECORDING AND REPORTING ACHIEVEMENT**

19. The progress of each cadet shall be reported using the Phase Two Qualification Record, Annex B, which is also used to determine successful completion of the Phase Two Qualification. The results shall be recorded on, and placed in, the cadet's DND 2399, *Cadet Personnel Record*.

**PHASE TWO CERTIFICATE OF QUALIFICATION**

20. The Cadet Certificate of Qualification, CF 558 (NSN 7530-21-870-7685), shall be awarded to each cadet upon successful completion of Phase Two.

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**ANNEX A**  
**CHARACTERISTICS OF CADET PROGRAM DEVELOPMENTAL PERIODS**

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

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**ANNEX B**  
**PHASE TWO TRAINING PROGRAM QUALIFICATION RECORD**

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

*POs that are evaluated as "Incomplete" or "Completed":*

Topic	PO No.	Performance Statement	PO Assessment	
			Incomplete	Completed
Citizenship	X01	Participate in Citizenship Activities		
Community Service	X02	Perform Community Service		
Leadership	203	Demonstrate Leadership Attributes Within a Peer Setting		
Personal Fitness and Healthy Living	X04	Track Participation in Physical Activities		
Physical Activities	X05	Participate in Physical Activities		
Air Rifle Marksmanship	206	Fire the Cadet Air Rifle During Recreational Marksmanship		
General Cadet Knowledge	207	Serve in a Sea Cadet Corps		
Drill and Ceremonial	208	Execute Drill as a Member of a Squad		
CAF Familiarization	X20	Participate in CAF Familiarization Activities		
Ropework	221	Rig Tackles		
Ship's Operations	223	Serve in a Naval Environment		
Nautical Training	X25	Participate in a Nautical Training Weekend		
Inter-Divisional Seamanship		Prepare for Inter-Divisional Seamanship Competition		

<b>Qualification Achieved</b>	Yes	No	Training Officer Signature: _____	Date: _____

Topic	PO	Performance Statement	In Progress	Complete
Sailing	X24	Sail a Sailboat IAW Sail Canada CANSail Level 1		

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## ANNEX C CADET INTERVIEW GUIDELINES

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### GENERAL

---

The purpose of conducting an interview is to discuss the cadet's expectations, personal goals and learning progress (assessment for learning), and to provide feedback on overall performance.

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

---

### PRE-INTERVIEW INSTRUCTIONS

---

Gather the required resources, such as the Cadet Interview Form (Appendix 1), training schedules, pen, paper, etc.

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

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

---

### CONDUCT OF AN INTERVIEW

---



Tips for a successful interview:

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

1. Welcome the cadet.
  2. Complete the Cadet Interview Form.
  3. Have the cadet sign the Cadet Interview Form.
  4. Sign the Cadet Interview Form.
- 

### POST-INTERVIEW INSTRUCTIONS

---

Place a copy of the Cadet Interview Form in the cadet's training file.

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**ANNEX C, APPENDIX 1**  
**CADET INTERVIEW FORM**

Name:	Rank:
Phase:	Division:
<b>SECTION 1 – INITIAL INTERVIEW</b>	
<ol style="list-style-type: none"><li>1. What are your expectations for the phase?</li><li>2. Do you have any questions about the training, schedule and / or assessment?</li><li>3. What activities are you most excited about?</li><li>4. What are your strengths?</li><li>5. What are some areas you would like to improve?</li><li>6. What personal goals would you like to attain? What steps will you take to achieve those goals?</li><li>7. Is there anything we should know to help make your training experience enjoyable (learning needs, allergies, etc.)?</li></ol>	
<b>NOTES</b>	
Cadet's Signature:	
Officer's Signature:	Date:

<b>SECTION 2 – PERFORMANCE INTERVIEW</b>	
<p>1. So far, is the phase meeting your expectations? If not, what can we do to meet those expectations?</p> <p>2. Are there any areas of excitement or concern you would like to highlight?</p> <p>3. How do you feel about your progress? *</p> <p>4. What are some areas you would like to improve?</p> <p>5. What personal goals would you like to establish?</p> <p>* Give the cadet feedback on their progress and their overall performance highlighting any gaps that may exist between their self-assessment and your observations. Points to discuss may include attendance, participation, etc.</p>	
<p><b>ACTION PLAN</b></p> <p>Work with the cadet to make an action plan that takes into consideration their goals and the training requirements. The action plan is a mutually agreed upon set of steps that the cadet commits to taking to reach their goals. It should be realistic and achievable and written using positive language.</p>	
<p><b>NOTES</b></p>	
<p>Cadet's Signature:</p>	
<p>Officer's Signature:</p>	<p>Date:</p>

**SECTION 3 – FINAL INTERVIEW**

1. How did you enjoy the phase?
2. What were some of your likes and dislikes about the training? How could it be improved?
3. How can you apply what you have learned inside and outside of cadets?
4. What are some new personal goals you want to establish?
5. What upcoming training opportunities interest you?

\* Provide the cadet with a copy of their completed Qualification Record and discuss their learning progress towards course objectives. Where a waiver has been granted, explain to the cadet what this means and what they will be required to do in the following year to meet the current qualification requirements.

**NOTES**

Cadet's Signature:

Officer's Signature:

Date:

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## ANNEX D TRAINING COUNSELLING SESSION GUIDELINES

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### GENERAL

---

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

---

### PRE-COUNSELLING SESSION INSTRUCTIONS

---

Gather the required resources, such as TCS Form, cadet's training file, pen, paper, etc.

Review the cadet's training file and discuss their performance with other staff members as required.

Complete Section 1 of the TCS Form.

---

### CONDUCT OF COUNSELLING SESSION

---



Tips for a successful interview:

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

1. Welcome the cadet.
  2. Complete Sections 2 and 3 of the TCS Form.
  3. Have the cadet sign the TCS Form.
  4. Sign the TCS Form.
- 

### POST-COUNSELLING SESSION INSTRUCTIONS

---

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

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

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**ANNEX D, APPENDIX 1**  
**TRAINING COUNSELLING SESSION FORM**

<b>SECTION 1 – BACKGROUND INFORMATION</b>	
Name:	Rank:
Phase:	Division:
Circumstances requiring TCS:	
Overall training progress (eg, seriousness of failure, performance in related POs, any previous difficulty and action taken, performance / behaviour, etc.):	
<b>SECTION 2 – SESSION FINDINGS</b>	
<ol style="list-style-type: none"><li>1. Inform the cadet they are not achieving / maintaining qualification standards and that you are meeting to help them correct the situation.</li><li>2. Discuss the following:<ul style="list-style-type: none"><li>• Circumstances affecting training progress</li><li>• Any previous difficulty and action taken (eg, whether or not help / additional training was provided)</li><li>• Overall performance / behaviour of cadet (eg, attendance, effort, motivation, attitude)</li></ul></li></ol>	

**SECTION 3 – SESSION RECOMMENDATIONS (ACTION PLAN)**

With the cadet, create an action plan that highlights the actions required for success.

Brief the cadet on the consequences should no improvement be noticed.

Cadet's Signature:

Training Officer's Signature:

Date:

**SECTION 4 – COMMANDING OFFICER REVIEW**

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

Commanding Officer's Signature:

Date:



**CHAPTER 4**  
**PERFORMANCE OBJECTIVES**

**CITIZENSHIP**

1. **PO X01 – Participate in Citizenship Activities**

This PO and its associated EOs are located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*.

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**COMMUNITY SERVICE**

1. **PO X02 – Perform Community Service**

This PO and its associated EOs are located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*.

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**PO 203**

1. **Performance:** Demonstrate Leadership Attributes Within a Peer Setting
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard:** In accordance with specified references, the cadet will demonstrate leadership attributes within a peer setting by:
  - a. positively contributing to a group;
  - b. displaying a positive attitude towards learning; and
  - c. being accountable for personal actions and choices.
4. **Remarks:** N/A.
5. **Complementary Material:**
  - a. Complementary material associated with PO 203 is designed to enhance the cadet's ability to demonstrate leadership attributes:
    - (1) EO C203.01 (Record Entries in a Reflective Journal),
    - (2) EO C203.02 (Employ Problem Solving),
    - (3) EO C203.03 (Discuss Characteristics of a Leader),
    - (4) EO C203.04 (Participate in a Presentation Given by a Leader),
    - (5) EO C203.05 (Participate in Trust-Building Activities), and
    - (6) EO C203.06 (Participate in Problem-Solving Activities).
  - b. Complementary training associated with PO 203 is limited to a total of 11 periods, which may be conducted during sessions or on a supported day. Corps are not required to use all 11 periods.

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**EO M203.01**

1. **Performance:** Discuss Leadership Within a Peer Setting
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall discuss leadership within a peer setting.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain leadership within a peer setting, to include:</p> <ol style="list-style-type: none"> <li>a. responsibilities of a Phase Two cadet, to include:               <ol style="list-style-type: none"> <li>(1) following the chain of command;</li> <li>(2) setting the example;</li> <li>(3) being firm, fair and friendly;</li> <li>(4) being respectful to superiors and subordinates;</li> <li>(5) being aware of safety hazards;</li> <li>(6) displaying initiative; and</li> <li>(7) setting goals; and</li> </ol> </li> <li>b. corps specific Phase Two cadet responsibilities.</li> </ol>	Interactive Lecture	15 min	C0-134
TP2	<p>Conduct a goal mapping activity by having the cadets record:</p> <ol style="list-style-type: none"> <li>a. short-term goals achievable at the corps, such as:               <ol style="list-style-type: none"> <li>(1) improving their uniform;</li> <li>(2) improving their drill;</li> <li>(3) attending all parade nights, etc.;</li> <li>(4) long-term goals for the training year, such as;                   <ol style="list-style-type: none"> <li>(a) getting promoted;</li> </ol> </li> </ol> </li> </ol>	In-class Activity	10 min	C0-022 (pp. 39 to 42)

TP	Description	Method	Time	Refs
	(b) achieving perfect attendance; and  (c) attending summer training, etc.; and  b. the steps the cadets must take to achieve these goals.			

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to orient the cadets to junior leadership, to generate interest and present basic material.
- b. An in-class activity was chosen for TP2 as an interactive way to provoke thought, stimulate an interest among cadets and present leadership within a peer setting.

7. **References:**

- a. C0-022 (ISBN 0-02864-207-4) Cole, K. (2002). *The Complete Idiot's Guide to Clear Communication*. Indianapolis, IN: Alpha Books.
- b. C0-134 (ISBN 0-7852-7440-5) Maxwell, J. (1999). *The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow*. Nashville, TN: Thomas Nelson Publishers.

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

9. **Learning Aids:** Goal mapping template located at A-CR-CCP-602/PF-001, Chapter 3, Annex A.

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

11. **Remarks:** The list of responsibilities in TP1 is not exhaustive. For each corps Phase Two cadet responsibilities may vary.



**EO M203.02**

1. **Performance:** Discuss the Principles of Leadership
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall discuss the principles of leadership.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss the principles of leadership, to include: <ol style="list-style-type: none"> <li>a. leadership is influence;</li> <li>b. influence can be positive or negative; and</li> <li>c. leadership can create opportunities in life.</li> </ol>	Interactive Lecture	5 min	C0-112 (pp. 1 to 5)
TP2	Share brief narratives of youth who have influenced the environment or their community in a positive way and created opportunity for their future or the future of others.	Interactive Lecture	10 min	C0-113 (pp. 103 and 107) C0-131 C0-132
TP3	Discuss a peer leader who has influenced the environment or the community in a positive way.	Group Discussion	10 min	

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Interactive Lecture: 15 min
  - c. Group Discussion: 10 min
  - d. Total: 30 min
6. **Substantiation:**
  - a. An interactive lecture was chosen for TP1 and TP2 to orient the cadets to the principles of leadership, to generate interest and to present basic material.
  - b. A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about leaders who display positive influence.

7. **References:**

- a. A0-010 CATO 11-03 D Cdts 2. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.
- b. C0-112 (ISBN 0-8407-6744-7) Maxwell, J. C. (1993). *Developing the Leader Within You*. Nashville, Tennessee: Thomas Nelson Inc. Publishers.
- c. 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, Texas: Prufrock Press.
- d. C0-131 *Free the Children*. (2007). Craig Kielburger Biography. Retrieved 13 March 2007, from <http://www.freethechildren.com/aboutus/craigmarc/craigkielburger.htm>.
- e. C0-132 Kidz World. (2007). *Teen Protects White Bear*. Retrieved 13 March 2007, from <http://www.kidzworld.com/article/1065-teen-protects-white-bear>.

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

9. **Learning Aids:** Narratives of youth who have positively influenced the environment or their community.

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

11. **Remarks:** Instructors are encouraged to research recent newsworthy articles of youth in the area that have positively influenced the environment or their community, to share as in-class stories.

**EO M203.03**

1. **Performance:** Discuss Effective Communication in a Peer Setting
2. **Conditions:**
  - a. Given:
    - (1) Supervision; and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall discuss effective communication in a peer setting.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss how communication is fundamental to influencing others, to include: <ol style="list-style-type: none"> <li>a. effective communication as a skill;</li> <li>b. aspects of non-verbal communication; and</li> <li>c. sending, receiving, and responding to messages.</li> </ol>	Interactive Lecture	10 min	C0-115 (pp. 43 and 44) C0-144 (p. 18)
TP2	Explain the three styles of communication, to include: <ol style="list-style-type: none"> <li>a. aggressive communication;</li> <li>b. passive communication; and</li> <li>c. assertive communication.</li> </ol>	Interactive Lecture	5 min	C0-022 (pp. 211 and 212)
TP3	Discuss assertive communication, to include: <ol style="list-style-type: none"> <li>a. using "I" statements; and</li> <li>b. active listening skills.</li> </ol>	Interactive Lecture	10 min	C0-022 (pp. 230 to 234) C0-144 (p. 13)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Interactive Lecture: 25 min
  - c. Total: 30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to effective communication in a peer setting, to generate interest and to present basic material.

7. **References:**

- a. C0-022 (ISBN 0-02864-207-4) Cole, K. (2002). *The Complete Idiots Guide to Clear Communications*. USA: Pearson Education, Inc.
- b. C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.
- c. C0-144 ISBN TBA Colver, E. & Reid, M. (2001). *Peacebuilders 2: Peer Helping*. Ottawa, ON: YouCAN.

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

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

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

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

**EO M203.04**

1. **Performance:** Demonstrate Positive Group Dynamics
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, and while in a peer group setting, the cadet shall demonstrate positive group dynamics, to include:
  - a. contributing to group goals;
  - b. exhibiting trust in the group;
  - c. creating a safe environment for others to share their opinions;
  - d. following the leader;
  - e. finishing the task;
  - f. displaying esprit de corps; and
  - g. appreciating others within the group.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss positive group dynamics.	Group Discussion	10 min	
TP2	Explain how to display positive group dynamics, by: <ol style="list-style-type: none"> <li>a. contributing to group discussions by providing input;</li> <li>b. motivating yourself;</li> <li>c. ensuring your group goals are consistent with the aims of the CCM;</li> <li>d. trying new things;</li> <li>e. being sensitive to other points of view;</li> <li>f. knowing your teammates' strengths and weaknesses;</li> <li>g. increasing your self-confidence through positive self-talk;</li> <li>h. being cooperative;</li> </ol>	Interactive Lecture	25 min	C0-028 C0-114 (p. 12) C0-115

TP	Description	Method	Time	Refs
	i. resolving conflicts as quickly as possible at the lowest and most appropriate level; and j. celebrating successes.			
TP3	Demonstrate positive group dynamics.	In-Class Activity	15 min	

5. **Time:**

a.	Introduction / Conclusion:	10 min
b.	Group Discussion:	10 min
c.	Interactive Lecture:	25 min
d.	In-Class Activity:	15 min
e.	Total:	60 min

6. **Substantiation:**

- A group discussion was chosen for TP1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about positive group dynamics.
- An interactive lecture was chosen for TP2 to orient the cadets to positive group dynamics, to generate interest and to present basic material.
- An in-class activity was chosen for TP3 as an interactive way to provoke thought and stimulate interest among cadets.

7. **References:**

- C0-028 (ISBN 0-07-046513-4) Newstrom, J. & Scannell, E. (1998). *The Big Book of Team Building Games*. USA: McGraw-Hill Companies.
- C0-114 (ISBN 0-02-863656-2) Pell, A. R. (1999). *The Complete Idiot's Guide to Team Building*. USA: Alpha Books.
- C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.

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

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

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

11. **Remarks:** The instructor shall provide a safe learning and team-building environment in which the cadets will display and demonstrate positive group dynamics.

**EO M203.05**

1. **Performance:** Discuss Influence Behaviours
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall discuss influence behaviours, to include:
  - a. the directive approach;
  - b. the persuasive approach; and
  - c. the participative approach.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Perform in a skit to portray the directive influence behaviour.	In-Class Activity	5 min	A0-047 A0-048
TP2	Perform in a skit to portray the persuasive influence behaviour.	In-Class Activity	5 min	A0-047 A0-048
TP3	Perform in a skit to portray the participative influence behaviour.	In-Class Activity	5 min	A0-047 A0-048
TP4	Discuss situations in which cadets may employ the various influence behaviours in peer group settings, to include: <ol style="list-style-type: none"> <li>a. at cadets; and</li> <li>b. at school, etc.</li> </ol>	Group Discussion	5 min	C0-113 (pp. 88 to 91 and 164) C0-115

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

6. **Substantiation:**

- a. An in-class activity was chosen for TP1-3 as an interactive way to provoke thought and stimulate interest among cadets.
- b. A group discussion was chosen for TP4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about influence behaviours.

7. **References:**

- a. A0-047 A-PA-005-000/AP-004 DND. (2005). *Leadership in the Canadian Forces: Conceptual Foundations*. Ottawa, ON: Department of National Defence.
- b. A0-048 A-PA-005-000/AP-003 DND. (2005). *Leadership in the Canadian Forces: Doctrine*. Ottawa, ON: Department of National Defence.
- c. 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, Texas: Prufrock Press.
- d. C0-115 (ISBN 0-7879-4059) Van Linden, J.A. & Fertman, C.I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.

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

9. **Learning Aids:** Skits located at A-CR-CCP-602/PF-001, Chapter 3, Annex A, B and C.

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

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



**EO M203.06**

1. **Performance:** Employ Problem Solving
2. **Conditions:**
  - a. Given:
    - (1) Supervision; and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall employ problem solving.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	a. Explain problem-solving, to include: <ol style="list-style-type: none"> <li>(1) trial and error analysis; and</li> <li>(2) logical analysis; and</li> </ol> b. steps in the problem-solving process, to include: <ol style="list-style-type: none"> <li>(1) confirming the task;</li> <li>(2) identifying the problem;</li> <li>(3) determining the critical factor;</li> <li>(4) developing alternate solutions;</li> <li>(5) comparing alternatives;</li> <li>(6) determining the best solution;</li> <li>(7) implementing the solution; and</li> <li>(8) evaluating the plan and the implementation.</li> </ol>	Interactive Lecture	20 min	A2-036 C0-115 (pp. 45 and 46) C0-135 (pp. 221 to 223)
TP2	Conduct a writing activity where cadets solve problems using the technique from TP1.	In-Class Activity	10 min	C0-115 (pp. 45 and 46)
TP3	Conduct a discussion where cadets explain their choices from the problem-solving exercise.	Group Discussion	20 min	C0-115 (pp. 45 and 46)

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to orient the cadets to problem solving.
- b. An in-class activity was chosen for TP2 as an interactive way to provoke thought, stimulate interest among cadets and present problem-solving.
- c. A group discussion was chosen for TP3 as it allows the cadets to interact with their peers and share their knowledge, experiences, and opinions about problem-solving.

7. **References:**

- a. A2-036 A-CR-CCP-121/PT-001 D Cdts 3. (2003). *Royal Canadian Army Cadet Reference Book*. Ottawa, ON: Department of National Defence.
- b. C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.
- c. C0-135 (ISBN 0-7645-5176-0) Loeb, M. & Kindel, S. (1999). *Leadership for Dummies*. Indianapolis, Indiana: Wiley Publishing, Inc.

8. **Training Aids:**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area, and
- b. Scenarios of problems.

9. **Learning Aids:** Scenarios of problems.

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

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

**EO M203.07**

1. **Performance:** Discuss Personal Integrity as a Quality of Leadership
2. **Conditions:**
  - a. Given:
    - (1) Supervision; and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall discuss personal integrity as a quality of leadership.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain personal integrity, to include: <ol style="list-style-type: none"> <li>a. the definition of integrity;</li> <li>b. that personal integrity is the foundation of leadership;</li> <li>c. that personal integrity ensures the leader will be consistent because the leader's beliefs will be mirrored by his actions; and</li> <li>d. that to earn the trust of others, a leader must lead by example because their words and actions must match.</li> </ol>	Interactive Lecture	5 min	C0-112 (pp. 35 to 47)
TP2	Conduct an activity where cadets brainstorm where they have seen integrity displayed within their peer group, to include: <ol style="list-style-type: none"> <li>a. honesty;</li> <li>b. honour;</li> <li>c. good character;</li> <li>d. decency;</li> <li>e. fairness;</li> <li>f. sincerity; and</li> <li>g. trustworthiness, etc.</li> </ol>	In-Class Activity	5 min	
TP3	Conduct an activity where cadets create a poster that shows an example of integrity. The poster may be in the form of a drawing, map, a saying, etc.	In-Class Activity	15 min	

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min  |
| b. | Interactive Lecture:       | 5 min  |
| c. | In-Class Activity:         | 20 min |
| d. | Total:                     | 30 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to orient the cadets to personal integrity as a quality of leadership.
- b. An in-class activity was chosen for TP2 and TP3 as an interactive way to provoke thought, stimulate interest among cadets and present personal integrity as a quality of leadership.

7. **References:**

- a. A0-010 CATO 11-03 D Cdts 2. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.
- b. C0-112 (ISBN 0-8407-6744-7) Maxwell, J. C. (1993). *Developing the Leader Within You*. Nashville, Tennessee: Thomas Nelson Inc. Publishers.

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

9. **Learning Aids:**

- a. Pencil crayons/felt markers, and
- b. 8.5 x 14 inch paper.

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

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

**EO M203.08**

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

TP	Description	Method	Time	Refs
TP1	Conduct team-building activities through trust games.	In-Class Activity	25 min	C0-152 C1-006 (pp. 79 to 95)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. In-Class Activity: 25 min
  - c. Total: 30 min
6. **Substantiation:** An in-class activity was chosen for this lesson as it is a fun and challenging way to expand the cadet's knowledge of team-building activities and reinforce their appreciation of the fundamentals of leadership.
7. **References:**
  - a. C0-152 Wilderdom. (2007). *Index to Group Activities, Games, Exercises and Initiatives: Trust-Building Activities*. Retrieved 26 April 2007, from <http://wilderdom.com/games/descriptions/SliceNDice.html>.
  - b. C1-006 (ISBN 0-8403-5682-X) Ronhke, C. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*. USA: Kendall/Hunt Publishing Company.
8. **Training Aids:** N/A.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.
11. **Remarks:** N/A.

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**EO C203.01**

1. **Performance:** Record Entries in a Reflective Journal
2. **Conditions:**
  - a. Given:
    - (1) Supervision; and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with Karnes, F.A. & Bean S.M., *Leadership For Students: A Practical Guide for Ages 8-18*, Prufrock Press, the cadet shall record entries in a reflective journal after a specific training activity, by writing, mapping, or drawing.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity during which cadets record their thoughts on the leadership they displayed and the leadership they observed on a specific training activity.	In-Class Activity	25 min	C0-113 (pp. 122 to 131)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. In-Class Activity: 25 min
  - c. Total: 3 x 30 min
6. **Substantiation:** An in-class activity was chosen for this lesson to reinforce leadership principles and characteristics and to provoke thought. It also allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about a recent team-building or training activity.
7. **References:** 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, Texas: Prufrock Press.
8. **Training Aids:** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids:** Template of questions for reflection.
10. **Test Details:** N/A.
11. **Remarks:**
  - a. This EO should follow a significant practical activity such as a tour, a field exercise or EO M203.08 (Participate in Team-building Activities).
  - b. This EO has been allocated three periods. Corps may conduct this training more than once a year.

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**EO C203.02**

1. **Performance:** Employ Problem Solving
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, and as a member of a group of no more than four, the cadet shall demonstrate problem solving by:
  - a. completing the activities, scenarios or simulations provided; and
  - b. peer sharing:
    - (1) the decision made; and
    - (2) the reason for the decision.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity where cadets solve problems using logical analysis by: <ol style="list-style-type: none"> <li>a. confirming the task;</li> <li>b. identifying the problem;</li> <li>c. determining the critical factor;</li> <li>d. developing an alternate solution;</li> <li>e. comparing alternate solutions;</li> <li>f. determining the best solution;</li> <li>g. implementing the solution; and</li> <li>h. evaluating the plan and implementation.</li> </ol>	In-Class Activity	25 min	C0-115 (pp. 45 and 46) A2-036
TP2	Conduct a group discussion where cadets explain their choices from the problem-solving exercise.	Group Discussion	25 min	

5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. In-Class Activity: 25 min
  - c. Group Discussion: 25 min
  - d. Total: 60 min

6. **Substantiation:**

- a. An in-class activity was chosen for TP1 as an interactive way to provoke thought and stimulate interest among cadets.
- b. A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about problem solving.

7. **References:**

- a. A2-036 A-CR-CCP-121/PT-001 D Cdts 3. (2003). *Royal Canadian Army Cadet Reference Book*. Ottawa, ON: Department of National Defence.
- b. C0-115 (ISBN 0-7879-4059-3) Van Linden, J. A. & Fertman, C. I. (1998). *Youth Leadership*. San Francisco, California: Jossey-Bass Inc.
- c. C0-135 (ISBN 0-7645-5176-0) Loeb, M. & Kindel, S. (1999). *Leadership for Dummies*. Indianapolis, Indiana: Wiley Publishing, Inc.

8. **Training Aids:**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area; and
- b. Scenarios of problems.

9. **Learning Aids:** Scenarios of problems.

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

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

**EO C203.03**

1. **Performance:** Discuss Characteristics of a Leader
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with Karnes, F.A. & Bean S.M., *Leadership for Students: A Practical Guide for Ages 8-18*, Prufrock Press, the cadet shall discuss the characteristics of a leader, to include:
  - a. choosing a specific leader; and
  - b. sharing the characteristics of their leader.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	In a group of no more than four, cadets discuss their study of a specific leader.	In-Class Activity	30 min	C0-113 (pp. 162 to 166)
TP2	Conduct a group discussion where cadets volunteer to share their study of a specific leader with the entire group.	Group Discussion	20 min	C0-113 (pp. 162 to 166)

5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. In-Class Activity: 30 min
  - c. Group Discussion: 20 min
  - d. Total: 60 min
6. **Substantiation:**
  - a. An in-class activity was chosen for TP1 to reinforce leadership principles to provoke thought.
  - b. A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about characteristics of a leader.
7. **References:** 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, Texas: Prufrock Press.
8. **Training Aids:** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids:** N/A.

10. **Test Details:** N/A.
11. **Remarks:** Cadets will need to research a specific leader of their choice (a military person, political leader, pastor, teacher, etc.), in advance, and bring information or knowledge about that person to the class.

**EO C203.04**

1. **Performance:** Participate in a Presentation Given by a Leader
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough for the entire group.
3. **Standard:** The cadet shall participate in a presentation given by a leader.
4. **Teaching Points:** The leadership guest speaker is asked to:
  - a. describe their leadership characteristics, to include:
    - (1) their principles of leadership; and
    - (2) their qualities as a leader; and
  - b. facilitate a question and answer period.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Interactive Lecture:	50 min
c. Total:	60 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to review, clarify, emphasize and summarize the teaching points.
7. **References:** N/A.
8. **Training Aids:** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.
11. **Remarks:**
  - a. This EO is not to be conducted by corps personnel so as to expose cadets to other leaders.
  - b. This EO may be duplicated by using a variety of leaders during optional periods in the training schedule.
  - c. Required training aids should be determined by contacting the speaker prior to the presentation.
  - d. There is no instructional guide for the lesson.

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**EO C203.05**

1. **Performance:** Participate in Trust-Building Activities
2. **Conditions:**
  - a. Given:
    - (1) a blindfold;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with Ronhke, C., *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*, Kendall/Hunt Publishing Company, the cadet shall participate in trust-building activities, using problem-solving techniques and reflective thinking skills.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct trust-building activities through trust games.	Experiential	25 min	C1-006 (pp. 79 to 95)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. In-Class Activity: 25 min
  - c. Total: 30 min
6. **Substantiation:** An experiential approach was chosen for this lesson as it allows the cadets to acquire new skills through a direct experience. This approach allows cadets to experience trust-building activities and define that experience on a personal level.
7. **References:** C1-006 (ISBN 0-8403-5682-X) Ronhke, C. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*. USA: Kendall/Hunt Publishing Company.
8. **Training Aids:** A blindfold.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.
11. **Remarks:** N/A.

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**EO C203.06**

1. **Performance:** Participate in Problem-Solving Activities
2. **Conditions:**
  - a. Given:
    - (1) a stopwatch;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with Ronhke, C., *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*, Kendall/Hunt Publishing Company, the cadet shall participate in team-building activities, using problem-solving techniques and reflective thinking skills.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct team-building activities through problem-solving games.	Experiential	25 min	C1-006 (pp. 110 to 123)

5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. In-Class Activity: 50 min
  - c. Total: 60 min
6. **Substantiation:** An experiential approach was chosen for this lesson as it allows the cadets to acquire new skills through a direct experience. This approach allows cadets to experience trust-building activities and define that experience on a personal level.
7. **References:** C1-006 (ISBN 0-8403-5682-X) Ronhke, C. (1984). *Silver Bullets: A Guide to Initiative Problems, Adventures Games and Trust Activities*. USA: Kendall/Hunt Publishing Company.
8. **Training Aids:** A stopwatch.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.
11. **Remarks:** N/A.

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**PERSONAL FITNESS AND HEALTHY LIVING**

**1. PO X04 – Track Participation in Physical Activities**

This PO and its associated EOs are located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*.

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**PHYSICAL ACTIVITIES**

1. **PO X05 – Participate in Physical Activities**

This PO and its associated EOs are located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*.

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**PO 206**

1. **Performance:** Fire the Cadet Air Rifle During Recreational Marksmanship
2. **Conditions:**
  - a. Given:
    - (1) cadet air rifle;
    - (2) cadet air rifle safety rod;
    - (3) safety glasses/goggles;
    - (4) approved air rifle pellets;
    - (5) target frame;
    - (6) suitable target;
    - (7) local Range Standing Orders;
    - (8) supervision; and
    - (9) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual, Chapter 1, Section 8*.
3. **Standard:** In accordance with specified references, the cadet will fire the cadet air rifle while participating in recreational marksmanship by:
  - a. carrying out safety precautions;
  - b. applying basic marksmanship techniques; and
  - c. following the rules of and commands given on a range.
4. **Remarks:** All range practices must be conducted by a Range Safety Officer (RSO).
5. **Complementary Material:**
  - a. Complementary material associated with PO 206 is designed to enhance the cadet's air rifle marksmanship experience, to include:
    - (1) EO C206.01 (Practice Holding Techniques);
    - (2) EO C206.02 (Practice Aiming Techniques); and
    - (3) EO C206.03 (Practice Firing Techniques).
  - b. Some complementary training offered in Phase One may be selected as complementary training in Phase Two, specifically EO C106.01 (Participate in Recreational Air Rifle Marksmanship).
  - c. When selecting complementary material from the Phase One, training staff shall review the applicable performance objective, lesson specification, and instructional guide.

- d. Complementary training associated with PO 206 is limited to a total of ten periods conducted during sessions or on a supported day. No more than four periods in total shall be used to support EOs C206.01 to C206.03, marksmanship techniques. Corps are not required to use all ten periods.
- e. It is not necessary to conduct these EOs in sequential order; however, corps choosing to capitalize on marksmanship training should complete EOs C206.01 to C206.03, marksmanship techniques, prior to conducting EO C106.01 (Participate in Recreational Air Rifle Marksmanship).



**EO M206.01**

1. **Performance:** Participate in a Recreational Marksmanship Activity
2. **Conditions:**
  - a. Given:
    - (1) cadet air rifle;
    - (2) cadet air rifle safety rod;
    - (3) safety glasses/goggles;
    - (4) approved air rifle pellets;
    - (5) target frame;
    - (6) suitable target;
    - (7) shooting mat;
    - (8) local range standing orders;
    - (9) supervision; and
    - (10) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard:** In accordance with specified references, the cadet shall participate in a recreational marksmanship activity.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct a range briefing, to include: <ol style="list-style-type: none"> <li>a. explaining pertinent sections of range standing orders;</li> <li>b. reviewing general rules observed on all ranges;</li> <li>c. reviewing commands used on an air rifle range;</li> <li>d. describing the layout of the range; and</li> <li>e. reviewing hand-washing procedures on completion of firing.</li> </ol>	Interactive Lecture	10 min	A0-027 (p. 1-3-4 and pp. 1-8-1 to 1-8-4)
TP2	Supervise the cadets' participation in a recreational marksmanship activity, choosing from the following categories: <ol style="list-style-type: none"> <li>a. classification;</li> <li>b. fun activities;</li> </ol>	Practical Activity	70 min	

TP	Description	Method	Time	Refs
	c. timed activities; or d. competitive team/individual activities.			

5. **Time:**

a.	Introduction / Conclusion:	10 min
b.	Interactive Lecture:	10 min
c.	Practical Activity:	70 min
d.	Total:	90 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to present important information about the marksmanship activity.
- b. A practical activity was chosen for TP2 as it is an interactive way to allow cadets to experience recreational marksmanship in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

7. **References:**

- a. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.
- b. A0-041 CATO 14-41 D Cdts 4. (2005). *Marksmanship Classification*. Ottawa ON: Department of National Defence.
- c. C0-103 Free Fever. (ND). *Free Space Shuttle Clip Art*. Retrieved 21 February 2007, from <http://www.freefever.com/freeclipart/spaceshuttle.html>.
- d. C0-109 Eight Planets. (ND). *Moon*. Retrieved 21 February 2007, from <http://luna.eightplanets.net/>.
- e. C0-110 H2O University. (ND). *Moon*. Retrieved 21 February 2007, from [http://www.h2ouniversity.org/html/K2\\_facts\\_earth.html](http://www.h2ouniversity.org/html/K2_facts_earth.html).

8. **Training Aids:**

- a. Cadet air rifle;
- b. Cadet air rifle safety rod;
- c. Safety glasses/goggles;
- d. Approved air rifle pellets;
- e. Target frame;
- f. Suitable target;
- g. Shooting mat;
- h. Flags (red and green); and
- i. Local range standing orders.

9. **Learning Aids:**

- a. Cadet air rifle;
- b. Cadet air rifle safety rod;
- c. Safety glasses/goggles;
- d. Approved air rifle pellets;
- e. Target frame;
- f. Suitable targets; and
- g. Shooting mat.

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

11. **Remarks:** Cadets must successfully complete the Cadet Air Rifle Handling Test (located in A-CR-CCP-601/PG-001, Chapter 3, Annex C) prior to firing pellets or cleaning pellets on an air rifle range.

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**EO C206.01**

1. **Performance:** Practice Holding Techniques
2. **Conditions:**
  - a. Given:
    - (1) cadet air rifle;
    - (2) cadet air rifle sling;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility and/or an air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard:** In accordance with A-CR-CCP-177/PT-001, the cadet shall practice holding techniques, to include:
  - a. adopting the prone position; and
  - b. holding the cadet air rifle, using the cadet air rifle sling for support.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain and demonstrate adopting the prone position, ensuring:</p> <ol style="list-style-type: none"> <li>a. the bodyweight is equally distributed;</li> <li>b. the position is consistent throughout the relay;</li> <li>c. the body forms a 5-20 degree angle to the line of sight;</li> <li>d. the body and spine are straight;</li> <li>e. the left leg is parallel with the spine;</li> <li>f. the right foot is straight out or turned to the right;</li> <li>g. the left foot is straight behind on the toe or pointed to the right; and</li> <li>h. the right knee is brought up so the thigh forms a 30-45 degree angle with the left leg.</li> </ol>	Demonstration	5 min	A0-027 (p. 2-7)
TP2	<p>Explain and demonstrate holding techniques using the cadet air rifle sling, to include:</p> <ol style="list-style-type: none"> <li>a. assembling the sling;</li> <li>b. positioning the sling on the arm;</li> </ol>	Demonstration	10 min	A0-027 (pp. 2-7 and 2-8)

TP	Description	Method	Time	Refs
	c. adjusting the arm loop; d. attaching the sling to the cadet air rifle; e. adjusting the rifle loop.			
TP3	Conduct a holding technique activity to include: a. the prone position; and b. the use of a sling.	Performance	10 min	

5. **Time:**

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

6. **Substantiation:**

- Demonstration was chosen for TP1 and TP2 as it allows the instructor to explain and demonstrate the holding techniques that the cadet is expected to acquire.
- Performance was chosen for TP3 as it provides an opportunity for the cadets to practice holding techniques under supervision.

7. **References:** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.8. **Training Aids:**

- Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- Cadet air rifle;
- Cadet air rifle sling; and
- Shooting mat (if available).

9. **Learning Aids:**

- Cadet air rifle;
- Cadet air rifle sling; and
- Shooting mat (if available).

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

- Instructions may be modified for left-handed cadets (e.g. switching left hand/foot when instructions call for right hand/foot).
- This EO is intended to enhance and further develop techniques taught in EO M106.03 (Apply Basic Marksmanship Techniques).

**EO C206.02**

1. **Performance:** Practice Aiming Techniques
2. **Conditions:**
  - a. Given:
    - (1) cadet air rifle;
    - (2) suitable target;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility and/or an air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard:** In accordance with A-CR-CCP-177/PT-001, the cadet shall practice aiming techniques, to include:
  - a. determining the proper eye usage;
  - b. identifying aspects of aiming; and
  - c. applying breathing techniques.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have cadets practice proper eye usage, to include: <ol style="list-style-type: none"> <li>a. determining the master eye;</li> <li>b. firing with both eyes open; and</li> <li>c. avoiding fixed vision.</li> </ol>	Demonstration and Performance	15 min	A0-027 (p. 2-10)
TP2	Identify and explain aspects of aiming, to include: <ol style="list-style-type: none"> <li>a. the sight system of the cadet air rifle, to include:               <ol style="list-style-type: none"> <li>(1) the front sight; and</li> <li>(2) the rear sight, to include:                   <ol style="list-style-type: none"> <li>(a) peep sight;</li> <li>(b) elevation; and</li> <li>(c) windage.</li> </ol> </li> </ol> </li> <li>b. natural head position; and</li> <li>c. eye relief.</li> </ol> <p><b>Note:</b> Explain that elevation is the up and down movement, and windage is the left and right</p>	Interactive Lecture	25 min	A0-027 (p. 2-11)

TP	Description	Method	Time	Refs
	movement of the rear sights. Adjusting sights will not be covered at this time.			
TP3	Explain, demonstrate and have cadets practice marksmanship-related breathing, to include: <ul style="list-style-type: none"> <li>a. discussing the importance of controlled breathing in marksmanship; and</li> <li>b. achieving a controlled breathing sequence.</li> </ul>	Demonstration and Performance	15 min	A0-027 (p. 2-12)

5. **Time:**

- a. Introduction / Conclusion: 5 min
- b. Demonstration and Performance: 30 min
- c. Interactive Lecture: 25 min
- d. Total: 60 min

6. **Substantiation:**

- a. Demonstration and performance was chosen for TP1 and TP3 as it allows the instructor to explain and demonstrate aiming techniques while providing an opportunity for the cadets to practice these skills under supervision.
- b. An interactive lecture was chosen for TP2 to introduce the aspects of aiming.

7. **References:** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.8. **Training Aids:**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Cadet air rifle;
- c. Cadet air rifle sling;
- d. Suitable target; and
- e. Shooting mat (if available).

9. **Learning Aids:**

- a. Cadet air rifle;
- b. Cadet air rifle sling;
- c. Suitable target; and
- d. Shooting mat (if available).

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



**EO C206.03**

1. **Performance:** Practice Firing Techniques
2. **Conditions:**
  - a. Given:
    - (1) cadet air rifle;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facility and/or an air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8.
3. **Standard:** In accordance with A-CR-CCP-177/PT-001, while holding the cadet air rifle in the prone position, the cadet shall practice firing techniques, to include:
  - a. practicing natural alignment;
  - b. demonstrating trigger control; and
  - c. defining follow-through.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets practice natural alignment by: <ol style="list-style-type: none"> <li>a. adopting a comfortable prone position;</li> <li>b. acquiring a sight picture;</li> <li>c. closing both eyes;</li> <li>d. taking several normal breaths to relax the muscles;</li> <li>e. looking through sights when comfortable;</li> <li>f. adjusting body position until a proper sight picture is achieved; and</li> <li>g. proceed with firing.</li> </ol>	Demonstration and Performance	15 min	A0-027 (p. 1-5-7)
TP2	Demonstrate and explain trigger control, to include: <ol style="list-style-type: none"> <li>a. position of the hand on the rifle;</li> <li>b. trigger finger position; and</li> <li>c. squeezing the trigger.</li> </ol>	Demonstration	5 min	A0-027 (pp. 1-5-9 and 1-5-10)

TP	Description	Method	Time	Refs
TP3	Define follow-through as the act of remaining in a stable prone position for two seconds and reacquiring the sight picture after firing the air rifle.	Interactive Lecture	5 min	A0-027 (p. 1-5-10)

5. **Time:**

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

6. **Substantiation:**

- Demonstration and performance was chosen for TP1 as it allows the instructor to explain and demonstrate firing techniques while providing an opportunity for the cadets to practice these skills under supervision.
- Demonstration was chosen for TP2 as it allows the instructor to explain and demonstrate trigger control.
- An interactive lecture was chosen for TP3 to present basic material on follow-through.

7. **References:** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*. Ottawa, ON: Department of National Defence.8. **Training Aids:**

- Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- Cadet air rifle;
- Cadet air rifle sling;
- Suitable target; and
- Shooting mat (if available).

9. **Learning Aids:**

- Cadet air rifle;
- Cadet air rifle sling;
- Suitable target; and
- Shooting mat (if available).

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

**PO 207**

1. **Performance:** Serve in a Sea Cadet Corps
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard:** In accordance with specified references, the cadet will participate in a discussion on serving in a Royal Canadian Sea Cadet Corps, to include:
  - a. identifying training opportunities available in Phase Two;
  - b. recognizing historical aspects of the Royal Canadian Sea Cadets;
  - c. recognizing the role and responsibilities of the local sponsor; and
  - d. identifying year two summer training opportunities.
4. **Remarks:**
  - a. EO M207.01 (Identify Phase Two Training Opportunities) shall be conducted at the beginning of the training year.
  - b. EO M207.04 (Recognize Phase Two CSTC Training Opportunities) shall be conducted prior to CSTC application deadlines.
5. **Complementary Material:**
  - a. Complementary material associated with PO 207 is designed to enhance the cadet's knowledge of serving in a Sea Cadet corps:
    - (1) EO C207.01 (Identify the Rank Structure of the Royal Canadian Army and Air Cadets);
    - (2) EO C207.02 (Visit a Local Cadet Corps or Air Squadron);
    - (3) EO C207.03 (Recognize the History of the Affiliated Unit); and
    - (4) EO C207.04 (Participate in a Tour of the Affiliated Unit).
  - b. Some complementary training offered in Phase One may be conducted as complementary training in Phase Two, specifically, EO C107.03 (Participate in an Activity about the History of the Corps).
  - c. Complementary material associated with PO 207 is limited to a total of eight periods, which may be conducted during sessions or on a supported day. Corps are not required to use all eight periods.

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**EO M207.01**

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

TP	Description	Method	Time	Refs
TP1	Identify Phase Two mandatory training, to include: <ol style="list-style-type: none"> <li>a. training common to the sea, Army, and air elements of the CCO, to include:               <ol style="list-style-type: none"> <li>(1) citizenship;</li> <li>(2) community service;</li> <li>(3) leadership;</li> <li>(4) personal fitness and healthy living;</li> <li>(5) recreational sports;</li> <li>(6) air rifle marksmanship;</li> <li>(7) general cadet knowledge; and</li> <li>(8) drill.</li> </ol> </li> <li>b. sea elemental training, to include:               <ol style="list-style-type: none"> <li>(1) Canadian Navy and maritime community;</li> <li>(2) ropework;</li> <li>(3) small craft operations;</li> <li>(4) ships operations; and</li> <li>(5) sailing.</li> </ol> </li> </ol>	In-Class Activity	15 min	A0-010

TP	Description	Method	Time	Refs
TP2	Identify Phase Two complementary training opportunities.	Interactive Lecture	5 min	See Remarks para. 11.
TP3	Conduct an activity on Phase Two training opportunities.	In-Class Activity	5 min	

5. **Time:**

- |    |                            |        |
|----|----------------------------|--------|
| a. | Introduction / Conclusion: | 5 min  |
| b. | In-Class Activity:         | 20 min |
| c. | Interactive Lecture:       | 5 min  |
| d. | Total:                     | 30 min |

6. **Substantiation:**

- An in-class activity was chosen for TP1 and TP3 as it is an interactive way to provoke thought and to stimulate interest among cadets.
- An interactive lecture was chosen for TP2 to introduce Phase Two training to the cadets and to generate interest in the topics.

7. **References:**

- A0-010 CATO 11-03 D Cdts 2. (2006). *Cadet Program Mandate*. Ottawa, ON: Department of National Defence.
- A0-045 Cadets Canada. (2007). *About Cadets—History*. Retrieved 19 February 2007, from [http://www.cadets.ca/about-nous/histo\\_e.asp](http://www.cadets.ca/about-nous/histo_e.asp).
- C0-013 Canadian Heritage. *Ceremonial and Canadian Symbol Promotion*. (2007). Retrieved 4 May 2007, from [http://www.canadianheritage.gc.ca/progs/cpsc-ccsp/sc-cs/index\\_e.cfm](http://www.canadianheritage.gc.ca/progs/cpsc-ccsp/sc-cs/index_e.cfm).
- C0-081 Citizenship and Immigration Canada. (ND). *Rights and Responsibilities of Canadian Citizenship*. Retrieved 4 April 2007, from, <http://cic.gc.ca/English/citizen/rights-fs.html>.

8. **Training Aids:**

- Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- Handout of the EOs and POs for Phase Two training located at A-CR-CCP-602/PF-001, Chapter 7, Annex A;
- Tape; and
- Posters located at A-CR-CCP-602/PF-001, Chapter 7, Annex C and D.

9. **Learning Aids:**

- Handout of POs and EOs for Phase Two training opportunities located at A-CR-CCP-602/PF-001, Chapter 7, Annex A;
- In-class activity located at A-CR-CCP-602/PF-001, Chapter 7, Annex B; and
- Posters located at A-CR-CCP-602/PF-001, Chapter 7, Annex C and D.

10. **Test Details:** N/A.
11. **Remarks:** For Phase Two complementary training opportunities in TP2, refer to the corps' annual training plan.

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**EO M207.02**

1. **Performance:** Recognize Historical Aspects of the Royal Canadian Sea Cadets (RCSC)
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall recognize historical aspects of the RCSC, to include:
  - a. significant dates in the Sea Cadet Program; and
  - b. the Navy League of Canada (NLC).
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Introduce significant events in the Sea Cadet Program, to include: <ol style="list-style-type: none"> <li>a. the formation of drill associations;</li> <li>b. the formation of the NLC;</li> <li>c. the officer cadre;</li> <li>d. the impact of WW I;</li> <li>e. the impact of WW II;</li> <li>f. the addition of the title "Royal";</li> <li>g. the unification of the Canadian Forces; and</li> <li>h. the inclusion of females in the Cadet Program.</li> </ol>	Interactive Lecture	10 min	A0-045 C1-058
TP2	Introduce significant dates in the Navy League of Canada, to include: <ol style="list-style-type: none"> <li>a. the formation and early days;</li> <li>b. the impact of WW I;</li> <li>c. the impact of WW II; and</li> <li>d. the formation of Navy League Cadets Corps.</li> </ol>	Interactive Lecture	10 min	C1-058
TP3	Conduct an activity on the historical aspects of the RCSC.	In-Class Activity	5 min	

5. **Time:**

- |                               |        |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min  |
| b. Interactive Lecture:       | 20 min |
| c. In-Class Activity:         | 5 min  |
| d. Total:                     | 30 min |

6. **Substantiation:**

- An interactive lecture was chosen for TP1 and TP2 to introduce the cadets to historical aspects of the RCSC.
- An in-class activity was chosen for TP3 as it is an interactive way to provoke thought and stimulate interest among cadets.

7. **References:**

- A0-045 Cadets Canada. (2007). *About Cadets–History*. Retrieved 19 February 2007, from [http://www.cadets.ca/about-nous/histo\\_e.asp](http://www.cadets.ca/about-nous/histo_e.asp).
- C1-097 Navy League of Canada. (2007). *About Us–History*. Retrieved 13 March 2007, from <http://www.navyleague.ca/eng/about/history.asp>.
- C1-097 Navy League of Canada. (2007). *About Us–Critical Dates*. Retrieved 13 March 2007, from [http://www.navyleague.ca/eng/about/critical\\_dates.asp](http://www.navyleague.ca/eng/about/critical_dates.asp).

8. **Training Aids:**

- Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area; and
- Handout located at A-CR-CCP-602/PF-001, Chapter 7, Annex F.

9. **Learning Aids:** Crossword puzzle handout located at A-CR-CCP-602/PF-001, Chapter 7, Annex E.

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

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

**EO M207.03**

1. **Performance:** Recognize the Role and Responsibilities of the Local Sponsor
2. **Conditions:**
  - a. Given:
    - (1) Supervision; and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall recognize the role and responsibilities of the local sponsor.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Define sponsor and sponsoring committee/branch.	Interactive Lecture	5 min	A0-040 (p. 6/40)
TP2	Describe the local sponsoring body, to include: <ol style="list-style-type: none"> <li>a. local branch of the Navy League of Canada (NLC) is the primary sponsor;</li> <li>b. the positions; and</li> <li>c. corps may have a secondary sponsor, such as:               <ol style="list-style-type: none"> <li>(1) parents committees;</li> <li>(2) Royal Canadian Legions;</li> <li>(3) Lions Clubs; and</li> <li>(4) Rotary Clubs, etc.</li> </ol> </li> </ol>	Interactive Lecture	10 min	C1-068 C1-069
TP3	Explain the role and responsibilities of the sponsoring committee/branch to include: <ol style="list-style-type: none"> <li>a. fundraising;</li> <li>b. recruiting cadets;</li> <li>c. attracting officers to the corps;</li> <li>d. screening volunteers;</li> <li>e. providing adequate office and training facilities;</li> <li>f. participating in senior cadet rank appointments;</li> <li>g. participating in selections for CSTC/Exchange; and</li> </ol>	Interactive Lecture	10 min	C1-058

TP	Description	Method	Time	Refs
	h. participating in selections for honours and awards.			

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to the role and responsibilities of the local sponsor and to present basic material about the corps local sponsor.7. **References:**

- a. A0-040 2005-113124 D Cdts. (2005). *Memorandum of Understanding Between the DND and the Leagues*. Ottawa, ON: Department of National Defence.
- b. C1-068 Navy League of Canada. (2002). *Guide for Local Branches: Part One*. Ottawa, ON: Navy League of Canada.
- c. C1-069 Navy League of Canada. (2002). *Guide for Local Branches: Part Two*. Ottawa, ON: Navy League of Canada.

8. **Training Aids:** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.9. **Learning Aids:** N/A.10. **Test Details:** N/A.11. **Remarks:** This EO can be delivered by a member of the local NLC branch. The guest speaker shall be briefed on the TPs prior to the lesson.

**EO M207.04**

1. **Performance:** Identify Year Two CSTC Training Opportunities
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall identify year two CSTC training opportunities, to include:
  - a. areas of interest;
  - b. courses within each area of interest; and
  - c. prerequisites for the courses within each area of interest.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss the specialty areas for year two CSTC training, to include: <ol style="list-style-type: none"> <li>a. leadership;</li> <li>b. marksmanship;</li> <li>c. drill and ceremonial;</li> <li>d. fitness and sports;</li> <li>e. music;</li> <li>f. sail; and</li> <li>g. seamanship.</li> </ol>	Group Discussion	10 min	A0-010 A1-019
TP2	Describe year two CSTC courses, to include: <ol style="list-style-type: none"> <li>a. common courses:               <ol style="list-style-type: none"> <li>(1) basic fitness and sports; and</li> <li>(2) military band – basic musician;</li> </ol> </li> <li>b. elemental courses:               <ol style="list-style-type: none"> <li>(1) basic leadership;</li> <li>(2) basic sail; and</li> <li>(3) basic seamanship; and</li> </ol> </li> <li>c. prerequisites for each three-week course.</li> </ol>	Interactive Lecture	10 min	A0-010 A0-033 A1-019

5. **Time:**

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

6. **Substantiation:**

- a. A group discussion was chosen for TP1 as it allows the cadets to interact with their peers and share their experiences, opinions, and feelings about year two CSTC training opportunities.
- b. An interactive lecture was chosen for TP2 to orient the cadets to year two CSTC training opportunities and generate interest.

7. **References:** A1-019 CATO 31-03 D Cdts 2. (2006). *Sea Cadet Program Outline*. Ottawa, ON: Department of National Defence.

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

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

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

11. **Remarks:**

- a. This EO should be conducted prior to the summer training application deadline directed by the applicable cadet detachment/region.
- b. It is strongly recommended that the summer training application forms (CF 51) be completed during a training session after this EO has been conducted.
- c. Corps may choose to devote two additional complementary training periods to expand this to a session that includes a parent information seminar, etc.

**EO C207.01**

1. **Performance:** Identify the Rank Structure of the Royal Canadian Army and Air Cadets
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall identify the rank structure of:
  - a. the Royal Canadian Army Cadets; and
  - b. the Royal Canadian Air Cadets.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify the Army and Air Cadet rank structure, to include: <ol style="list-style-type: none"> <li>a. Private (Pte);</li> <li>b. Corporal (Cpl);</li> <li>c. Master Corporal (MCpl);</li> <li>d. Sergeant (Sgt);</li> <li>e. Warrant Officer (WO);</li> <li>f. Master Warrant Officer (MWO);</li> <li>g. Chief Warrant Officer (CWO);</li> <li>h. Air Cadet (AC);</li> <li>i. Leading Air Cadet (LAC);</li> <li>j. Corporal (Cpl);</li> <li>k. Flight Corporal (FCpl);</li> <li>l. Sergeant (Sgt);</li> <li>m. Flight Sergeant (FSgt);</li> <li>n. Warrant Officer Second Class (WO2); and</li> <li>o. Warrant Officer First Class (WO1).</li> </ol>	Interactive Lecture	10 min	A3-004 (pp. 1 to 9) A2-030 (pp. 1/5 to 5/5, A-1/1, and B-1/2)
TP2	Conduct an activity to familiarize cadets with the Army and Air Cadet rank structure.	In-Class Activity	15 min	

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to orient the cadets to the Army and Air Cadet rank structure, to generate interest, and to present basic material.
- b. An In-class activity was chosen for TP2 as it is as interactive way to provoke thought and to stimulate interest among cadets.

7. **References:**

- a. A2-030 CATO 40-03 D Cdts 4. (2005). *Army Cadet Ranks and Cadet Corps*. Ottawa, ON: Department of National Defence.
- b. A3-004 CATO 51-02 D Cdts 4. (2007). *Air Promotions*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area; and
- b. Handouts located at A-CR-CCP-602/PF-001, Chapter 7, Annex H to J.

9. **Learning Aids:** Handout located at A-CR-CCP-602/PF-001, Chapter 7, Annex G.

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

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



**EO C207.02**

1. **Performance:** Visit a Local Cadet Corps or Squadron
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: The corps Commanding Officer will determine the conditions suitable for this training.
3. **Standard:** The cadet shall visit a cadet corps or squadron to become familiar with the intra- and inter-elemental differences in cadet training.
4. **Teaching Points:** Conduct a tour of a corps/squadron and facilities, highlighting the following:
  - a. identify the number of staff and cadets; and
  - b. describe the following:
    - (1) elemental mandatory training;
    - (2) the corps/squadron complementary training choices;
    - (3) history and traditions of:
      - (a) the element;
      - (b) the corps/squadron; and
      - (c) the affiliated unit; and
    - (4) some trips or exchanges in which the corps/squadron has participated.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Field Trip:	80 min
c. Total:	90 min
6. **Substantiation:** A field trip was chosen for this lesson as it will reinforce the cadet's knowledge of material previously taught in EO C207.01 (Identify the Rank Structure of the Royal Canadian Air and Army Cadets) and introduce the cadet to the training conducted by other elements, through participation in an activity conducted in a real-life setting.
7. **References:** N/A.
8. **Training Aids:** N/A.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.

11. **Remarks:**

- a. It is recommended that EO C207.01 (Identify the Rank Structure of the Royal Canadian Air and Army Cadets) be conducted prior to this visit.
- b. A visit to a local Navy League Cadet Corps could also be conducted for this EO.
- c. This field trip may be conducted on a supported day or during a complementary session.
- d. There is no instructional guide for the lesson.

**EO C207.03**

1. **Performance:** Describe the Affiliated Unit
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall describe the affiliated unit.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the affiliated unit, to include: <ol style="list-style-type: none"> <li>a. size;</li> <li>b. location;</li> <li>c. role within the CF;</li> <li>d. formation date;</li> <li>e. the building(s) it occupies;</li> <li>f. unit traditions;</li> <li>g. previous and future deployments;</li> <li>h. special awards/medals awarded to members;</li> <li>i. role in relation to the corps; and</li> <li>j. other interesting facts.</li> </ol>	Interactive Lecture	15 min	
TP2	Conduct an activity on the affiliated unit.	In-Class Activity	10 min	

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

6. **Substantiation:**
  - a. An interactive lecture was chosen for TP1 to orient the cadets to the history of the affiliated unit and to generate interest.

- b. An in-class activity was chosen fro TP2 as it is an interactive way to provoke though and stimulate interest in the history of the affiliated unit among cadets.
- 7. **References:** N/A.
- 8. **Training Aids:** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
- 9. **Learning Aids:** N/A.
- 10. **Test Details:** N/A.
- 11. **Remarks:**
  - a. The instructor for this lesson may be a member of the corps or the affiliated unit.
  - b. If the affiliated unit has access to promotional materials, these may be used as references and/or training/learning aids.
  - c. Topics found in TP1 may differ for each affiliated unit. The instructor should determine interesting facts of the affiliated unit prior to the lesson.
  - d. The posters created during this lesson may be used in display at the annual ceremonial review.

**EO C207.04**

1. **Performance:** Participate in a Tour of the Affiliated Unit
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: The corps Commanding Officer will determine conditions suitable for this training.
3. **Standard:** The cadet shall tour the affiliated unit to become familiar with the Canadian Forces' (CF) relationship to the Cadet Program.
4. **Teaching Points:** Conduct a tour of the affiliated unit and facilities, highlighting the following:
  - a. the size of the affiliated unit;
  - b. the role the affiliated unit plays within the CF;
  - c. the formation date of the affiliated unit;
  - d. the building(s) occupied by the affiliated unit;
  - e. any deployments in which the affiliated unit has participated;
  - f. any previous awards/medals awarded to members of the affiliated unit;
  - g. role within the corps; and
  - h. any other interesting facts.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Field Trip:	80 min
c. Total:	90 min
6. **Substantiation:** A field trip was chosen for this lesson as it will reinforce the cadets' knowledge of the affiliated unit, while informing the cadets of the role of the affiliated unit within the corps/squadron.
7. **References:** N/A.
8. **Training Aids:** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.
11. **Remarks:**
  - a. If an instructor from the corps will conduct the tour, all teaching points shall be researched in advance.

- b. This field trip may be conducted on a supported day or during a complementary session.
- c. If the affiliated unit has access to promotional materials, these may be used as references/training/learning aids.
- d. There is no instructional guide for this EO.

**PO 208**

1. **Performance:** Execute Drill as a Member of a Squad
2. **Conditions:**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall or outdoor parade square in favourable weather.
3. **Standard:** In accordance with A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet will execute drill as a member of a squad, to include:
  - a. executing turns to the left and right on the march;
  - b. as a squad in threes, forming single file from the halt; and
  - c. as a squad in line, forming single file from the halt.
4. **Remarks:** Instructors are advised to conduct the EOs as listed, as subsequent EOs are dependent on previous EOs.
5. **Complementary Material:**
  - a. Complementary material associated with PO 208 is designed to allow additional opportunities for cadet corps with an interest in drill to develop the cadet's skills in this area specifically:
    - (1) EO C208.01 (Practice Ceremonial Drill as a Review) provided to allow practice of Phase One mandatory training; and
    - (2) EO C208.02 (Execute Drill With Arms).
  - b. Some complementary training offered in Phase One may be selected as complementary training in Phase Two, specifically EO C108.01 (Execute Supplementary Drill Movements). Drill movements will be selected from Chapters 2 or 3 of A-PD-201-000/PT-000.
  - c. Complementary training associated with PO 208 is limited to a total of nine periods, of which a maximum of six periods may be used in support of EO C108.01 (Execute Supplementary Drill Movements) and EO C208.01 (Practice Ceremonial Drill as a Review), to be conducted during sessions or on a supported day. Corps are not required to use all nine periods.

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**EO M208.01**

1. **Performance:** Execute Left and Right Turns on the March
2. **Conditions:**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall, or outdoor parade square in favourable weather.
3. **Standard:** In accordance with A-PD-201-000/PT-000, the cadet shall execute left and right turns on the march.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate, and allow cadets time to practice left turns on the march.	Demonstration and Performance	25 min	A0-002 (pp. 3-29 and 3-30)
TP2	Explain, demonstrate, and allow cadets time to practice right turns on the march.	Demonstration and Performance	25 min	A0-002 (p. 3-31)

5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. Demonstration and Performance: 50 min
  - c. Total: 60 min
6. **Substantiation:** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate turning on the march while providing an opportunity for the cadets to practice turning on the march under supervision.
7. **References:** A0-002 A-PD-201-000/PT-000 Directorate of History and Heritage 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids:** N/A.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided during drill practices, weekly parade nights, and ceremonial parades.
- b. Assistant instructors may be required for this lesson.

**EO M208.02**

1. **Performance:** Form Single File from the Halt
2. **Conditions:**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall, or outdoor parade square in favourable weather.
3. **Standard:** In accordance with A-PD-201-000/PT-000, the cadet shall form single file from the halt, to include:
  - a. forming single file from the halt as a squad in threes; and
  - b. forming single file from the halt as a squad in line.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate, and allow cadets to practice forming single file from the halt as a squad in threes.	Demonstration and Performance	15 min	A0-002 (pp. 3-43 and 3-44)
TP2	Explain, demonstrate, and allow cadets to practice forming single file from the halt as a squad in line.	Demonstration and Performance	10 min	A0-002 (pp. 3-45 and 3-46)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Demonstration and Performance: 25 min
  - c. Total: 30 min
6. **Substantiation:** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadet is expected to acquire while providing an opportunity for the cadets to practice forming single file from the halt under supervision.
7. **References:** A0-002 A-PD-201-000/PT-000 Directorate of History and Heritage 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids:** N/A.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided during drill practices, weekly parade nights, and ceremonial parades.
- b. Assistant instructors may be required for this lesson.

**EO C208.01**

1. **Performance:** Practice Ceremonial Drill as a Review
2. **Conditions:**
  - a. Given:
    - (1) words of command;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall, or outdoor parade square in favourable weather.
3. **Standard:** In accordance with A-PD-201-000/PT-000, the cadet shall participate in a review of ceremonial drill, chosen from EOs M108.01 to M108.11.
4. **Teaching Points:** As per reference.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Demonstration and Performance:	50 min
c. Total:	60 min
6. **Substantiation:** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate ceremonial drill while providing an opportunity for the cadets to practice these skills under supervision.
7. **References:** A0-002 A-PD-201-000/PT-000 Directorate of History and Heritage 3-2. (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: The Department of National Defence.
8. **Training Aids:** N/A.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.
11. **Remarks:**
  - a. It is recommended that ongoing feedback be provided during drill practices, weekly parade nights, and ceremonial parades.
  - b. A maximum of two periods have been allocated for this EO to review any mandatory drill from EOs M108.01 to M108.11.
  - c. Assistant instructors may be required for this lesson.
  - d. No instructional guide will be provided for this EO.

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**EO C208.02**

1. **Performance:** Execute Drill with Arms
2. **Conditions:**
  - a. Given:
    - (1) words of command;
    - (2) drill purpose rifle;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: A drill hall, or outdoor parade square in favourable weather.
3. **Standard:** In accordance with A-CR-CCP-053/PT-001, *Royal Canadian Sea Cadets Manual of Drill and Ceremonial and as a Member of a Squad*, Chapter 2, the cadet shall execute drill with arms.
4. **Teaching Points:** As per reference.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Demonstration and Performance:	230 min
c. Total:	240 min
6. **Substantiation:** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate drill with arms while providing an opportunity for the cadets to practice these skills under supervision.
7. **References:** A0-038 A-CR-CCP-053/PT-001 D Cdts. (2000). *Royal Canadian Sea Cadets Manual of Drill and Ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Drill purpose rifle.
9. **Learning Aids:** Drill purpose rifle.
10. **Test Details:** N/A.
11. **Remarks:**
  - a. Assistant instructors may be required to provide demonstrations for this lesson.
  - b. The recommended basic breakdown of basic drill with arms lessons is as follows:
    - (1) adopt the positions of attention, stand at ease, and stand easy with arms, to include (one period):
      - (a) the position of attention;
      - (b) stand at ease from attention;
      - (c) stand easy from stand at ease;

- (d) stand at ease from stand easy; and
  - (e) attention from stand at ease;
  - (2) execute ground and take up arms (one period);
  - (3) execute slope arms from the order and order arms from the slope (one period);
  - (4) execute dressing a squad with arms (one period);
  - (5) execute paying compliments with arms at the halt, to include (two periods):
    - (a) salute at slope arms;
    - (b) present arms from the slope; and
    - (c) slope arms from the present; and
  - (6) march and halt in quick time with arms (one period).
- c. No instructional guide will be provided for this EO.



**PO 211**

1. **Performance:** Participate in Competitive Summer Biathlon Activities
2. **Conditions:**
  - a. Given:
    - (1) cadet air rifle;
    - (2) safety glasses/goggles;
    - (3) approved cadet air rifle pellets;
    - (4) containers to hold pellets;
    - (5) biathlon Air Rifle Target (BART);
    - (6) local Range Standing Orders;
    - (7) supervision; and
    - (8) assistance as required.
  - b. Denied: N/A.
  - c. Environmental:
    - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, Section 8; and
    - (2) Established running route of approximately 500-1000 m.
3. **Standard:** In accordance with specified references and, as a member of a section, the cadet will participate in competitive summer biathlon activities, to include:
  - a. running a loop of 500-1000 m;
  - b. firing eight rounds in an effort to activate all five targets of the BART;
  - c. running a second loop of 500-1000 m;
  - d. firing eight rounds in an effort to activate all five targets of the BART;
  - e. running a final loop of 500-1000 m; and
  - f. finishing the event.
4. **Remarks:**
  - a. Cadets must have completed PO C111 (Participate in a Summer Biathlon Activity) prior to competing in the competitive summer biathlon activity.
  - b. Assistance may be given to cadets who have difficulty pumping the cadet air rifle.
  - c. All range activities must be conducted by a Range Safety Officer (RSO).
5. **Complementary Material:**
  - a. PO 211 (Participate in Competitive Summer Biathlon Activities) is a complementary package designed to provide an opportunity for the cadet to participate in competitive summer biathlon activities.

- b. Corps/Squadrons choosing PO 211 as complementary training may complete EOs C211.01-C211.03 or the complete package, EOs C211.01-C211.04. Corps/Squadrons cannot conduct EO C211.04 (Participate in a Competitive Summer Biathlon Activity), unless cadets have completed EOs C211.01-C211.03.
- c. Complementary training associated with PO 211 is limited to a total of nine periods which may be conducted during sessions or on a supported day.

**EO C211.01**

1. **Performance:** Identify Civilian Biathlon Opportunities
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall identify civilian biathlon opportunities, to include:
  - a. training opportunities; and
  - b. competitive events.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Introduce local, provincial/territorial, national, and international biathlon training opportunities.	Interactive Lecture	10 min	C0-082 C0-148 C0-149
TP2	Introduce local, provincial/territorial, national, and international competitive biathlon opportunities.	Interactive Lecture	10 min	C0-082 C0-148
TP3	Identify famous biathletes who were introduced to the sport through the Canadian Cadet Program.	Interactive Lecture	5 min	A0-049 C0-082 C0-153

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Interactive Lecture: 25 min
  - c. Total: 30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to civilian biathlon opportunities and to generate interest.
7. **References:**
  - a. A0-042 Regional Cadet Support Unit (Central). (2007). *Cadet Marksmanship and Firearms Safety Program*. Retrieved 18 April 2007, from [http://www.central.cadets.ca/events/biath\\_cadetmarksman\\_e.html](http://www.central.cadets.ca/events/biath_cadetmarksman_e.html).

- b. C0-082 Biathlon Canada. (2007). *Biathlon Canada*. Retrieved 12 February 2007, from <http://www.biathloncanada.ca>.
  - c. C0-148 International Biathlon Union. (2007). *International Biathlon Union*. Retrieved 18 April 2007, from <http://www.biathlonworld.com>.
  - d. C0-149 Biathlon Canada. (2005). *Biathlon Bears: Community Coaching*. Ottawa, ON: Biathlon Canada.
  - e. C0-153 Library and Archives Canada. (2000). *Myriam Bédard*. Retrieved 30 April 2007, from <http://www.collectionscanada.ca/women/002026-223-e.html>.
8. **Training Aids:** Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
9. **Learning Aids:** N/A.
10. **Test Details:** N/A.
11. **Remarks:** N/A.

**EO C211.02**

1. **Performance:** Run on Alternating Terrain
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Training area of alternating terrain large enough to set up a running course of 20-40 m.
3. **Standard:** In accordance with specified references, the cadet shall:
  - a. participate in a warm-up;
  - b. practice running on alternating terrain; and
  - c. participate in a cool-down.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe running techniques for alternating terrain, to include: <ol style="list-style-type: none"> <li>a. posture/body alignment;</li> <li>b. foot position; and</li> <li>c. endurance.</li> </ol>	Interactive Lecture	5 min	C0-080
TP2	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. stretch the muscles;</li> <li>b. gradually increase respiratory action and heart rate;</li> <li>c. expand the muscles' capillaries to accommodate the increase in blood circulation; and</li> <li>d. raise muscle temperature to facilitate reactions in muscle tissue.</li> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089
TP3	Supervise while cadets run on alternating terrain.	Practical Activity	5 min	
TP4	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> <li>a. allow the body time to slowly recover from physical activity and to help prevent injury;</li> </ol>	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089

TP	Description	Method	Time	Refs
	b. prepare the respiratory and cardiovascular systems to return to their normal state; and c. stretch the muscles.			
TP5	Describe how to create and implement a running schedule.	Practical Activity	5 min	C0-146

5. **Time:**

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

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1 and 5 to introduce the cadets to running techniques on alternating terrain and on how to implementing a running program.
- A practical activity was chosen for TPs 2-4 as it is an interactive way to introduce the cadets to running on alternating terrain in a safe and controlled environment.

7. **References:**

- C0-002 (ISBN 0-88962-630-8) LeBlanc, J. and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 16 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006 from <http://www.physioline.co.za/conditions/article.asp?id=46>.
- C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006 from <http://www.physioline.co.za/conditions/article.asp?id=49>.
- C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- C0-061 City of Saskatoon, Community Services Department. (ND). *Stretch Your Limits: A Smart Guide to Stretching for Fitness*. Retrieved 26 October 2006, from <http://in-motion.ca/walkingworkout/plan/flexibility/>.
- C0-080 Cool Running. (2007). *Fitness and Performance*. Retrieved 12 February 2007, from [http://www.coolrunning.com/engine/2/2\\_3/181.shtml](http://www.coolrunning.com/engine/2/2_3/181.shtml).
- C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- C0-146 Will-Weber, M. (2006). *Runner's World: Beginner's: Training: First Steps*. Retrieved 18 April 2007, from <http://www.runnersworld.com/article/printer/1,7124,s6-380-381-386-678-0,00.html>.

- j. C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#11>.

8. **Training Aids:**

- a. Presentation aids (e.g. whiteboard/flipchart) appropriate for the training area; and
- b. Whistle.

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

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

11. **Remarks:** Stairs may be used in place of alternating terrain.

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**EO C211.03**

1. **Performance:** Fire the Cadet Air Rifle Using a Sling Following Physical Activity
2. **Conditions:**
  - a. Given:
    - (1) cadet air rifle;
    - (2) cadet air rifle sling;
    - (3) biathlon air rifle target (BART);
    - (4) safety glasses/goggles;
    - (5) Shooting Mat;
    - (6) supervision; and
    - (7) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall fire the cadet air rifle using the cadet air rifle sling following physical activity.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	In accordance with EO C206.01 (Practice Holding Techniques), review holding techniques using the cadet air rifle sling.	Interactive Lecture	5 min	A0-027 (pp. 2-7 and 2-8)
TP2	Conduct a warm-up session composed of light cardiovascular exercises.	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089
TP3	Conduct an activity where cadets will fire the cadet air rifle using a sling following physical activity.	Practical Activity	10min	
TP4	Conduct a cool-down session composed of light cardiovascular exercises.	Practical Activity	5 min	C0-002 (pp. 109 to 113) C0-089

5. **Time:**

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

6. **Substantiation:**

- An interactive lecture was chosen for TP1 to review holding techniques using the cadet air rifle sling.
- A practical activity was chosen for TP2-4 as it is an interactive way to allow the cadets to experience firing the cadet air rifle using a sling following physical activity.

7. **References:**

- A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Cadet Marksmanship Program: Reference Manual*. Ottawa, ON: Department of National Defence.
- C0-002 (ISBN 0-88962-630-8) LeBlanc, J. and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, and Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 16 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006, from <http://www.physioline.co.za/conditions/article.asp?id=46>.
- C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physioline.co.za/conditions/article.asp?id=49>.
- C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch Your Limits: A Smart Guide to Stretching For Fitness*. Retrieved 26 October 2006, from <http://in-motion.ca/walkingworkout/plan/flexibility/>.
- C0-080 Cool Running. (2007). *Cool Running*. Retrieved 12 February 2007, from [http://www.coolrunning.com/engine/2/2\\_3/181.shtml](http://www.coolrunning.com/engine/2/2_3/181.shtml).
- C0-085 Daisy Outdoor Products. (2006). *AVANTI Competition Pellet Rifle: Operation Manual: AVANTI Legend Model 853*. Rogers, AR: Daisy Outdoor Products.
- C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- C0-154 Hansen, B. (1999). *Moving on the Spot: Fun and Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#11>.

8. **Training Aids:**

- Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- Shooting mats;

- c. Cadet air rifle; and
- d. Cadet air rifle sling.

9. **Learning Aids:**

- a. Cadet air rifle;
- b. Biathlon air rifle target (BART);
- c. Safety glasses/goggles;
- d. Target frames; and
- e. Cadet air rifle sling.

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

11. **Remarks:** EO C206.01 must be completed prior to this lesson.

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**EO C211.04**

1. **Performance:** Participate in a Competitive Summer Biathlon Activity
2. **Conditions:**
  - a. Given:
    - (1) cadet air rifle;
    - (2) cadet air rifle sling;
    - (3) safety glasses/goggles;
    - (4) .177 air rifle pellets;
    - (5) biathlon air rifle target (BART);
    - (6) supervision; and
    - (7) assistance as required.
  - b. Denied: N/A.
  - c. Environmental:
    - (1) Air rifle range constructed IAW A-CR-CCP-177/PT-001; and
    - (2) Running route of approximately 500-1000 m on alternating terrain.
3. **Standard:** In accordance with specified references, the cadet shall participate in a recreational summer biathlon activity, to include:
  - a. running a route of 500-1000 m;
  - b. shooting five to eight rounds in an effort to activate all five targets of the BART;
  - c. running a second route of 500-1000 m;
  - d. shooting five to eight rounds in an effort to activate all five targets of the BART;
  - e. running a final route of 500-1000 m; and
  - f. finishing the race.
4. **Teaching Points:**
  - a. Explain the components of the competitive summer biathlon activity, to include:
    - (1) course layout;
    - (2) rules and regulations;
    - (3) scoring;
    - (4) penalties; and
    - (5) out of bounds areas.
  - b. Conduct a warm-up session, composed of light cardiovascular activities, meant to:
    - (1) stretch the muscles;

- (2) gradually increase respiratory action and heart rate;
  - (3) expand the muscles' capillaries to accommodate the increase in blood circulation; and
  - (4) raise muscle temperature to facilitate reactions in muscle tissue.
- c. Conduct a competitive summer biathlon activity in accordance with paragraph 3. Details on course/ range set-up are included in A-CR-CCP-602/PF-001, Chapter 9, Annex C.
  - d. Conduct a cool-down session, composed of light cardiovascular activities, meant to:
    - (1) allow the body time to slowly recover from physical activity and to help prevent injury;
    - (2) prepare the respiratory and cardiovascular systems to return to their normal state; and
    - (3) stretch the muscles.

5. **Time:**

a. Introduction / Conclusion:	10 min
b. Interactive Lecture:	15 min
c. Practical Activity:	155 min
d. Total:	180 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to illustrate the application of rules, principles and concepts of a summer biathlon.
- b. A practical activity was chosen for TP2-4 as it is an interactive way to introduce cadets to summer biathlon. This activity contributes to the development of these skills and knowledge in a fun and challenging setting.

7. **References:**

- a. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Cadet Marksmanship Program: Reference Manual*. Ottawa, ON: Department of National Defence.
- b. A0-032 Cadets Canada. (2002). *Biathlon Competition Rules And IBU/Cadet Disciplinary Rules*. Ottawa, ON: Department of National Defence.
- c. A0-036 Cadets Canada. (ND). *Canadian Cadet Movement: Biathlon Championship Series*. Ottawa, ON: Department of National Defence.
- d. C0-002 (ISBN 0-88962-630-8) LeBlanc, J. and Dickson, L. (1997). *Straight Talk About Children and Sport: Advice for Parents, Coaches, And Teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.
- e. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved 26 October 2006, from <http://www.marthajefferson.org/warmup.php>.
- f. C0-058 Webb Physiotherapists Inc. (ND). *Running Exercises*. Retrieved 26 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>.
- g. C0-059 Webb Physiotherapists Inc. (ND). *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved 25 October 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>.

- h. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved 25 October 2006, from <http://www.2protect.com/work3b.htm>.
- i. C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch Your Limits: A Smart Guide to Stretching For Fitness*. Retrieved 26 October 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>.
- j. C0-089 (ISBN 0-936070-22-6) Anderson, B. (2000). *Stretching: 20<sup>th</sup> Anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- k. C0-154 Hansen, B. (1999). *Moving on the Spot: Fun And Physical Activity: A Collection of 5 Minute Stretch and Movement Sessions*. Retrieved 26 October 2006, from <http://lin.ca/resource/html/dn3.htm#11>.

**8. Training Aids:**

- a. Cadet air rifle (one per firing point);
- b. Cadet air rifle sling (one per firing point);
- c. Safety glasses/goggles (one per firing point);
- d. Shooting mat (two per firing point);
- e. Target frame (one per firing point);
- f. BART (one per firing point);
- g. Biathlon scoresheets located at A-CR-CCP-602/PF-001, Chapter 9, Annex D;
- h. Course control sheets located at A-CR-CCP-602/PF-001, Chapter 9, Annex D;
- i. Range recording sheets located at A-CR-CCP-602/PF-001, Chapter 9, Annex D;
- j. Notice board; and
- k. Stopwatches.

**9. Learning Aids:**

- a. Cadet air rifle;
- b. Cadet air rifle sling;
- c. Safety glasses/goggles;
- d. Shooting mats;
- e. Target frame;
- f. .177 air rifle pellets;
- g. Container to hold pellets;
- h. Target frame; and
- i. BART.

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

11. **Remarks:**

- a. Results should be posted for cadets to review. PO 211 is a complementary training activity. It is designed to provide an opportunity for the cadets to participate in a competitive summer biathlon activity.
- b. EOs C111.01 (Participate in a Biathlon Briefing), C111.02 (Run Short Wind Sprints), C111.03 (Introduction to Summer Biathlon Marksmanship Skills Using the Cadet Air Rifle), C211.01 (Identify Civilian Biathlon Opportunities), C211.02 (Run on Alternating Terrain), and C211.03 (Fire the Cadet Air Rifle Using the Cadet Air Rifle Sling Following Physical Activity) shall be taught prior to instructing this lesson.



**CANADIAN ARMED FORCES (CAF) FAMILIARIZATION**

1. **PO X20 – Participate in CAF Familiarization**

This PO and its associated EOs are located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*.

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**PO 221**

1. **Performance:** Rig Tackles
2. **Conditions:**
  - a. Given:
    - (1) whipping twine;
    - (2) three-strand line;
    - (3) cutting tool;
    - (4) marlin spike/fid;
    - (5) hooks;
    - (6) single blocks;
    - (7) double blocks;
    - (8) spar;
    - (9) box;
    - (10) a load of 22 kilograms (50 pounds [lbs]) or less;
    - (11) supervision; and
    - (12) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet will rig tackles, to include:
  - a. use a strop for slinging;
  - b. mousing a hook;
  - c. reeving blocks; and
  - d. rigging the following tackles:
    - (1) a single whip;
    - (2) a double whip;
    - (3) a luff; and
    - (4) a two-fold purchase.
4. **Remarks:**
  - a. Assessment for PO 221 will take place in Phase Three M321.02 (Rig Sheers).
  - b. Three-strand rope is required to complete the strop portion of PO 221.

**5. Complementary Material:**

- a. Complementary material associated with PO 221 is designed to enhance a cadet's ropework skills through a number of activities:
  - (1) EO C221.01 (Make a Back Splice);
  - (2) EO C221.02 (Make an Eye Splice); and
  - (3) EO C221.03 (Make a Long Splice).
- b. Some complementary training offered in Phase One may be selected as complementary training in Phase Two, specifically:
  - (1) EO C121.01 (Whip the End of a Line Using a West Country Whipping);
  - (2) EO C121.02 (Whip the End of a Line Using a Sailmaker's Whipping);
  - (3) EO C121.03 (Complete a Rolling Hitch); and
  - (4) EO C121.04 (Complete a Marling Hitch).
- c. When selecting complementary material from Phase One, training staff shall review the applicable performance objective, lesson specification, and A-CR-CCP-602/PF-001.
- d. Complementary training associated with PO 221 is limited to a total of six periods, which may be conducted during sessions or on a supported day. Corps are not required to use all six periods.

**EO M221.01**

1. **Performance:** Use a Strop for Slinging
2. **Conditions:**
  - a. Given:
    - (1) three-strand line;
    - (2) marlin spike/fid;
    - (3) spar;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall sling a strop, to include making a short splice in one length of line.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe a strop, to include: <ol style="list-style-type: none"> <li>a. what it is; and</li> <li>b. its purpose.</li> </ol>	Interactive Lecture	5 min	C1-003 (pp. 192 and 193)
TP2	Demonstrate and have the cadets make a strop, by making a short splice in one length of line.	Demonstration and Performance	60 min	A1-004 (pp. 5- 57 and 5-58 and pp. 5-10 to 5-11)
TP3	Demonstrate and have the cadets use a strop for slinging a: <ol style="list-style-type: none"> <li>a. spar; and</li> <li>b. box.</li> </ol>	Demonstration and Performance	20 min	C1-003 (pp. 193 to 195)

5. **Time:**

a. Introduction / Conclusion:	5 min
b. Interactive Lecture:	5 min
c. Demonstration and Performance:	80 min
d. Total:	90 min
6. **Substantiation:**
  - a. An interactive lecture was chosen for TP1 as it allows the instructor to generate interest in slinging a strop.

- b. Demonstration and performance was chosen for TP2 and TP3 as it allows the instructor to explain and demonstrate how to use a strop for slinging while providing an opportunity for the cadets to practice these skills under supervision.

7. **References:**

- a. A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- b. C1-003 (ISBN 0-11770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964 (Vol. 1)*. London, England: Her Majesty's Stationery Office.

8. **Training Aids:**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Three-strand line;
- c. Marlin spike/fid;
- d. Spar;
- e. Box;
- f. Strop made with a short splice;
- g. Whipping twine; and
- h. Cutting tool.

9. **Learning Aids:**

- a. Handouts located at A-CR-CCP-602/PF-001, Chapter 11, Annex A, and either Annex B or C;
- b. Two metres of three-strand line;
- c. Marlin spike/fid;
- d. Spar;
- e. Box;
- f. Strop made with a short splice; and
- g. Whipping twine.

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

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

**EO M221.02**

1. **Performance:** Mouse a Hook
2. **Conditions:**
  - a. Given:
    - (1) whipping twine;
    - (2) cutting tool;
    - (3) hook;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall mouse a hook, to prevent a line/load from slipping off an open hook.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe mousing a hook, to include: <ol style="list-style-type: none"> <li>a. what it is; and</li> <li>b. its purpose.</li> </ol>	Interactive Lecture	5 min	A1-004 (pp. 5-45 and 5-46) C1-003 (p. 171 and 154)
TP2	Demonstrate and have the cadets mouse a hook.	Demonstration and Performance	50 min	A1-004 (pp. 5-45 and 5-46)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Interactive Lecture: 5 min
  - c. Demonstration and Performance: 50 min
  - d. Total: 60 min
6. **Substantiation:**
  - a. An interactive lecture was chosen for TP1 as it allows the instructor to orient the cadets to mousing a hook.
  - b. Demonstration and performance was chosen for TP2 and TP3 as it allows the instructor to explain and demonstrate mousing a hook while providing an opportunity for the cadets to practice this skill under supervision.

7. **References:**

- a. A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- b. C1-003 (ISBN 0-11770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964 (Vol. 1)*. London, England: Her Majesty's Stationery Office.

8. **Training Aids:**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Hook;
- c. Whipping twine; and
- d. Cutting tool.

9. **Learning Aids:**

- a. Hook;
- b. Whipping twine; and
- c. Handout located at A-CR-CCP-602/PF-001, Chapter 11, Annex D.

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

11. **Remarks:** Coat hangers may be used in place of hooks. Bend one end of the coat hanger to serve as the bill of the hook.



**EO M221.03**

1. **Performance:** Reeve Blocks
2. **Conditions:**
  - a. Given:
    - (1) line;
    - (2) single block;
    - (3) double block;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall reeve blocks, to include:
  - a. identifying the parts of a block; and
  - b. identifying the types of blocks.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the parts of a block, to include: <ol style="list-style-type: none"> <li>a. crown;</li> <li>b. cheek;</li> <li>c. pin;</li> <li>d. becket;</li> <li>e. tail;</li> <li>f. sheeve;</li> <li>g. swallow;</li> <li>h. head fitting (eye); and</li> <li>i. talley plate.</li> </ol>	Interactive Lecture	5 min	A1-004 (p. 5-94) C1-003 (p. 210)
TP2	Describe the blocks for reeving, to include: <ol style="list-style-type: none"> <li>a. single blocks; and</li> <li>b. double blocks.</li> </ol>	Interactive Lecture	5 min	A1-004 (p. 5-94 and 5-95) C1-003 (p. 218)
TP3	Demonstrate and have the cadets practice reeving a line through a block.	Demonstration and Performance	10 min	A1-004 (p. 5-94) C1-003 (p. 216)

TP	Description	Method	Time	Refs
TP4	Conduct an activity for reeving blocks.	In-Class Activity	5 min	

5. **Time:**

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

6. **Substantiation:**

- An interactive lecture was chosen for TP1 and TP2 as it allows the instructor to introduce blocks and to generate interest.
- Demonstration and performance was chosen for TP3 as it allows the instructor to explain and demonstrate reeving a rope through a block while providing an opportunity for the cadets to practice this skill under supervision.
- An in-class activity was chosen for TP4 as it is an interactive way to reinforce reeving a block and to confirm the cadets' comprehension of the material.

7. **References:**

- A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- C1-003 (ISBN 0-11770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964 (Vol. 1)*. London, England: Her Majesty's Stationery Office.

8. **Training Aids:**

- Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area.
- Two metres of line;
- Single block;
- Double block; and
- Cutting tool.

9. **Learning Aids:**

- Two metres of line;
- Single block;
- Double block;
- Block labels located at A-CR-CCP-602/PF-001, Chapter 11, Annex E;

e. Tape; and

f. Bag.

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

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

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**EO M221.04**

1. **Performance:** Identify Components of Tackles
2. **Conditions:**
  - a. Given:
    - (1) a single whip tackle;
    - (2) a double whip tackle;
    - (3) a luff;
    - (4) a two-fold purchase;
    - (5) labels;
    - (6) a load of 22 kg (50 pounds [lbs]) or less;
    - (7) supervision; and
    - (8) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall:
  - a. identify parts of a tackle;
  - b. determine mechanical advantage; and
  - c. determine if a tackle is rigged to advantage/disadvantage.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe tackles, to include: <ol style="list-style-type: none"> <li>a. types, to include:               <ol style="list-style-type: none"> <li>(1) single whip;</li> <li>(2) double whip;</li> <li>(3) luff; and</li> <li>(4) two-fold purchase; and</li> </ol> </li> <li>b. their purpose.</li> </ol>	Interactive Lecture	10 min	C1-047 (pp. 3-153 to 3-155)
TP2	Describe the parts of a tackle, to include: <ol style="list-style-type: none"> <li>a. standing block;</li> <li>b. standing part;</li> <li>c. hauling part;</li> <li>d. moving block;</li> </ol>	In-Class Activity	10 min	C1-047 (p. 3-151)

TP	Description	Method	Time	Refs
	e. running part; and f. load. Conduct an activity where cadets will label the parts of a tackle			
TP3	Describe mechanical advantage, to include: a. what it is; b. how to determine it; and c. how to identify if a tackle is rigged to advantage/disadvantage.	Interactive Lecture	20 min	C1-047 (pp. 3-150 and 3-151)
TP4	Describe velocity ratio, to include: a. what it is; b. how to determine it; and	Interactive Lecture	10 min	C1-047 (p. 3-151)

5. **Time:**

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

6. **Substantiation:**

- An interactive lecture was chosen for TP1, TP3 and TP4 as it allows the instructor to introduce components of tackles and generate interest in ropework.
- An in-class activity was chosen for TP2 as it is an interactive way to provoke thought, stimulate interest, and to confirm the cadets' comprehension of the parts of the tackle.

7. **References:**

- C1-003 (ISBN 0-11-770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964* (Vol. 1). London, England: Her Majesty's Stationery.
- C1-047 (ISBN 0-11-772695-8)/BON-050-002/PT-004 Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.

8. **Training Aids:**

- Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- A single whip tackle, to include:
  - a single block;
  - two metres of line; and
  - a load of 22 kg (50 lbs) or less;
- A double whip tackle, to include:

- (1) two single blocks;
  - (2) six metres of line; and
  - (3) a load of 22 kg (50 lbs) or less;
- d. A luff, to include:
- (1) a single block;
  - (2) a double block;
  - (3) eight metres of line; and
  - (4) a load of 22 kg (50 lbs) or less;
- e. A two fold-purchase, to include:
- (1) two double blocks;
  - (2) 10 metres of line; and
  - (3) a load of 22 kg (50 lbs) or less;
- f. Labels marked as running part, standing part, hauling part, standing block, moving block and load located at A-CR-CCP-602/PF-001, Chapter 11, Annex F; and
- g. Answer key located at A-CR-CCP-602/PF-001, Chapter 11, Annex H.

9. **Learning Aids:**

- a. A single whip tackle;
- b. A double whip tackle;
- c. A luff;
- d. A two-fold purchase;
- e. Tape;
- f. Labels marked as running part, standing part, hauling part, standing block, moving block, and load located at A-CR-CCP-602/PF-001, Chapter 11, Annex F; and
- g. Tackles review handout located at A-CR-CCP-602/PF-001, Chapter 11, Annex G.

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

11. **Remarks:**

- a. The instructor is required to rig the single whip, double whip, luff, and two-fold purchase prior to the start of the lesson.
- b. This EO is to be conducted prior to EO M221.05 (Rig Tackles). These EOs should be taught consecutively.

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**EO M221.05**

1. **Performance:** Rig Tackles
2. **Conditions:**
  - a. Given:
    - (1) twenty-six metres of line;
    - (2) single blocks;
    - (3) double blocks;
    - (4) a load of 22 kg (50 pounds [lbs]) or less;
    - (5) a strop;
    - (6) supervision; and
    - (7) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall rig tackles, to include:
  - a. a single whip;
  - b. a double whip;
  - c. a luff; and
  - d. a two-fold purchase.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain the use of, demonstrate, and have the cadets rig a single whip.</p> <p>Note: The single whip provides a mechanical advantage equal to one and is mainly used to alter the direction of pull on the hauling part of a tackle.</p>	Demonstration and Performance	5 min	C1-047 (p. 3-153)
TP2	<p>Explain the use of, demonstrate, and have the cadets rig a double whip, to include:</p> <ol style="list-style-type: none"> <li>a. determining mechanical advantage;</li> <li>b. rigging to advantage; and</li> <li>c. rigging to disadvantage.</li> </ol>	Demonstration and Performance	15 min	C1-047 (pp. 3-150 to 3-153)
TP3	<p>Explain the use of, demonstrate, and have the cadets rig a luff, to include:</p>	Demonstration and Performance	20 min	C1-047 (pp. 3-150 to 3-155)

TP	Description	Method	Time	Refs
	a. determining mechanical advantage; b. rigging to advantage; and c. rigging to disadvantage.			
TP4	Explain the use of, demonstrate, and have the cadets rig a two-fold purchase, to include: a. determining mechanical advantage; b. rigging to advantage; and c. rigging to disadvantage.	Demonstration and Performance	20 min	C1-047 (pp. 3-150 to 3-155)
TP5	Conduct an activity for rigging tackles	In-Class Activity	20 min	

5. **Time:**

- |                                   |        |
|-----------------------------------|--------|
| a. Introduction / Conclusion:     | 10 min |
| b. Demonstration and Performance: | 80 min |
| c. In-Class Activity:             | 20 min |
| d. Total:                         | 90 min |

6. **Substantiation:**

- Demonstration and performance was chosen for TP1 to TP4 as it allows the instructor to explain and demonstrate how to rig various tackles while providing an opportunity for the cadets to practice these skills under supervision.
- An in-class activity was chosen for TP5 as it is an interactive way to reinforce rigging tackles and to confirm the cadets' comprehension of the material.

7. **References:** C1-047 (ISBN 0-11-772695-8)/BON-050-002/PT-004 Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.

8. **Training Aids:**

- Twenty-six metres of line;
- Single blocks;
- Double blocks;
- A strop;
- A load of 22 kg (50 lbs) or less;
- A cutting tool;
- Whistle; and
- Stopwatch.

9. **Learning Aids:**

- Twenty-six metres of line;

- b. Single blocks;
  - c. Double blocks;
  - d. A strop;
  - e. A load of 22 kg (50 lbs) or less;
  - f. Bag; and
  - g. Station cards located at A-CR-CCP-602/PF-001, Chapter 11, Annex I.
10. **Test Details:** Cadets will rig tackles to lift a load of 22 kg (50 lbs) or less.
11. **Remarks:** If spring clip hooks are not available, the hook shall be moused prior to hoisting the load.

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**EO C221.01**

1. **Performance:** Make a Back Splice
2. **Conditions:**
  - a. Given:
    - (1) three-strand line;
    - (2) marlin spike/fid;
    - (3) whipping twine;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall make a back splice.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the use of, demonstrate, and have the cadets tie a crown knot.	Demonstration and Performance	25 min	A1-004 (pp. 5-38 and 5-39)
TP2	Explain the use of, demonstrate, and have the cadets make a back splice.	Demonstration and Performance	30 min	A1-004 (p. 5-55)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Demonstration and Performance: 55 min
  - c. Total: 60 min
6. **Substantiation:** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate how to make a crown knot and a back splice while providing an opportunity for the cadets to practice these skills under supervision.
7. **References:** A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
8. **Training Aids:**
  - a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
  - b. Three-strand line;
  - c. Marlin Spike/fid;

- d. Whipping twine;
- e. A back splice; and
- f. A cutting tool.

9. **Learning Aids:**

- a. Three-strand line;
- b. Marlin spike/fid;
- c. Whipping twine;
- d. Handout located at A-CR-CCP-602/PF-001, Chapter 11, Annex J; and
- e. Handout located at A-CR-CCP-602/PF-001, Chapter 11, Annex K.

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

11. **Remarks:** Whipping twine is to be used to whip the ends of each strand of the line prior to splicing the line. Ends of the strands may also be taped or melted if whipping twine is not available.

**EO C221.02**

1. **Performance:** Make an Eye Splice
2. **Conditions:**
  - a. Given:
    - (1) three-strand line;
    - (2) marlin spike/fid;
    - (3) whipping twine;
    - (4) supervision; and
    - (5) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall make an eye splice.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the use of, demonstrate, and have the cadets make an eye splice.	Demonstration and Performance	55 min	C1-047 (p. 3-90 to 3-93)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Demonstration and Performance: 55 min
  - c. Total: 60 min
6. **Substantiation:** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate making an eye splice while providing an opportunity for the cadets to practice this skill under supervision.
7. **References:** C1-047 (ISBN 0-11-772695-8)/BON-050-002/PT-004 Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.
8. **Training Aids:**
  - a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
  - b. Three-strand line;
  - c. Marlin spike/fid;
  - d. Whipping twine;

- e. Cutting tool; and
- f. Completed eye splice.

9. **Learning Aids:**

- a. Three-strand line;
- b. Marlin spike/fid;
- c. Whipping twine; and
- d. Handout located at A-CR-CCP-602/PF-001, Chapter 11, Annex L.

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

11. **Remarks:** Whipping twine is to be used to whip the ends of each strand of the line prior to splicing the line. Ends of the strands may also be taped or melted if whipping twine is not available.



**EO C221.03**

1. **Performance:** Make a Long Splice
2. **Conditions:**
  - a. Given:
    - (1) three-strand line;
    - (2) marlin spike/fid;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall make a long splice, so it is able to pass through a block.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the use of, demonstrate, and have the cadets make a long splice.	Demonstration and Performance	55 min	A1-004 (pp. 5-59 to 5-61)

5. **Time:**
  - a. Introduction / Conclusion: 5 min
  - b. Demonstration and Performance: 55 min
  - c. Total: 60 min
6. **Substantiation:** Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate how to make a long splice while providing an opportunity for the cadets to practice this skill under supervision.
7. **References:**
  - a. A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
  - b. C1-047 (ISBN 0-11-772695-8)/BON-050-002/PT-004 Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.
8. **Training Aids:**
  - a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
  - b. Three-strand line;
  - c. Marlin spike/fid;

- d. Whipping twine;
- e. Cutting tool; and
- f. Completed long splice.

9. **Learning Aids:**

- a. Three-strand line;
- b. Marlin spike/fid;
- c. Whipping twine; and
- d. Handout located at A-CR-CCP-602/PF-001, Chapter 11, Annex M.

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

11. **Remarks:** Whipping twine is to be used to whip the ends of each strand of the line prior to splicing the line. Ends of the strands may also be taped or melted if whipping twine is not available.

**PO 223**

1. **Performance:** Serve in a Naval Environment
2. **Conditions:**
  - a. Given:
    - (1) Boatswain's call;
    - (2) cleaning supplies;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Any conditions.
3. **Standard:** In accordance with specified references, the cadet will:
  - a. define naval terminology;
  - b. stand watch; and
  - c. pipe calls, to include:
    - (1) General Call;
    - (2) Still; and
    - (3) Carry On.
4. **Remarks:** Corps should follow a ship's routine to reinforce this PO.
5. **Complementary Material:**
  - a. Complementary material associated with PO 223 is designed to provide opportunities for the cadet to recognize the traditions of the Canadian Navy through a number of activities:
    - (1) EO C223.01 (Define Naval Terminology); and
    - (2) EO C223.02 (Pipe the Side); and
  - b. Some complementary training offered in the Phase One Program may be selected as complementary training in Phase Two, specifically:
    - (1) EO C123.01 (Read the 24-hour Clock);
    - (2) EO C123.02 (Recite the Phonetic Alphabet); and
    - (3) EO C123.03 (Participate in a Semaphore Exercise).
  - c. When selecting complementary material from Phase One training, training staff shall review the applicable performance objective, lesson specification, and A-CR-CCP-602/PF-001.
  - d. Complementary training associated with PO 223 is limited to a total of three periods conducted during sessions or on a supported day. Corps are not required to use all three periods.

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**EO M223.01**

1. **Performance:** Define Ship-Related Terms
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with B-GN-181-105/FP-E00, *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*, the cadet shall define ship-related terminology.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity to identify the following parts of a ship's hull: <ol style="list-style-type: none"> <li>a. after part;</li> <li>b. bow;</li> <li>c. fore part;</li> <li>d. midship part;</li> <li>e. stem;</li> <li>f. stern;</li> <li>g. draught;</li> <li>h. freeboard;</li> <li>i. beam;</li> <li>j. bilge;</li> <li>k. bilge keel;</li> <li>l. camber; and</li> <li>m. keel.</li> </ol>	In-Class Activity	15 min	A1-004 (pp. 3-3 to 3-6 and pp. 3-21 to 3-28)
TP2	Conduct an activity to identify the following directions in a ship: <ol style="list-style-type: none"> <li>a. abaft;</li> <li>b. aft;</li> <li>c. centreline;</li> <li>d. forward;</li> <li>e. midships;</li> <li>f. abeam;</li> </ol>	In-Class Activity	10 min	A1-004 (pp. 3-8 to 3-12 and pp. 3-21 to 3-28)

TP	Description	Method	Time	Refs
	g. ahead; h. aloft; i. astern; j. below; k. up top; l. athwartships; m. inboard;and n. outboard.			

5. **Time:**

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

6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest among cadets.

7. **References:** A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.

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

9. **Learning Aids:** Handouts located at A-CR-CCP-602/PF-001, Chapter 12, Annex A and B.

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

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

**EO M223.02**

1. **Performance:** Identify the Watch System
2. **Conditions:**
  - a. Given:
    - (1) supervision; and
    - (2) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall identify the watch system, to include:
  - a. the organization of the watch system;
  - b. the duty personnel positions; and
  - c. the responsibilities of duty personnel.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe how watch systems are organized, to include: <ol style="list-style-type: none"> <li>a. port and starboard; and</li> <li>b. red, white and blue.</li> </ol>	Interactive Lecture	5 min	A1-024 (p. 7-4)
TP2	Describe the division of time for the watch system, to include: <ol style="list-style-type: none"> <li>a. timings, to include:               <ol style="list-style-type: none"> <li>(1) middle watch (0000 hrs to 0400 hrs);</li> <li>(2) morning watch (0400 hrs to 0800 hrs);</li> <li>(3) forenoon watch (0800 hrs to 1200 hrs);</li> <li>(4) afternoon watch (1200 hrs to 1600 hrs);</li> <li>(5) first dog watch (1600 hrs to 1800 hrs);</li> <li>(6) last dog watch (1800 hrs to 2000 hrs); and</li> <li>(7) first watch (2000 hrs to 0000 hrs); and</li> </ol> </li> <li>b. bells.</li> </ol>	Interactive Lecture	10 min	A1-024 (p. 7-2)

TP	Description	Method	Time	Refs
TP3	Describe the responsibilities of duty personnel, to include: a. officer of the watch; b. second officer of the watch; c. petty officer of the watch; d. quartermaster; e. helmsman; f. lookout; and g. lifebuoy sentry.	Interactive Lecture	10 min	A1-024 (pp. 7-5 to 7-8)

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to present basic material and orient the cadets to the watch system, timings, and duty personnel responsibilities.

7. **References:** A1-024 Venture Naval Officer Training Centre. (2005). *Naval Environmental Training Programme - Officers Handbook*. Esquimalt, BC: Venture Naval Officer Training Centre.

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

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

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

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



**EO M223.03**

1. **Performance:** Execute Notes Using the Boatswain's Call
2. **Conditions:**
  - a. Given:
    - (1) Boatswain's call;
    - (2) Cleaning supplies;
    - (3) Supervision; and
    - (4) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall execute high and low notes using the boatswain's call.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the parts of a boatswain's call, to include: <ol style="list-style-type: none"> <li>a. gun;</li> <li>b. shackle;</li> <li>c. keel;</li> <li>d. buoy; and</li> <li>e. hole.</li> </ol>	Interactive Lecture	10 min	C1-003
TP2	Demonstrate and have the cadets practice holding the boatswain's call.	Demonstration and Performance	10 min	C1-043 C1-003
TP3	Demonstrate and have cadets practice executing notes on the boatswain's call, to include: <ol style="list-style-type: none"> <li>a. low notes; and</li> <li>b. high notes.</li> </ol>	Demonstration and Performance	30 min	C1-043

5. **Time:**
  - a. Introduction / Conclusion: 10 min
  - b. Interactive Lecture: 10 min
  - c. Demonstration and Performance: 40 min
  - d. Total: 60 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to orient the cadets to the boatswain's call.
- b. Demonstration and performance was chosen for TP2 and TP3 as it allows the instructor to explain and demonstrate holding the boatswain's call as well executing high and low notes while providing an opportunity for the cadets to practice these skills under supervision.

7. **References:**

- a. C1-003 (ISBN 0-11770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964 (Vol. 1)*. London, England: Her Majesty's Stationery Office.
- b. C1-043 Ready Aye Ready. (ND). *The Boatswain's Call*. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.

8. **Training Aids:**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Boatswain's call; and
- c. Cleaning supplies.

9. **Learning Aids:**

- a. Boatswain's call; and
- b. Handouts located at A-CR-CCP-602/PF-001, Chapter 12, Annex C and D.

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

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

**EO M223.04**

1. **Performance:** Pipe the General Call
2. **Conditions:**
  - a. Given:
    - (1) Boatswain's call;
    - (2) cleaning supplies;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall pipe the General Call.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify the purpose of the General Call.	Interactive Lecture	5 min	C1-003 C1-043
TP2	Demonstrate, explain, and have the cadets practice piping the General Call, to include: <ol style="list-style-type: none"> <li>a. note sequence, and</li> <li>b. timings.</li> </ol>	Demonstration and Performance	20 min	C1-043 A1-022

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to introduce the General Call and provide an overview of its purpose.
- b. Demonstration and performance was chosen for TP2 as it allows the instructor to explain and demonstrate piping the General Call while providing an opportunity for the cadets to practice the call under supervision.

7. **References:**

- a. A1-022 Canadian Navy. (2006). *Youth Section-Pipe Sounds*. Retrieved 29 February 2007, from [http://www.navy.forces.gc.ca/cms\\_youth/youth\\_articles\\_e.asp?id=500](http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500).

- b. C1-003 (ISBN 0-11770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964* (Vol. 1). London, England: Her Majesty's Stationery Office.
- c. C1-043 Ready Aye Ready. (ND). *The Boatswain's Call*. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.

8. **Training Aids:**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Boatswain's call; and
- c. Cleaning supplies.

9. **Learning Aids:**

- a. Boatswain's call; and
- b. Handout located at A-CR-CCP-602/PF-001, Chapter 12, Annex E.

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

11. **Remarks:** Instructors can find audio samples of the General Call at reference A1-022 that may be played for the cadets during this lesson.

**EO M223.05**

1. **Performance:** Pipe the Still
2. **Conditions:**
  - a. Given:
    - (1) Boatswain's call;
    - (2) cleaning supplies;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall pipe the Still.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify the purpose of the Still.	Interactive Lecture	5 min	C1-043 C1-003
TP2	Demonstrate, explain, and have the cadets practice piping the Still, to include: <ol style="list-style-type: none"> <li>a. the note; and</li> <li>b. timings.</li> </ol>	Demonstration and Performance	20 min	C1-043 A1-022

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to introduce the Still and provide an overview of its purpose.
- b. Demonstration and performance was chosen for TP2 as it allows the instructor to explain and demonstrate piping the Still while providing an opportunity for the cadets to practice the call under supervision.

7. **References:**

- a. A1-022 Canadian Navy. (2006). *Youth Section-Pipe Sounds*. Retrieved 29 February 2007, from [http://www.navy.forces.gc.ca/cms\\_youth/youth\\_articles\\_e.asp?id=500](http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500).

- b. C1-003 (ISBN 0-11770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964 (Vol. 1)*. London, England: Her Majesty's Stationery Office.
- c. C1-043 Ready Aye Ready. (ND). *The Boatswain's Call*. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.

8. **Training Aids:**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Boatswain's call; and
- c. Cleaning supplies.

9. **Learning Aids:**

- a. Boatswain's call; and
- b. Handout located at A-CR-CCP-602/PF-001, Chapter 12, Annex F.

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

11. **Remarks:**

- a. Instructors can find audio samples of the Still at reference A1-022 that may be played for the cadets during this lesson.
- b. Ensure the Boatswain's calls are cleaned with a cleaning solution between uses.

**EO M223.06**

1. **Performance:** Pipe the Carry On
2. **Conditions:**
  - a. Given:
    - (1) Boatswain's call;
    - (2) cleaning supplies;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall pipe the Carry On.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify the purpose of the Carry On.	Interactive Lecture	5 min	C1-003 C1-043
TP2	Demonstrate, explain, and have the cadets practice piping the Carry On, to include: <ol style="list-style-type: none"> <li>a. note sequence; and</li> <li>b. timings.</li> </ol>	Demonstration and Performance	20 min	C1-043 A1-022

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to introduce the Carry On and provide an overview of its purpose.
- b. Demonstration and performance was chosen for TP2 as it allows the instructor to explain and demonstrate piping the Carry On while providing an opportunity for the cadets to practice the call under supervision

7. **References:**

- a. A1-022 Canadian Navy. (2006). *Youth Section-Pipe Sounds*. Retrieved 29 February 2007, from [http://www.navy.forces.gc.ca/cms\\_youth/youth\\_articles\\_e.asp?id=500](http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500).

- b. C1-003 (ISBN 0-11770973-5) Royal Navy. (1972). *Admiralty Manual of Seamanship 1964 (Vol. 1)*. London, England: Her Majesty's Stationery Office.
- c. C1-043 Ready Aye Ready. (ND). *The Boatswain's Call*. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.

8. **Training Aids:**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Boatswain's call; and
- c. Cleaning supplies.

9. **Learning Aids:**

- a. Boatswain's call; and
- b. Handout located at A-CR-CCP-602/PF-001, Chapter 12, Annex G.

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

11. **Remarks:** Instructors can find audio samples of the Carry On at reference A1-022 that may be played for the cadets during this lesson.



**EO M223.07**

1. **Performance:** Identify the Procedure for Berthing a Ship
2. **Conditions:**
  - a. Given:
    - (1) line;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall identify the procedure for berthing a ship, to include:
  - a. berthing lines; and
  - b. line handling.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify berthing lines, to include: <ol style="list-style-type: none"> <li>a. the types of lines, and</li> <li>b. the locations of lines.</li> </ol>	Interactive Lecture	10 min	A1-004 (pp. 6-10 and 6-11)
TP2	Demonstrate, explain, and have the cadets practice line handling, to include: <ol style="list-style-type: none"> <li>a. heaving lines and hawsers;</li> <li>b. faking down a line; and</li> <li>c. securing a line to a twin bollard.</li> </ol>	Demonstration and Performance	10 min	A1-004 (p. 6-11) C1-047 (p. 3-31 and 3-5)
TP3	Describe the procedure for berthing a ship, to include: <ol style="list-style-type: none"> <li>a. approaching the jetty; and</li> <li>b. the securing order of berthing lines.</li> </ol>	Interactive Lecture	5 min	A1-004 (p. 6-3) C1-047 (p. 2-21)
TP4	Describe the procedure for slipping a ship, to include: <ol style="list-style-type: none"> <li>a. the slipping order of berthing lines; and</li> <li>b. departing the jetty.</li> </ol>	Interactive Lecture	5 min	A1-004 (pp. 6-3 and 6-4)
TP5	Supervise while the cadets participate in a simulated berthing and slipping activity.	Practical Activity	20 min	

5. **Time:**

- |                                   |        |
|-----------------------------------|--------|
| a. Introduction / Conclusion:     | 10 min |
| b. Interactive Lecture:           | 20 min |
| c. Demonstration and Performance: | 10 min |
| d. Practical Activity:            | 20 min |
| e. Total:                         | 60 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1, TP2 and TP4 to introduce the cadets to berthing lines and to give an overview of the procedure for berthing and slipping a ship.
- b. Demonstration and performance was chosen for TP3 as it allows the instructor to explain and demonstrate line handling while providing an opportunity for the cadets to practice this skill under supervision.
- c. A practical activity was chosen for TP5 as it is an interactive way to allow cadets to experience the procedure for berthing a ship in a safe and controlled environment. This activity contributes to the development of berthing skills and knowledge in a fun and challenging setting.

7. **References:**

- a. A1-004 B-GN-181-105/FP-E00 Chief of the Maritime Staff. (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON: Department of National Defence.
- b. C1-047 (ISBN 0-11-772695-8)/BON-050-002/PT-004 Command of the Defence Council. (1995). *BR 67 Admiralty Manual of Seamanship*. London, England: HMSO Publications Centre.

8. **Training Aids:**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Twin bollards (five);
- c. Heaving line (5 pieces measuring 20 ft each); and
- d. Line.

9. **Learning Aids:**

- a. Twin bollards;
- b. Heaving line; and
- c. Line.

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

11. **Remarks:**

- a. Instructions on how to make a mock bollard are outlined in A-CR-CCP-602/PF-001, Chapter 12, Annex H.
- b. If corps have access to hawser lines, they are recommended for use in the practical activities in TP3 and TP5. Allowing cadets to handle actual hawser lines will provide a better understanding of line handling when berthing and slipping a ship.

**EO C223.01**

1. **Performance:** Define Naval Terminology
2. **Conditions:**
  - a. Given:
    - (1) Supervision; and
    - (2) Assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall define naval terminology, to include:
  - a. positions/appointments;
  - b. terms; and
  - c. orders.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Define naval positions/appointments, to include: <ol style="list-style-type: none"> <li>a. boatswain;</li> <li>b. buffer;</li> <li>c. helmsmen;</li> <li>d. jimmy;</li> <li>e. killick;</li> <li>f. sin boatswain;</li> <li>g. tiffy; and</li> <li>h. yeoman.</li> </ol>	Interactive Lecture	5 min	C1-049
TP2	Define naval terminology, to include: <ol style="list-style-type: none"> <li>a. binnacle;</li> <li>b. bravo zulu;</li> <li>c. dhobey;</li> <li>d. foul;</li> <li>e. irish pennants;</li> <li>f. make and mend;</li> <li>g. pusser;</li> <li>h. silent hours; and</li> <li>i. tiddley.</li> </ol>	Interactive Lecture	5 min	C1-049 C1-053 (p. 95)

TP	Description	Method	Time	Refs
TP3	Define naval orders, to include: a. ahoy; b. avast; c. batten down; d. cast off; e. check away; f. haul taut; and g. walk back.	Interactive Lecture	5 min	C1-049
TP4	Conduct an activity allowing the cadets to define naval positions/appointments, terminology, and orders.	In-Class Activity	10 min	

5. **Time:**

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

6. **Substantiation:**

- An interactive lecture was chosen for TP1 to TP3 to introduce and provide an overview of naval positions/appointments, terminology and orders.
- An in-class activity was chosen for TP4, as it is an interactive way to provoke thought and stimulate interest among the cadets, while confirming the cadets' comprehension of naval terminology.

7. **References:**

- C1-043 Ready Aye Ready. *JackSpeak*. Retrieved 16 February 2007, from <http://www.readyayeready.com/jackspeak/index.htm>.
- C1-053 (ISBN 0-88879-027-9) Russell, E.C. (1980). *Customs and Traditions of the Canadian Armed Forces*. Ottawa, ON: Deneau and Greenberg.

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

9. **Learning Aids:** Handout located at A-CR-CCP-602/PF-001, Chapter 12, Annex I.

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

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

**EO C223.02**

1. **Performance:** Pipe the Side
2. **Conditions:**
  - a. Given:
    - (1) Boatswain's call;
    - (2) cleaning supplies;
    - (3) supervision; and
    - (4) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** In accordance with specified references, the cadet shall pipe the Side.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify the purpose of the Side.	Interactive Lecture	5 min	C1-043 C1-046 (p. 454)
TP2	Demonstrate, explain, and have the cadets practice piping the Side, to include: <ol style="list-style-type: none"> <li>a. note sequence; and</li> <li>b. timings.</li> </ol>	Demonstration and Performance	20 min	C1-043 A1-022

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 to introduce the Side and provide an overview of its purpose.
- b. Demonstration and performance was chosen for TP2 as it allows the instructor to explain and demonstrate the Side while providing an opportunity for the cadets to practice piping the call under supervision.

7. **References:**

- a. A1-022 Canadian Navy. (2006). *Youth Section-Pipe Sounds*. Retrieved 29 February 2007, from [http://www.navy.forces.gc.ca/cms\\_youth/youth\\_articles\\_e.asp?id=500](http://www.navy.forces.gc.ca/cms_youth/youth_articles_e.asp?id=500).

- b. C1-043 Ready Aye Ready. (ND). *The Boatswain's Call*. Retrieved 19 February 2007, from <http://www.readyayeready.com/navy-life/boatswains-call.htm>.
- c. C1-049 (ISBN 0-11-771958-7) Royal Navy. (1967). *Admiralty Manual of Seamanship 1964 (Vol. 2)*. Cambridge, England: Her Majesty's Stationery Office.

8. **Training Aids:**

- a. Presentation aids (e.g. whiteboard/flipchart/OHP) appropriate for the classroom/training area;
- b. Boatswain's call; and
- c. Cleaning supplies.

9. **Learning Aids:**

- a. Boatswain's call; and
- b. Handout located at A-CR-CCP-602/PF-001, Chapter 12, Annex J.

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

11. **Remarks:**

- a. Instructors can find audio samples of the Side at reference A1-022 that may be played for the cadets during this lesson.
- b. Ensure the boatswain's calls are cleaned with a cleaning solution in between uses.

**SAILING**

1. **PO X24 – Sail a Sailboat IAW Sail Canada CANSail Level 1**

This PO and its associated EOs are located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*.

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**NAUTICAL TRAINING**

1. **PO X25 – Participate in a Nautical Training Weekend**

This PO and its associated EOs are located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*.

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**SIDC**

1. **Performance:** Participate in a Seamanship Inter-Divisional Competition
2. **Conditions:**
  - a. Given:
    - (1) minimum of one period during the training session prior to the event for divisions to plan and prepare as a team;
    - (2) supervision; and
    - (3) assistance as required.
  - b. Denied: N/A.
  - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard:** In accordance with specified references the cadet shall participate in an inter-divisional seamanship competition, to include:
  - a. Coiling and heaving a line;
  - b. Calling and responding to Pipes;
  - c. Tying knots, bends and hitches;
  - d. Completing a short splice;
  - e. Completing a common whipping;
  - f. Answering trivia questions;
  - g. Rigging sheer legs;
  - h. Building a ship model; and
  - i. Team building activities.
4. **Teaching Points:** N/A.
5. **Time:**

a. Divisional planning/Preparation:	30 min
b. Activity:	540 min (2 days)
c. Total:	570 min
6. **Substantiation:** The practical activity will verify the cadets' understanding of the material and will allow them to apply the knowledge acquired during the Direct Learning component. The cadets will complete the exercise under direction and supervision.
7. **References:**
  - a. A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.
  - b. A1-013 The Navy. [www.navy.gc.ca](http://www.navy.gc.ca).

- c. C1-002 (ISBN 0-7858-1446-9) Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.
- d. C1-003 (ISBN 0-11-770973-5) (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.
- e. C1-005 (ISBN 0-07-134984-7) West, E. (1999). *The Big Book of Icebreakers: Quick, Fun Activities for Energizing Meetings and Workshops*. New York: McGraw-Hill, Inc.
- f. C1-006 (ISBN 0-8403-5682-X) Rohnke, K. (1984). *A Guide to Initiative Problems, Adventure Games and Trust Activities: Silver Bullets*. Iowa: Kendall/Hunt Publishing Company.

**8. Training Aids:**

- a. Heaving line:
  - (1) heaving line;
  - (2) target x 2;
  - (3) whistle;
  - (4) scoring sheet; and
  - (5) pencil.
- b. Whipping and Splicing:
  - (1) whistle;
  - (2) scoring sheet; and
  - (3) pencil; and
- c. Trivia:
  - (1) Option One:
    - (a) 6-foot Table (or suitable sitting area);
    - (b) Chairs (or suitable sitting area);
    - (c) Whistle;
    - (d) List of questions;
    - (e) Scoring sheet; and
    - (f) Pencil.
  - (2) Option Two:
    - (a) 6-foot table x 2 (or suitable sitting area);
    - (b) chairs (or suitable sitting area);
    - (c) buzzer;
    - (d) question board;
    - (e) list of questions;

- (f) whistle;
  - (g) scoring sheet; and
  - (h) pencil.
- d. Boatswain Call:
  - (1) boatswain call cards;
  - (2) bag/hat;
  - (3) whistle;
  - (4) scoring sheet; and
  - (5) pencil.
- e. Knots, bends and hitches:
  - (1) 6-foot table;
  - (2) bag/hat;
  - (3) task cards;
  - (4) whistle;
  - (5) scoring sheet; and
  - (6) pencil.
- f. Sheer Legs:
  - (1) scoring sheet; and
  - (2) pencil.
- g. Ship Model:
  - (1) scoring sheet; and
  - (2) pencil.
- h. Team building activity:
  - (1) two pieces of line (4 m).
  - (2) blindfolds ( one per cadet)
- i. Final Event:
  - (1) Boatswain pipe (equal to the number of divisions);
  - (2) one metre of line (equal to the number of divisions);
  - (3) task cards (sets equal to the number of divisions);
  - (4) heaving line (equal to the number of divisions);
  - (5) single blocks (equal to the number of divisions);

- (6) double blocks (equal to the number of divisions);
- (7) 12 mm manila (17 m) (equal to the number of divisions);
- (8) small box (equal to the number of divisions);
- (9) target (equal to the number of divisions);
- (10) secret message cards (sets equal to the number of divisions); and
- (11) one staff member/senior cadet per station per team.

9. **Learning Aids:**

a. Heaving line:

- (1) Heaving line.

b. Whipping and Splicing:

- (1) one metre of line per Phase One and two cadet;
- (2) spool of whipping twine;
- (3) knife; and
- (4) one metre of three strand line per Phase One and two cadet.

c. Boatswain Call:

- (1) boatswain call; and
- (2) boatswain call card.

d. Knots, bends and hitches:

- (1) one metre of line; and
- (2) one small spar/dowel.

e. Sheer Legs:

- (1) hard hat (1 per cadet);
- (2) 2 x wooden spars (4 4.5 m);
- (3) 12 mm manila line (9 m);
- (4) 5 x steel spikes with eyelets 5 cm from the top (1 m);
- (5) 1 roll of whipping twine;
- (6) a suitable load (min 18 Kg);
- (7) 1 steel spike with 2 eyelets (1.2 m); and
- (8) One staff member/senior cadet.
- (9) 2 x single blocks (12.5 cm);
- (10) 16 mm manila line (68 m); and

- (11) 12 mm manila line strop (12 mm).
  - (12) 1 double block (10 cm);
  - (13) 1 single block c/w becket (10 cm);
  - (14) 12 mm manila (17 m); and
  - (15) 2 x 12 mm manila strops (0.5 m).
  - (16) 4 x double blocks (10 cm);
  - (17) 4 x single blocks (12.5 cm); and
  - (18) 4 x 12 mm manila strops.
  - (19) 2 x double blocks (12.5 cm);
  - (20) 1 x single block c/w becket (12.5 cm);
  - (21) 12 mm manila (30 m); and
  - (22) 12 mm manila strop (0.5 m).
- f. Ship Model:
- (1) 1 sheet of black bristol board;
  - (2) 1 sheet of grey bristol board;
  - (3) 1 pair of scissors;
  - (4) 1 roll of Scotch tape;
  - (5) paper clips;
  - (6) ship pictures;
  - (7) 1 package of permanent markers; and
  - (8) 1 stick of paper glue.
- g. Team building activity:
- (1) most like me activity sheet (one per cadet);
  - (2) pencil (one per cadet);
  - (3) two pieces of line (4 m); and
  - (4) blindfolds ( one per cadet).
- h. Final Event:
- (1) Boatswain pipe (equal to the number of divisions);
  - (2) one metre of line (equal to the number of divisions);
  - (3) task cards (sets equal to the number of divisions);
  - (4) heaving line (equal to the number of divisions);

- (5) single blocks (equal to the number of divisions);
- (6) double blocks (equal to the number of divisions);
- (7) 12 mm manila (17 m) (equal to the number of divisions);
- (8) small box (equal to the number of divisions);
- (9) target (equal to the number of divisions);
- (10) secret message cards (sets equal to the number of divisions); and
- (11) one staff member/senior cadet per station per team.

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

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

- a. C1-025 JCOMMOPS (2001-2005). Retrieved 12 May 2006, [http://www.jcommops.org/graph\\_ref/cargo\\_ship-3.jpg](http://www.jcommops.org/graph_ref/cargo_ship-3.jpg).
- b. C1-030 CBS News. Retrieved 12 May 2006, <http://www.cbsnews.com/images/2006/03/24/imageSJU10103232114.jpg>.
- c. C1-043 Newfoundland Photo Gallery. Page 1 – Thumbnail Images and Descriptions. Retrieved 12 May 2006, <http://www.geocities.com/Heartland/Pointe/5181/nfld/smallwood.jpg>.
- d. C1-044 CMGmbH Consulting Measurement Technology. Retrieved 12 May 2006, <http://www.cmt-gmbh.de/tanker%20ship.jpg>.
- e. C1-040 Port of Cork. Photo Gallery Retrieved 12 May 2006, [http://www.portofcork.ie/web\\_images/archive/Gerry\\_o\\_sullivan.gif](http://www.portofcork.ie/web_images/archive/Gerry_o_sullivan.gif).



### INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

The various methods of instruction commonly accepted as appropriate for cadet training is outlined below.

<b>Method</b>	<b>Developmental Period One Ages 12–14 Experience-Based</b>	<b>Developmental Period Two Ages 15–16 Developmental</b>	<b>Developmental Period Three Ages 17–18 Competency</b>
Case Study	N/A	Applicable	Applicable
Demonstration and Performance	Applicable	Applicable	Applicable
Experiential Learning	Applicable	Applicable	Applicable
Field Trip	Applicable	Applicable	Applicable
Game-playing	Applicable	Applicable	Applicable
Group Discussion	Applicable	Applicable	Applicable
Guided Discussion	N/A	N/A	Applicable
In-class Activity	Applicable	Applicable	Applicable
Interactive Lecture	Applicable	Applicable	Applicable
Lecture	Applicable	Applicable	Applicable
On-the job Training (OJT)	N/A	N/A	Applicable
Peer Learning	N/A	N/A	Applicable
Practical Activity	Applicable	Applicable	Applicable
Role-play	N/A	Applicable	Applicable
Self-study	N/A	N/A	Applicable
Simulation	N/A	N/A	Applicable
Tutorial	N/A	N/A	Applicable

General information follows on each method for its age-appropriateness, definition, application, advantages and disadvantages.

Method(s)	Applications	Advantages	Disadvantages
<p><b>DEMONSTRATION AND PERFORMANCE</b></p> <p>Cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor.</p> <p><b>Demonstration Method</b></p> <p>A method of instruction where the instructor, by actually performing an operation or doing a job, shows the cadet what to do, how to do it and through explanations brings out why, where and when it is done.</p> <p><b>Performance Method</b></p> <p>A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.</p>	<p><b>Demonstration Method</b></p> <ol style="list-style-type: none"> <li>To teach hands-on operations or procedures.</li> <li>To teach troubleshooting.</li> <li>To illustrate principles.</li> <li>To teach operation or functioning of equipment.</li> <li>To set standards of workmanship.</li> <li>To teach safety procedures.</li> </ol> <p><b>Performance Method</b></p> <ol style="list-style-type: none"> <li>To teach hands-on operations or procedures.</li> <li>To teach operations or functioning of equipment.</li> <li>To teach team skills.</li> <li>To teach safety procedures.</li> </ol>	<p><b>Demonstration Method</b></p> <ol style="list-style-type: none"> <li>Minimizes damage and waste.</li> <li>Saves time.</li> <li>Can be presented to large groups.</li> </ol> <p><b>Performance Method</b></p> <ol style="list-style-type: none"> <li>Builds confidence.</li> <li>Enables learning evaluation.</li> <li>Reduces damage and waste.</li> <li>Promotes safety.</li> </ol>	<p><b>Demonstration Method</b></p> <ol style="list-style-type: none"> <li>Requires careful preparation and rehearsal.</li> <li>Requires special classroom arrangements.</li> <li>Requires equipment and aids.</li> </ol> <p><b>Performance Method</b></p> <ol style="list-style-type: none"> <li>Requires tools and equipment.</li> <li>Requires large blocks of time.</li> <li>Requires more instructors.</li> </ol>

Method(s)	Applications	Advantages	Disadvantages
<p><b>EXPERIENTIAL LEARNING</b></p> <p>Learning in the Cadet Program is centred on experiential learning. This involves learning knowledge and skills from direct experience. People learn best from their own experiences and can then apply the knowledge and skills in new situations. The four stages of the cycle may be considered and applied to all activities within the Cadet Program, regardless of methodology chosen.</p> <p><b>Stage 1: Concrete Experience:</b> Cadets have an experience and take time to identify and define what the experience is. Sample activities: direct observations, simulations, field trips, and reading.</p> <p><b>Stage 2: Reflective Observation:</b> Cadets need to reflect on and examine what they saw, felt and thought while they were having the experience. Sample activities: discussion, journals/logs, and graphs.</p> <p><b>Stage 3: Abstract Conceptualization:</b> Cadets work to understand and make connections from the experience to new or different situations. Sample activities: interview, discussion, model building, analogies and planning.</p> <p><b>Stage 4: Active Experimentation:</b> Cadets look ahead to and plan the application of skills and knowledge acquired to future experience. Sample activities include: simulation, fieldwork.</p> <p><b>Note:</b> The cycle is ongoing as each learning experience builds on another.</p>	<ol style="list-style-type: none"> <li>To teach practical skills.</li> <li>To learn how to learn.</li> <li>To teach transferable skills.</li> <li>To teach a process or principle.</li> <li>To teach problem solving.</li> </ol>	<ol style="list-style-type: none"> <li>Knowledge is shared and created by collectively by all participants.</li> <li>Everyone is actively involved in the teaching – learning process.</li> <li>Appeals to many learning styles.</li> <li>Student centred.</li> </ol>	<ol style="list-style-type: none"> <li>Resource intensive.</li> <li>Requires significant planning, preparation and organization prior to activity.</li> <li>The instructor must master the subject developed.</li> <li>Instructor needs very good pedagogical skills.</li> <li>May not be a good process for learning details.</li> <li>The instructor must be a good facilitator to carry out an effective reflective session in stage 2 and 3 of this method.</li> </ol>
<p><b>FIELD TRIP</b></p> <p>Theoretical knowledge is reinforced through participation in an activity in a real-life setting. Prior planning helps to ensure all pre-training and safety standards are met. Field trip activities are planned and carried out to achieve clear instructional objectives that are understood by the cadets. Examples can include trips to areas of local interest, flying/gliding, hiking or sailing.</p>	<ol style="list-style-type: none"> <li>To introduce/illustrate and confirm topics.</li> <li>To allow for familiarization activities.</li> </ol>	<ol style="list-style-type: none"> <li>Immerses cadets in a specific environment.</li> </ol>	<ol style="list-style-type: none"> <li>May require additional staff to ensure adequate supervision.</li> <li>Requires significant planning, preparation and organization prior to activity.</li> <li>May have cost implications.</li> </ol>

Method(s)	Applications	Advantages	Disadvantages
<p><b>GAME-PLAYING</b>                      Games are used with one or more participants to practice skills, apply strategies and enhance teams. It is critical that the game supports learning through the provision of a challenging activity that allows for the skill practice or knowledge confirmation.</p>	<ol style="list-style-type: none"> <li>1. To introduce a topic.</li> <li>2. To discover concepts and principles.</li> <li>3. To review and confirm.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fun and interesting.</li> <li>2. Creates ownership.</li> <li>3. Highly participative.</li> </ol>	<ol style="list-style-type: none"> <li>1. May stratify the group by creating a winner and a loser.</li> <li>2. May be difficult in providing instructor feedback.</li> </ol>
<p><b>GROUP DISCUSSION</b>                      Cadets discuss issues, share knowledge, opinions and feelings about a topic in small groups to meet a specified goal. The instructor's questioning is flexible and minimal, and aims at encouraging cadets to explore their own experiences and opinions through peer interaction.</p>	<ol style="list-style-type: none"> <li>1. To develop imaginative solutions to problems.</li> <li>2. To stimulate thinking and interest and to secure cadet participation.</li> <li>3. To emphasize main teaching points.</li> <li>4. To supplement lectures and seminars.</li> <li>5. To determine how well cadets understand the concepts and principles.</li> <li>6. To prepare cadets for application of theory or procedure.</li> <li>7. To summarize, clarify points or review.</li> <li>8. To prepare cadets for instruction that will follow.</li> <li>9. To determine cadet progress and effectiveness of prior instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increases cadet interest.</li> <li>2. Increases cadet acceptance and commitment.</li> <li>3. Utilizes cadet knowledge and experience.</li> <li>4. Results in more permanent learning because of the high degree of cadet participation/cognitive involvement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires highly skilled instructors.</li> <li>2. Time consuming.</li> <li>3. Restricts size of group.</li> <li>4. Requires selective group composition.</li> </ol>

Method(s)	Applications	Advantages	Disadvantages
<p><b>IN-CLASS ACTIVITY</b> In-class activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce instructional topics or to introduce cadets to new experiences. In-class activities should provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives.</p>	<ol style="list-style-type: none"> <li>1. To reinforce instructional topics.</li> <li>2. To orient cadets to the subject.</li> <li>3. To give direction on procedures.</li> <li>4. To illustrate the application of rules, principles or concepts.</li> <li>5. To review, clarify, and/or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>1. Provokes thought and stimulates interest among cadets.</li> <li>2. Appeals to kinaesthetic learners</li> </ol>	<ol style="list-style-type: none"> <li>1. Difficult to gauge cadet reaction.</li> <li>2. Takes time to prepare.</li> </ol>
<p><b>INTERACTIVE LECTURE</b> The instructor-driven methodology combines both lecture and interaction to meet lesson objectives. Lecture portions of the lesson are offset with relevant activities such as videos with discussion, games to confirm and completion of handouts.</p>	<ol style="list-style-type: none"> <li>1. To orient cadets to the subject.</li> <li>2. To give instruction on procedures.</li> <li>3. To illustrate the application of rules, principles or concepts.</li> <li>4. To review, clarify, and/or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>1. Saves time.</li> <li>2. Permits flexibility of class size.</li> <li>3. Requires less rigid space requirements.</li> <li>4. Permits better control over content and sequence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Difficult to gauge cadet reaction.</li> </ol>
<p><b>LECTURE</b> This is a formal or semi-formal discourse in which the instructor presents a series of events, facts, principles, explores a problem or explains relationships.</p>	<ol style="list-style-type: none"> <li>1. To orient cadets to the subject.</li> <li>2. To give instruction on procedures.</li> <li>3. To illustrate the application of rules, principles or concepts.</li> <li>4. To review, clarify, and/or summarize.</li> </ol>	<ol style="list-style-type: none"> <li>1. Proficient oral skills are required.</li> <li>2. Useful for big groups.</li> <li>3. Saves time because of fewer interruptions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires preparation and a dynamic lecturer.</li> <li>2. Cadets may be passive and uninvolved.</li> </ol>

Method(s)	Applications	Advantages	Disadvantages
<p><b>PRACTICAL ACTIVITY</b>                      Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives.</p>	<ol style="list-style-type: none"> <li>1. To introduce a subject.</li> <li>2. To practice skills.</li> <li>3. To review and/or reinforce.</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourages participation.</li> <li>2. Stimulates an interest in the subject.</li> <li>3. Fun and interesting.</li> <li>4. Creates ownership.</li> </ol>	<ol style="list-style-type: none"> <li>1. Requires significant planning, preparation and organization.</li> <li>2. May require additional staff to ensure adequate supervision.</li> </ol>