ROYAL CANADIAN SEA CADETS

PHASE FOUR
QUALIFICATION STANDARD AND PLAN

(ENGLISH)

(Supersedes A-CR-CCP-604/PG-001 dated 2015-12-01)

Cette publication est disponible en français sous le numéro A-CR-CCP-604/PG-002.

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FOREWORD AND PREFACE

1. **Issuing Authority.** This Qualification Standard and Plan (QSP) A-CR-CCP-604/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 Four, 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.
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CHAPTER 1
GENERAL

AIMS
1. The aim of Phase Four is to provide a Sea Cadet with the theoretical knowledge and practical experience required to participate in corps activities and appointments as a team leader.

PROGRAM DESIGN
2. The Phase Four Program has been designed:
   a. assuming that the majority of fourth year cadets are between 15 and 16 years of age;
   b. assuming that the majority of cadets have successfully completed Phase Three;
   c. using age-appropriate learning strategies;
   d. using 30 minutes as a standard period of instruction;
   e. by providing a programming mix consisting of mandatory and complementary training;
   f. to include training which is experiential and skill-based, with a lesser focus on theoretical knowledge; and
   g. assuming that learning will take place through a combination of programmed periods of instruction, unstructured discussions, teachable moments, and coaching / mentoring opportunities.

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 400 to X20) and the POs specific to Phase Four (allocated POs numbered 421 to 425):
a. **Positive Social Relations for Youth.** PO 400 – Participate in Positive Social Relations for Youth Training. The aim of Positive Social Relations for Youth is to prepare cadets to interact comfortably within the cadet community, interact positively with others, exercise sound judgement, accept personal responsibility for actions and choices, deal with interpersonal conflict, and seek assistance from available resources when needed.

b. **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.

c. **Community Service.** PO X02 – Perform Community Service. The aim of this PO is to encourage cadets to be active citizens through participation as a team leader in a local community service activity.

d. **Leadership.** PO 403 – Act as a Team Leader. The aim of this PO is to provide cadets with knowledge and skills to practice team leadership during naturally occurring leadership opportunities.

e. **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.

f. **Physical Activities.** PO X05 – Participate in Physical Activities. The aim of this PO is for cadets to have fun participating in physical activities.

g. **Air Rifle Marksmanship.** PO 406 – Fire the Cadet Air Rifle During Recreational Marksmanship. The aim of this PO is to develop cadets’ marksmanship abilities through participation in recreational marksmanship.

h. **General Cadet Knowledge.** PO 407 – Serve in a Sea Cadet Corps. The aim of this PO is to provide cadets with information on the opportunities inherent in the Sea CP.

i. **Drill.** PO 408 Command a Division on Parade. The aim of this PO is to provide the cadet with the knowledge and skills to command a division on parade.

j. **Instructional Techniques.** PO 409 – Instruct a Lesson. The aim of this PO is to provide cadets with the knowledge and skills to instruct a 30-minute period of instruction.

k. **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 sea, land and air activities of the CAF.

l. **Ropework.** PO 421 – Perform Ropework. The aim of this PO is to provide cadets with additional ropework skills that can be applied during seamanship activities such as small craft operation, ship’s operations and other nautical training.

m. **Small Craft Operation.** PO 422 – Attain the Restricted Radio Operator’s Certificate (Maritime) (ROC(M)) With Digital Selective Calling (DSC) Endorsement. The aim of this PO is to provide cadets with the knowledge required to attain the ROC(M) allowing them to operate a marine VHF radio during on-water operations.

n. **Ship’s Operations.** PO 423 – Locate a Position on a Chart. The aim of this PO is to provide cadets with some basic marine navigation knowledge and skills.

o. **Sail.** PO X24 – Sail a Sailboat IAW Sail Canada CANSail Level 1. The aim of this PO is to obtain CANSail Level 1.

p. **Nautical Training.** PO X25 – Participate in a Nautical Training Weekend. The aim of this PO is to provide cadets additional opportunity to participate in a nautical activity that reinforces mandatory /
complementary training; allows cadets to participate in naval aspects of the CF or maritime community; and provides a hands-on opportunity that introduces new skills / knowledge.

TRAINING PREREQUISITES

7. To participate in Phase Four, 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 as Phase Four. This QSP shall also be used by the Directorate Cadets and Junior Canadian Rangers as the primary reference for validation of Phase Four qualification training.

9. Phase Four shall be conducted using this QSP as the training control document in conjunction with A-CR-CCP-604/PF-001, Royal Canadian Sea Cadets Phase Four Instructional Guides.
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) Regional Cadet Sailing Schools (RCSS); 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. The Phase Training Program is divided into two compulsory components that must be completed by all cadets. These components are:
   a. Mandatory Training. Mandatory training is a scheme of activities that is requisite for Corps, and in some instances, specialized TEs, to conduct and for cadets to accomplish in order to complete the Phase Training Program; and
   b. Complementary Training. Complementary training is a scheme of activities that is requisite for Corps, and in some instances specialized TEs, to conduct and for cadets to accomplish in order to complete the Phase Training Program. These activities complement mandatory activities and form an integral part of the Phase Training Program. COs have the discretion to choose activities from a range of possibilities, thus allowing them flexibility to tailor the Phase Training Program to match the Corps’ interests and resources.

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 (RCSS). The planning of these activities is to be done in conjunction with the Area Cadet Detachment / RCSU and RCSS / Sail Centre.
   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 levels of the Phase Training Program.

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 other applicable policies.

7. Training Staff Requirements.
   a. Corps Training Officer (Trg O):

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</table>
   | 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 Four Course Officer (Phase 4 Crse O):

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<th>QUALIFICATION</th>
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</thead>
</table>
   | A/SLt / 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).

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

   c. Instructors:

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</table>
   | PO1 and above | N/A | 1 per 10 cadets | Minimum:
   | | | | Completion of Phase Four.
   | | | Preferred:
   | | | CSTC specialties appropriate for activity requirements (eg, Air Rifle Marksmanship Instructor for marksmanship instruction).

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 400; and
   (2) Range Safety Officer (RSO) in support of POs 406 and 311; 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 406 and 311;
   (3) Drill and Ceremonial Instructor(s) as available in support of PO 408;
   (4) Boatswain’s Mate Qualified Instructor(s) as available in support of POs 421, 422, 423 and X25; and
   (5) Sail Instructor(s) and SCOP Instructors as available in support of PO X24 and X25.

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 Four Qualification Record (Chapter 3, Annex B). Training files are temporary documents which may be disposed of upon migration of the Phase Four Qualification Record to DND 2399, Cadet Personnel Record.

QUALIFICATION

12. The Phase Four 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-604/PF-001, Royal Canadian Sea Cadets Phase Four Instructional Guides.

REFERENCES

14. A list of references used in this QSP is located at Annex D.
## ANNEX A

### PHASE FOUR TRAINING SUMMARY AND TIME ALLOCATION

#### PERIOD ALLOCATION

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<th>PO No.</th>
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<th>EO No.</th>
<th>Enabling Objective</th>
<th>No. of Pd</th>
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<td>Participate in Positive Social Relations for Youth Training</td>
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<td>Sub-Module 1—Your Responsibility as a Leader to Influence Positive Social Relations</td>
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<td>Sub-Module 2—What Complaints and Consent Are and How to Practice Risk Reduction</td>
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<td>Sub-Module 3—Your Responsibility as a Leader to Help Manage Conflict</td>
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<td>X01</td>
<td>Participate in Citizenship Activities</td>
<td>MX01.01A</td>
<td>Participate in a Citizenship Tour</td>
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<td>MX01.01B</td>
<td>Attend a Presentation by a Community Organization</td>
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<td>MX01.01C</td>
<td>Attend a Presentation by a Citizen-of-Interest</td>
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<td>MX01.01D</td>
<td>Participate in the Canadian Citizenship Challenge</td>
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<td>MX01.01E</td>
<td>Host a Citizenship Ceremony</td>
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<td>Participate in an Election</td>
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<td>Participate in Heritage Minutes Video Activities</td>
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<td>MX01.01H</td>
<td>Participate in Citizenship Learning Stations</td>
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<td>Act as a Team Leader</td>
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<td>Describe Needs and Expectations of Team Members</td>
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<td>Select an InfluenceBehaviour Within the Empowering Leadership Style</td>
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<td>Provide Feedback to Team Members</td>
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<td>Participate in a Cooking Class</td>
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<td>Fire the Cadet Air Rifle During Recreational Marksmanship</td>
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<td>Serve in a Sea Cadet Corps</td>
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<td>Prepare for a Merit Review Board</td>
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<td></td>
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<td>C307.01</td>
<td>Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C307.02</td>
<td>Participate in a Presentation Given by the Cadet Liaison Officer</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C307.03</td>
<td>Participate in a Presentation Given by a Guest Speaker from the Navy League of Canada</td>
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</tr>
<tr>
<td></td>
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<td><strong>PO 407 - Total Mandatory</strong></td>
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<td><strong>PO 407 - Total Complementary</strong></td>
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<tr>
<td>408</td>
<td>Command a Division on Parade</td>
<td>M408.01</td>
<td>Discuss Commanding a Division on Parade</td>
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<tr>
<td></td>
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<td>M408.02</td>
<td>Identify Parade Sequence</td>
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<td></td>
<td></td>
<td>M408.03</td>
<td>Command a Squad</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>M408.04</td>
<td>Inspect a Cadet on Parade</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>408 PC</td>
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<td>PO No.</td>
<td>Performance Objective</td>
<td>EO No.</td>
<td>Enabling Objective</td>
<td>No. of Pd</td>
</tr>
<tr>
<td>--------</td>
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<td>--------</td>
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</tr>
<tr>
<td>C408.01</td>
<td>Discuss the History of Drill</td>
<td>1</td>
<td></td>
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<tr>
<td>C408.02</td>
<td>View a Re-Enactment That Demonstrates the History of Drill</td>
<td>3</td>
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</tr>
<tr>
<td>C308.01</td>
<td>Execute Flag Party Drill</td>
<td>4</td>
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<tr>
<td>C308.02</td>
<td>Deliver Words of Command</td>
<td>2</td>
<td></td>
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<tr>
<td>C308.03</td>
<td>Practice Voice for Calling Drill Commands</td>
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<tr>
<td>C208.01</td>
<td>Practice Ceremonial Drill as a Review</td>
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<tr>
<td>C208.02</td>
<td>Execute Drill with Arms</td>
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</table>

**PO 408 - Total Mandatory** 5
**PO 408 - Total Complementary** 22

<table>
<thead>
<tr>
<th>EO No.</th>
<th>Identify Methods of Instruction</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>M409.02</td>
<td>Identify Elements of a Positive Learning Environment</td>
<td>2</td>
</tr>
<tr>
<td>M409.03</td>
<td>Describe Learner Needs</td>
<td>2</td>
</tr>
<tr>
<td>M409.04</td>
<td>Explain Assessment</td>
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</tr>
<tr>
<td>M409.05</td>
<td>Instruct a 30-Minute Lesson</td>
<td>3</td>
</tr>
<tr>
<td>409 PC</td>
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<tr>
<td>C409.01</td>
<td>Plan a Lesson</td>
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</tr>
<tr>
<td>C409.02</td>
<td>Instruct a 30-Minute Lesson</td>
<td>3</td>
</tr>
<tr>
<td>C409.03</td>
<td>Act as an Assistant Instructor</td>
<td>3</td>
</tr>
<tr>
<td>C409.04</td>
<td>Participate in a Creative Lesson Planning Workshop</td>
<td>2</td>
</tr>
<tr>
<td>C409.05</td>
<td>Act as an Assistant Drill Instructor</td>
<td>3</td>
</tr>
<tr>
<td>C409.06</td>
<td>Instruct a 30-Minute Drill Lesson</td>
<td>3</td>
</tr>
<tr>
<td>C309.04</td>
<td>Identify Formations for Drill Instruction</td>
<td>1</td>
</tr>
<tr>
<td>C309.05</td>
<td>Describe Drill Instructional Techniques</td>
<td>2</td>
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<tr>
<td>C309.06</td>
<td>Instruct a 15 Minute Drill Lesson</td>
<td>3</td>
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**PO 409 - Total Mandatory** 10
**PO 409 - Total Complementary** 22

<table>
<thead>
<tr>
<th>EO No.</th>
<th>Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>C311.02</td>
<td>Participate in a Recreational Summer Biathlon Activity</td>
<td>6</td>
</tr>
<tr>
<td>C211.01</td>
<td>Identify Civilian Biathlon Opportunities</td>
<td>1</td>
</tr>
<tr>
<td>C211.02</td>
<td>Run on Alternate Terrain</td>
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<tr>
<td>C211.03</td>
<td>Fire the Cadet Air Rifle using a Sling Following Physical Activity</td>
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<tr>
<td>C211.04</td>
<td>Participate in a Competitive Summer Biathlon Activity</td>
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<tr>
<td>C111.01</td>
<td>Participate in a Biathlon Briefing</td>
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</tr>
<tr>
<td>C111.02</td>
<td>Run Wind Sprints</td>
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</tr>
<tr>
<td>C111.03</td>
<td>Fire the Cadet Air Rifle Following Physical Activity</td>
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<tr>
<td>C111.04</td>
<td>Participate in a Recreational Summer Biathlon Activity</td>
<td>6</td>
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**PO 311 - Total Mandatory** 0
**PO 311 - Total Complementary** 27
<table>
<thead>
<tr>
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<th>Performance Objective</th>
<th>EO No.</th>
<th>Enabling Objective</th>
<th>No. of Pd</th>
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<tbody>
<tr>
<td>X20</td>
<td>Participate in Canadian Armed Forces (CAF) Familiarization Activities</td>
<td>MX20.01A</td>
<td>Participate in a CAF Activity</td>
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<tr>
<td></td>
<td></td>
<td>MX20.01B</td>
<td>Participate in a CAF Familiarization Tour</td>
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<tr>
<td></td>
<td></td>
<td>MX20.01C</td>
<td>Fire the C7 Rifle</td>
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<td>MX20.01D</td>
<td>Participate in a Mess Dinner</td>
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<td>MX20.01E</td>
<td>Attend a CAF Presentation</td>
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<td>MX20.01F</td>
<td>Attend a CAF Commemorative Ceremony</td>
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<tr>
<td></td>
<td></td>
<td>MX20.01G</td>
<td>Participate in CAF Video Activities</td>
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<td></td>
<td></td>
<td>MX20.01H</td>
<td>Participate in CAF Learning Stations</td>
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<tr>
<td></td>
<td></td>
<td>CX20.01</td>
<td>Participate in CAF Familiarization Activities</td>
<td>18</td>
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<td></td>
<td><strong>PO X20 - Total Mandatory</strong></td>
<td></td>
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<td></td>
<td><strong>PO X20 - Total Complementary</strong></td>
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<td>18</td>
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<tr>
<td>421</td>
<td>Perform Ropework</td>
<td>C421.01</td>
<td>Make a Boatswain’s Belt</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>C421.02</td>
<td>Make a Round Mat</td>
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<td>C421.03</td>
<td>Make a Net Hammock</td>
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<tr>
<td></td>
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<td>C320.02</td>
<td>Rig a Standing Derrick</td>
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<td></td>
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<td>C320.03</td>
<td>Rig a Gyn</td>
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<td>C320.04</td>
<td>Make a Monkey’s Fist</td>
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<td></td>
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<td>C320.05</td>
<td>Make a Turk’s Head</td>
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<td><strong>PO 421 - Total Complementary</strong></td>
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<tr>
<td>422</td>
<td>Attain the Restricted Operator’s Certificate (Maritime) (ROC(M)) With Digital Selective Calling (DSC) Endorsement</td>
<td>C422</td>
<td>Attain the Restricted Operator’s Certificate (Maritime) (ROC(M)) With Digital Selective Calling (DSC) Endorsement</td>
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<td></td>
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<td>N/A</td>
<td>ROC(M) Written Test</td>
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<td><strong>PO 422 - Total Complementary</strong></td>
<td></td>
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<tr>
<td>423</td>
<td>Locate a Position on a Chart</td>
<td>M423.01</td>
<td>Identify Aspects of a Chart</td>
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<tr>
<td></td>
<td></td>
<td>M423.02</td>
<td>Use Navigation Instruments</td>
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<tr>
<td></td>
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<td>M423.03</td>
<td>Describe Latitude and Longitude</td>
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<td>M423.04</td>
<td>Plot a Fix</td>
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<tr>
<td></td>
<td></td>
<td>423 PC</td>
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<tr>
<td></td>
<td></td>
<td>C423.01</td>
<td>Plot a Position Using a Three-Bearing Fix</td>
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<tr>
<td></td>
<td></td>
<td>C423.02</td>
<td>Plot a Position Using a Horizontal-Angle Fix</td>
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<tr>
<td></td>
<td></td>
<td>C323.01</td>
<td>Communicate Using Flags and Pennants</td>
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<tr>
<td></td>
<td></td>
<td>C323.02</td>
<td>Pipe Wakey Wakey</td>
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<td></td>
<td></td>
<td>C323.03</td>
<td>Pipe Hands to Dinner</td>
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<td><strong>PO 423 - Total Mandatory</strong></td>
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<td><strong>PO 423 - Total Complementary</strong></td>
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<tr>
<td>X24</td>
<td>Sail a Sailboat IAW Sail Canada CAN Sail Level 1</td>
<td>X24.01</td>
<td>Prepare for a Sail Weekend</td>
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<td></td>
<td>X24.02</td>
<td>Participate in a Sail Weekend</td>
<td>N/A (Wknd)</td>
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<td>PO No.</td>
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<td>EO No.</td>
<td>Enabling Objective</td>
<td>No. of Pd</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------</td>
<td>-------------------------</td>
<td>-------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>X25</td>
<td>Participate in a Nautical Training Weekend</td>
<td>CX25.01</td>
<td>Prepare for a Nautical Training Weekend</td>
<td>1</td>
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<tr>
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<td>CX25.02</td>
<td>Participate in a Nautical Activity</td>
<td>N/A (Wknd)</td>
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<td></td>
<td><strong>PO X25 - Total Complementary</strong></td>
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<tr>
<td>N/A</td>
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<td></td>
<td><strong>Prepare for the Seamanship Inter-Divisional Competition</strong></td>
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<tr>
<td>N/A</td>
<td></td>
<td></td>
<td><strong>Participate in the Annual Ceremonial Review (ACR)</strong></td>
<td>3</td>
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</table>
# TRAINING DAY / WEEKEND ALLOCATION

## MANDATORY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory Training Periods</td>
<td>18 periods of instruction (9 per day) chosen from the mandatory EOs to be delivered during a full day of training. POs X02, X05 / 406 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.).</td>
<td>2 Days</td>
</tr>
<tr>
<td>Sail</td>
<td>One weekend of sail training to be conducted IAW PO X24.</td>
<td>1 Weekend</td>
</tr>
<tr>
<td>Seamanship Inter-Divisional Competition</td>
<td>A two-day competition in support of POs 403 and POs 421 to X24. This activity is to be conducted over two full days IAW the associated lesson specification and instructional guide.</td>
<td>2 Days</td>
</tr>
</tbody>
</table>

**Total Mandatory**: 6 Days

## COMPLEMENTARY

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Complementary Training Periods</td>
<td>18 periods of instruction (9 per day) chosen from the complementary EOs to be delivered during a full day of training. POs X02, X05, 406 / 311 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.).</td>
<td>2 Days</td>
</tr>
<tr>
<td>Nautical Training</td>
<td>One weekend of nautical training to be conducted IAW PO X25.</td>
<td>1 Weekend</td>
</tr>
</tbody>
</table>

**Total Complementary**: 4 Days
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. 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
   c. Schedule EO X24.01 (Prepare for a Sail Weekend) prior to the corps’ sail weekend;
   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-604/PF-001, *Royal Canadian Sea Cadets Phase Four 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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Qty</th>
<th>PO / EO</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVD Player</td>
<td>1</td>
<td>X01/ X05/408</td>
</tr>
<tr>
<td>Television</td>
<td>1</td>
<td>X01/ X05/408</td>
</tr>
<tr>
<td>CD Player</td>
<td>1</td>
<td>X04</td>
</tr>
<tr>
<td>Leger’s 20-m Shuttle Run Test CD</td>
<td>1</td>
<td>X04</td>
</tr>
<tr>
<td>Measuring tape</td>
<td>1</td>
<td>X04</td>
</tr>
<tr>
<td>Masking tape</td>
<td>1</td>
<td>X04</td>
</tr>
<tr>
<td>12-cm measuring strip</td>
<td>15</td>
<td>X04</td>
</tr>
<tr>
<td>Pylons</td>
<td>30</td>
<td>X04</td>
</tr>
<tr>
<td>Gym mats</td>
<td>15</td>
<td>X04</td>
</tr>
<tr>
<td>Cardboard / wooden box approximately 30 cm high</td>
<td>15</td>
<td>X04</td>
</tr>
<tr>
<td>Metre stick</td>
<td>15</td>
<td>X04</td>
</tr>
<tr>
<td>First Aid Kit</td>
<td>1</td>
<td>X05</td>
</tr>
<tr>
<td>Sunscreen - SPF 30 (minimum)</td>
<td>1</td>
<td>X05</td>
</tr>
<tr>
<td>Insect Repellent</td>
<td>1</td>
<td>X05</td>
</tr>
<tr>
<td>Cadet Air Rifle - Five-shot clip</td>
<td>45</td>
<td>406</td>
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<tr>
<td>Cadet Air Rifle - Rifle</td>
<td>15</td>
<td>406</td>
</tr>
<tr>
<td>Cadet Air Rifle - Safety Rod</td>
<td>15</td>
<td>406</td>
</tr>
<tr>
<td>Cadet Air Rifle - Single Pellet Adaptor</td>
<td>15</td>
<td>406</td>
</tr>
<tr>
<td>Marksmanship mats</td>
<td>15</td>
<td>406</td>
</tr>
<tr>
<td>Pellets - .177 calibre Air Rifle (250 Pack)</td>
<td>6</td>
<td>406</td>
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<tr>
<td>Pellets - .177 calibre Cleaning Pellets (80 Pack)</td>
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<td>406</td>
</tr>
<tr>
<td>Pellet container</td>
<td>15</td>
<td>406</td>
</tr>
<tr>
<td>Safety goggles/glasses</td>
<td>15</td>
<td>406</td>
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<tr>
<td>Target - Grouping Target CCT2000GRTD</td>
<td>150</td>
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<td>Target Frame</td>
<td>15</td>
<td>406</td>
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<tr>
<td>Stopwatch</td>
<td>1</td>
<td>409 / 420</td>
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<tr>
<td>Whistle</td>
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<td>420</td>
</tr>
<tr>
<td>Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel</td>
<td>15</td>
<td>423</td>
</tr>
<tr>
<td>Navigation Instruments</td>
<td>15</td>
<td>423</td>
</tr>
</tbody>
</table>
ANNEX D

REFERENCES

Texts Held by Corps


Minister of Fisheries and Oceans (2004). *Symbols abbreviations terms* (Chart 1). Ottawa, ON: Canadian Hydrographic Service.

Additional References Used During Development

PO X01


PO X02


PO 403


PO X04


PO X05


PO 406


PO 407


PO 408


PO 409


PO X20


PO 421


PO 422


PO 423


CHAPTER 3
CADET EVALUATION

PURPOSE
1. This chapter outlines the evaluation requirements for achievement of Phase Four qualification.

LEARNER EVALUATION
2. During Phase Four, a combination of formative and summative evaluation will be used to track cadets’ progress.

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

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

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

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

7. The following fundamental assessment principles shall guide the conduct of Phase Four assessment activities:
   a. in advance of training, the instructor shall inform the cadet of POs and EOs associated with the qualification;
   b. in advance of training, the instructor shall inform the cadet of the assessment plan for the qualification and provide the cadet with an opportunity to review the applicable forms used in assessment;
   c. assessment information shall be shared between the instructor and the cadet and used to revise and guide instruction and learning;
   d. the instructor shall provide feedback that is descriptive, constructive, frequent, and timely; helping the cadet to identify strengths and address areas requiring improvement;
   e. the cadet shall be actively, consistently and effectively involved in assessment; including learning to manage their own learning through the skills of self-assessment; and
   f. the cadet shall be encouraged to actively, consistently and effectively communicate with others about their learning progress.
CP DEVELOPMENTAL PERIODS (DPS)

8. 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.

9. 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 aims of the CP and contribute to the achievement of the CP outcomes.

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

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

CADET ASSESSMENT OF LEARNING PLAN

12. The Assessment of Learning Plan located at Chapter 3, Annex B, provides an overall strategy for using assessment activities to determine if the cadet meets the requirements for Phase Four qualification. The assessment of learning plan will:

   a. provide an outline of each assessment of learning activity including its purpose, when it will occur, and details the assessment instrument(s) used to support cadet evaluation;

   b. identify the learning target(s) associated with the PO and / or EO being assessed, to include:

      (1) **Knowledge Mastery.** The facts, concepts and theory a cadet needs to know;

      (2) **Reasoning Proficiency.** A cadet uses what they know to solve a problem, make a decision, make a plan, think critically, set goals, or self-assess;

      (3) **Skills.** Performance demonstration; where the cadet demonstrates their ability to perform a skill. To be assessed, these performances must be demonstrated by the cadet and observed by an assessor;

      (4) **Ability to Create Products.** A cadet uses their knowledge, reasoning and skills to create a concrete product; and / or

      (5) **Attitudinal / Dispositional Changes.** A cadet’s attitude about learning, safety, conduct, etc. Targets in this realm reflect attitude and feeling. They represent important affective goals we hold for a cadet as a by-product of their CP experience, and as such are not generally assessed for the purpose of attaining a qualification.

   c. identify the assessment method(s) that best matches PO and / or EO learning targets, to include:

      (1) **Selected Response.** A cadet selects the correct or best response from a list provided. Formats include multiple choice, true / false, matching, short answer, and fill-in questions. Although short answer and fill-in-the-blank questions do require cadets to generate an answer, they call for a very brief answer that is counted as right or wrong, so these have been included in the selected response category;

      (2) **Extended Written Response.** A cadet is required to construct a written answer in response to a question or task rather than select one from a list. An extended written response is one that is at least several sentences in length;
(3) **Performance Assessment.** This assessment method is based on observation and judgment; the performance or product is observed and determination is made as to its quality; and / or

(4) **Personal Communication.** Gathering information about a cadet through personal communication, learning is assessed through interpersonal interaction with the cadet.

**ASSESSMENT INSTRUMENTS**

13. Specific assessment instruments have been designed to support each assessment activity within the assessment of learning plan. These are meant to standardize assessment activities and cadet evaluation for all cadets attempting the qualification. Assessment instruments are located at Chapter 3, Annex B, Appendices 1 to 6.

**MONITORING CADET PROGRESS**

14. Cadets must meet the standard of behaviour and conduct expected from all cadets. During cadet interviews and personal counselling, the Phase Four Course Officer should adopt a proactive approach towards difficulties.

15. The Phase Four Course Officer should meet formally and informally with cadets throughout the training year to discuss the cadet’s progress towards Phase Four qualification (assessment for learning) and to provide feedback on overall performance. The Phase Four Course Officer shall meet with each cadet at the end of the training year to review the completed Phase Four Qualification Record. Guidelines for conducting cadet interviews are located at Chapter 3, Annex D.

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

**TRAINING COUNSELLING SESSION**

17. 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 E and the Training Counselling Session Form is located at Annex E, Appendix 1.

**ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES**

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

**PHASE FOUR QUALIFICATION STANDARD**

19. The minimum standard for Phase Four qualification is:
   a. 60 percent overall attendance in all scheduled mandatory and complementary training as calculated by the corps; and
   b. successful completion of each PO as outlined in the Phase Four Qualification Record located at Chapter 3, Annex C.

**CADETS NOT MEETING THE QUALIFICATION STANDARD**

20. A cadet who does not meet the qualification standard for any PO shall be given a reasonable opportunity to achieve the standard. Unless otherwise specified in the assessment of learning plan and associated assessment instruments, there is no limit to the number of additional opportunities that may be afforded to
the cadet, provided it is within the resources of the corps. If, by the end of the training year, a cadet who is Phase Four qualified 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.

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

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

23. Only cadets who have achieved Phase Three qualification may be granted a waiver.

RECORDING AND REPORTING CADET ACHIEVEMENT

24. The progress of each cadet shall be recorded on the Phase Four Qualification Record, located at Chapter 3, Annex C, which is also used to determine successful completion of Phase Four qualification. COs are responsible for ensuring the results are recorded on each cadet’s DND 2399, Cadet Personnel Record.

PHASE FOUR CERTIFICATE OF QUALIFICATION

25. The CF 558, Cadet Certificate of Qualification (NSN 7530-21-870-7685), shall be awarded to each cadet upon successful completion of the Phase Four qualification.
## ANNEX A

### CHARACTERISTICS OF CP DPS

<table>
<thead>
<tr>
<th>Developmental Period (DP)</th>
<th>Developmental Period 1 (DP1)</th>
<th>Developmental Period 2 (DP2)</th>
<th>Developmental Period 3 (DP3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ages</strong></td>
<td>12 - 14</td>
<td>15 - 16</td>
<td>17 - 18</td>
</tr>
<tr>
<td><strong>Years</strong></td>
<td>Y1</td>
<td>Y2</td>
<td>Y3</td>
</tr>
<tr>
<td><strong>Years</strong></td>
<td></td>
<td>Y4</td>
<td>Y5+</td>
</tr>
</tbody>
</table>

**DP Overview**

Learning in the CP is designed around three progressive, DPs. The mental, physical, emotional, and social development of a cadet are considered in these age-appropriate DPs. The cadet develops and ultimately refines higher-level thinking skills (reasoning, reflective thinking, problem solving) as they progress through each DP.

<table>
<thead>
<tr>
<th>Age-Appropriate Learning</th>
<th>Experience-based</th>
<th>Developmental</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>DP Description</td>
<td>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.</td>
<td>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.</td>
<td>The cadet is refining higher-level thinking skills. Effective learning is interactive and allows for increased individual responsibility and independent learning.</td>
</tr>
</tbody>
</table>

### Assessment Expectation

<table>
<thead>
<tr>
<th>Participatory</th>
<th>Baseline Proficiency</th>
<th>Enhanced Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Purpose</strong></td>
<td><strong>Stimulation and maintenance of an enhanced interest in the CP</strong></td>
<td><strong>Development of a broad knowledge base and skill set as well as introducing reasoning proficiency</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NOTE:</strong> Exposing the cadet to a variety of training activities and learning opportunities with the assessment expectation focused on participation will help accomplish this.</td>
<td><strong>Ongoing determination and development of specific specialty areas of interest and capability</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Exposure to a broad knowledge base and skill set</strong></td>
<td><strong>Recognition of enhanced proficiency achievement</strong></td>
</tr>
<tr>
<td></td>
<td><strong>NOTE:</strong> 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.</td>
<td><strong>Ongoing stimulation and maintenance of an enhanced interest in the CP</strong></td>
</tr>
</tbody>
</table>
## ANNEX B

### ASSESSMENT OF LEARNING PLAN – PHASE FOUR

<table>
<thead>
<tr>
<th>EC / PC</th>
<th>Scope</th>
<th>Purpose</th>
<th>Target</th>
<th>Method</th>
<th>How</th>
<th>When</th>
<th>Resources</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>X01 PC</td>
<td>PO X01</td>
<td>To have the cadet participate in a citizenship activity.</td>
<td>Nil.</td>
<td>Nil.</td>
<td>The cadet is observed participating in a minimum of one citizenship activity.</td>
<td>Anytime.</td>
<td>Nil.</td>
<td>Nil.</td>
</tr>
</tbody>
</table>

### PO X02 – Perform Community Service

| X02 PC  | PO X02| To have the cadet participate in community service | Nil. | Nil. | The cadet is observed participating in a minimum of one community service activity. | Anytime. | Nil. | Nil. |

### PO 403 – Act as a Team Leader

#### 403 PC 01

| 403 PC 01 | PO 403| To assess the cadet's ability to act as a team leader during a leadership assignment. | Reasoning Proficiency and Skills | Performance Assessment and Personal Communication | The cadet is observed acting as a team leader during a leadership assignment. | Ongoing throughout the training year. | Chapter 3, Annex B, Appendix 1 leadership assignment checklist and rubric. | Nil. |

#### 403 PC 02

| 403 PC 02 | PO 403| To assess the cadet's ability to perform a leadership appointment, to include leading and mentoring a team of cadets over time. | Reasoning Proficiency and Skills | Performance Assessment and Personal Communication | The cadet is observed performing a leadership appointment, to include leading and mentoring a team of cadets over time. | Ongoing throughout the training year. | Chapter 3, Annex B, Appendix 1 leadership appointment checklist and rubric. | Nil. |

### PO X04 – Track Participation in Physical Activities

| X04 PC  | PO X04| To assess the cadet's participation in regular physical activity. | Reasoning Proficiency and Skills | Performance Assessment | The cadet's physical activity tracker is reviewed. | During EO MX04.02. | Chapter 3, Annex B, Appendix 2 and Physical Activity Tracker. | Nil. |

### PO X05 – Participate in Physical Activities
<table>
<thead>
<tr>
<th>EC / PC</th>
<th>Scope</th>
<th>Purpose</th>
<th>Target</th>
<th>Method</th>
<th>How</th>
<th>When</th>
<th>Resources</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>X05 PC</td>
<td>PO X05</td>
<td>To have the cadet participate in physical activity</td>
<td>Nil.</td>
<td>Nil.</td>
<td>The cadet is observed participating in a minimum of one physical activity.</td>
<td>Anytime.</td>
<td>Nil.</td>
<td>Nil.</td>
</tr>
<tr>
<td>406 PC</td>
<td>PO 406</td>
<td>To assess the cadet's ability to fire the cadet air rifle during a recreational marksmanship activity.</td>
<td>Nil.</td>
<td>Nil.</td>
<td>The cadet is observed firing the cadet air rifle during a recreational marksmanship activity.</td>
<td>Anytime.</td>
<td>Nil.</td>
<td>Nil.</td>
</tr>
<tr>
<td>407 PC</td>
<td>PO 407</td>
<td>To have the cadet participate in Phase Four training.</td>
<td>Nil.</td>
<td>Nil.</td>
<td>The cadet is observed participating in a minimum of 60% of mandatory / complementary Phase Four training.</td>
<td>Anytime.</td>
<td>Nil.</td>
<td>Nil.</td>
</tr>
<tr>
<td>408 PC</td>
<td>PO 408</td>
<td>To assess the cadet's ability to command a division.</td>
<td>Skills</td>
<td>Performance Assessment</td>
<td>The cadet is observed as they command a division on parade by: identifying parade sequence and inspecting a cadet on parade.</td>
<td>During division parades.</td>
<td>Chapter 3, Annex B, Appendix 3 checklist.</td>
<td>Nil.</td>
</tr>
<tr>
<td><strong>EC / PC</strong></td>
<td><strong>Scope</strong></td>
<td><strong>Purpose</strong></td>
<td><strong>Target</strong></td>
<td><strong>Method</strong></td>
<td><strong>How</strong></td>
<td><strong>When</strong></td>
<td><strong>Resources</strong></td>
<td><strong>Limitations</strong></td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
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<td>------------</td>
<td>---------</td>
<td>----------</td>
<td>---------------</td>
<td>----------------</td>
</tr>
<tr>
<td>409 PC</td>
<td>PO 409</td>
<td>To assess the cadet's ability to prepare and instruct a 30-minute lesson.</td>
<td>Reasoning proficiency and skills</td>
<td>Performance Assessment</td>
<td>The cadet's lesson plan is reviewed and they are observed while instructing a 30-minute lesson.</td>
<td>Ongoing during the conduct of lessons related to EO M409.05 or during any opportunity there after.</td>
<td>Chapter 3, Annex B, Appendix 4.</td>
<td>Assistance is denied.</td>
</tr>
<tr>
<td>X20 PC</td>
<td>PO X20</td>
<td>To have the cadet participate in CAF familiarization activities.</td>
<td>Nil.</td>
<td>Nil.</td>
<td>The cadet is observed participating in a minimum of one CAF familiarization activity.</td>
<td>Anytime.</td>
<td>Nil.</td>
<td>Nil.</td>
</tr>
<tr>
<td>423 PC</td>
<td>PO 423</td>
<td>The purpose of this PC is to assess the cadet's ability to locate a position on a chart.</td>
<td>Knowledge and Skills</td>
<td>Selected Response and Short Answer</td>
<td>Cadets are required to complete a fixing paper.</td>
<td>Upon completion of lessons related to PO 423.</td>
<td>Chapter 3, Annex B, Appendix 5</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**PO 311 – Participate in a Recreational Summer Biathlon Activity**

Nil.

**PO X20 – Participate in CAF Familiarization Activities**

Nil.

**PO 421 – Perform Ropework**

Nil.

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

As per Sail Canada CANSail Level 1 Checklist and Rubric.

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

Nil.
ANNEX B, APPENDIX 1

403 PC
ASSESSMENT INSTRUCTIONS

PREPARATION

1. PRE-ASSESSMENT INSTRUCTIONS

   Review the assessment plan, assessment instructions, 403 PC Assessment Rubrics, Assessment Checklists and become familiar with the material prior to conducting the assessment.

   This PC consists of two parts, a leadership assignment and a leadership appointment. There is no time allotted for the PC as it is to be administered whenever and wherever Phase Four cadets lead cadets through a leadership assignment or appointment.

   **Leadership Assignment.** The cadet shall be given a minimum of one practice leadership assignment which will be assessed using the 403 PC Assessment Rubric – Leadership Assignment. The cadet will reflect and self-assess after the practice leadership assignment using the same rubric. The formal leadership assignment will be given and assessed using the same rubric.

   **Leadership Appointment.** The formal leadership appointment will be given and assessed using the 403 PC Assessment Rubric – Leadership Appointment. The cadet will reflect and self-assess after the leadership appointment using the same rubric. The leadership appointment assessment shall be recorded on the cadet's qualification record.

   Photocopy the 403 PC Assessment Rubrics.

   Photocopy the 403 PC Assessment Checklists.

2. PRE-ASSESSMENT ASSIGNMENT

   The cadet shall review the 403 PC Assessment Rubrics and Checklists and become familiar with the assessment criteria.

3. ASSESSMENT METHOD

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

CONDUCT OF ASSESSMENT

1. PURPOSE

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

2. RESOURCES

   - Two 403 PC Assessment Rubrics, and
   - As per the leadership assignment or appointment.

3. ASSESSMENT ACTIVITY LAYOUT

   As per the leadership assignment or appointment.
4. **ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP ASSIGNMENT**

1. Communicate to the cadet their leadership assignment either verbally or in writing.
2. Ensure the cadet understands the leadership assignment.
3. Have the cadet conduct the leadership assignment.
4. Using the Assessment Rubrics as a guide, the assessor shall make notes of observations and record results on the corresponding Assessment Checklist.

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

   5. Have the cadet assess their performance using the Assessment Rubric. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.

5. **ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP APPOINTMENT**

1. Meet with the cadet to assign their leadership appointment. The Training Officer shall have developed a list of appointments, based on the examples suggested in M403.06 (Act as a Team Leader During a Leadership Appointment).
2. Ensure the cadet understands the leadership appointment.
3. Have the cadet carry out the leadership appointment.
4. Using the Assessment Rubrics as a guide, the assessor shall evaluate the cadet's leadership ability by observation throughout the duration of the leadership appointment and make notes of observations and record results on the corresponding Assessment Checklist.

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

   5. Have the cadet self-assess their performance using the Assessment Rubric. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.

---

**POST ASSESSMENT INSTRUCTIONS**

1. **RECORDING ASSESSMENT RESULTS**

   1. The overall performance assessment for PO 403 is a combined result of the leadership assignment and appointment assessments. Indicate the overall performance assessment on the Assessment Checklist as:

     (a) **Incomplete.** The cadet has not achieved the performance standard by not successfully completing either the leadership assignment or the leadership appointment;

     (b) **Completed with difficulty.** The cadet had achieved the performance standard by receiving an “incomplete” on not more than four (between both assessments) of the criteria and a minimum of “completed with difficulty” on all other criteria;
(c) **Completed without difficulty.** The cadet has achieved the performance standard by receiving a minimum of “completed with difficulty” on all criteria and “completed without difficulty” on nine (between both assessments) or more of the criteria; or

(d) **Exceeded standard.** The cadet has achieved the performance standard by receiving a minimum of “completed without difficulty” on all criteria and “exceeded standard” on 12 (between both assessments) or more of the criteria.

2. Record notes and observations in the assessor’s feedback section of the Assessment Checklist.
3. Sign and date the Assessment Checklist.
4. Ensure a copy of the Assessment Checklists is attached to the cadet’s training file.
5. The overall result will be recorded on the Phase Four Qualification Record located at Chapter 3, Annex C.

2. **PROVIDING ASSESSMENT FEEDBACK** Discuss the cadet’s self-assessment on their performance.

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

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

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

Because of the duration and overall nature of the leadership appointment, feedback needs to be provided on an ongoing basis. Additional time will also need to be scheduled upon the conclusion of the appointment for final feedback.
## 403 PC ASSESSMENT RUBRIC
### LEADERSHIP ASSIGNMENT

<table>
<thead>
<tr>
<th></th>
<th>Incomplete (I)</th>
<th>Completed With Difficulty (D)</th>
<th>Completed Without Difficulty (C)</th>
<th>Exceeded the Standard (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select a leadership</td>
<td>Did not select an approach appropriate to the assignment.</td>
<td>Selected an approach and was challenged with balancing focus on the team members and the goal.</td>
<td>Selected an approach and strived to balance team members and the goal and simplicity and safety of the task.</td>
<td>Selected the most appropriate approach with a strong balance of team members and the goal and simplicity and safety of the task.</td>
</tr>
<tr>
<td>approach.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate as a team</td>
<td>Did not communicate with team members.</td>
<td>Communicated with team members occasionally. Team members needed clarification on many occasions.</td>
<td>Communicated with team members on many occasions. Team members needed few clarifications.</td>
<td>Communicated to the team throughout the leadership task. Team members did not need clarification.</td>
</tr>
<tr>
<td>leader.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervise team</td>
<td>Did not supervise team members.</td>
<td>Only supervised team members at the beginning and / or end of the leadership assignment.</td>
<td>Supervised throughout the leadership assignment making some corrections when necessary.</td>
<td>Supervised throughout the leadership assignment making corrections as necessary.</td>
</tr>
<tr>
<td>members.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve problems.</td>
<td>Did not solve problems.</td>
<td>Attempted to solve some problems and selected inefficient problem solving methods.</td>
<td>Solved most problems as they arose and often selected the appropriate problem solving method.</td>
<td>Solved problems as they arose and selected the most appropriate problem solving method.</td>
</tr>
<tr>
<td>Motivate team</td>
<td>Did not motivate team members.</td>
<td>Only motivated periodically and without enthusiasm.</td>
<td>Motivated frequently and sincerely, with attention at times to both individuals and the team.</td>
<td>Motivated consistently and sincerely, addressing both individuals and the team.</td>
</tr>
<tr>
<td>members.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide feedback to</td>
<td>Did not provide feedback to team members.</td>
<td>Provided select feedback; was not always frequent, accurate, specific and / or timely.</td>
<td>Provided periodic feedback and was often frequent, accurate, specific and / or timely.</td>
<td>Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.</td>
</tr>
<tr>
<td>team members.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet expectations of</td>
<td>Made no effort to meet the needs and expectations of team members.</td>
<td>Made some efforts to meet the needs and expectations of team members but with limited results.</td>
<td>Made considerable efforts to meet the needs and expectations of team members with adequate results.</td>
<td>Made consistent efforts to meet the needs and expectations of team members with solid results.</td>
</tr>
<tr>
<td>team members.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the</td>
<td>Did not complete the leadership assignment.</td>
<td></td>
<td>Completed the leadership assignment.</td>
<td></td>
</tr>
<tr>
<td>leadership assignment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform self-</td>
<td>Did not complete the self-assessment.</td>
<td></td>
<td>Completed the self-assessment.</td>
<td></td>
</tr>
<tr>
<td>assessment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 403 PC ASSESSMENT RUBRIC
### LEADERSHIP APPOINTMENT

<table>
<thead>
<tr>
<th></th>
<th>Incomplete (I)</th>
<th>Completed With Difficulty (D)</th>
<th>Completed Without Difficulty (C)</th>
<th>Exceeded the Standard (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select a leadership approach.</strong></td>
<td>Did not select appropriate approach(es) throughout the appointment.</td>
<td>Selected an approach and was challenged with balancing focus on the team members and the goal throughout the appointment.</td>
<td>Selected approach(es) throughout the appointment and strived to balance team members and the goal and simplicity and safety of the task.</td>
<td>Selected the most appropriate approach(es) throughout the appointment with a strong balance of team members and the goal and simplicity and safety of the task.</td>
</tr>
<tr>
<td><strong>Communicate as a team leader.</strong></td>
<td>Did not communicate with team members.</td>
<td>Did not communicate with team members frequently enough. Team members needed clarification on many occasions.</td>
<td>Communicated with team members on many occasions. Team members needed few clarifications.</td>
<td>Communicated with team members consistently throughout the leadership appointment. Team members did not need clarification.</td>
</tr>
<tr>
<td><strong>Supervise team members.</strong></td>
<td>Did not supervise team members.</td>
<td>Did not successfully apply the principles of supervision; supervision was infrequent throughout the appointment.</td>
<td>Supervised throughout the leadership appointment, making some corrections when necessary.</td>
<td>Supervised consistently throughout the leadership assignment, making corrections as necessary.</td>
</tr>
<tr>
<td><strong>Solve problems.</strong></td>
<td>Did not solve problems.</td>
<td>Attempted to solve some problems and selected inefficient problem solving methods.</td>
<td>Solved most problems as they arose and often selected the appropriate problem solving method.</td>
<td>Solved problems as they arose and selected the most appropriate problem solving method.</td>
</tr>
<tr>
<td><strong>Motivate team members.</strong></td>
<td>Did not motivate team members.</td>
<td>Only motivated periodically and without enthusiasm.</td>
<td>Motivated frequently and sincerely, with attention at times to both individuals and the team.</td>
<td>Motivated consistently and sincerely, addressing both individuals and the team.</td>
</tr>
<tr>
<td><strong>Provide feedback to team members.</strong></td>
<td>Did not provide feedback to team members.</td>
<td>Provided select feedback; was not always frequent, accurate, specific and / or timely.</td>
<td>Provided periodic feedback and was often frequent, accurate, specific and / or timely.</td>
<td>Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.</td>
</tr>
<tr>
<td><strong>Meet expectations of team members.</strong></td>
<td>Made no effort to meet the needs and expectations of team members.</td>
<td>Made some efforts throughout the appointment to meet the needs and expectations of team members but with limited results.</td>
<td>Made considerable efforts throughout the appointment to meet the needs and expectations of team members with adequate results.</td>
<td>Made consistent efforts throughout the appointment to meet the needs and expectations of team members with solid results.</td>
</tr>
<tr>
<td><strong>Perform self-assessment.</strong></td>
<td>Did not complete the self-assessment.</td>
<td></td>
<td>Completed the self-assessment.</td>
<td></td>
</tr>
<tr>
<td>Assessment (circle one)</td>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select a leadership approach.</td>
<td>I D C E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate as a team leader.</td>
<td>I D C E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervise team members.</td>
<td>I D C E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve problems.</td>
<td>I D C E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivate team members.</td>
<td>I D C E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide feedback to team members.</td>
<td>I D C E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet expectations of team members.</td>
<td>I D C E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the leadership assignment.</td>
<td>I C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform self-assessment.</td>
<td>I C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I = Incomplete    D = Completed With Difficulty    C = Completed Without Difficulty    E = Exceeded Standard

Assessor’s Name: 
Position: 
Assessor’s Signature: 
Date: 

This form shall be reproduced locally.
# 403 PC Assessment Checklist

## Leadership Appointment

<table>
<thead>
<tr>
<th>Cadet’s Name: __________________________</th>
<th>Corps: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: ________________________________</td>
<td>Division: ________________________</td>
</tr>
</tbody>
</table>

### Assessment (circle one)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Select a leadership approach.
   - I = Incomplete
   - D = Completed With Difficulty
   - C = Completed Without Difficulty
   - E = Exceeded Standard

2. Communicate as a team leader.
   - I = Incomplete
   - D = Completed With Difficulty
   - C = Completed Without Difficulty
   - E = Exceeded Standard

3. Supervise team members.
   - I = Incomplete
   - D = Completed With Difficulty
   - C = Completed Without Difficulty
   - E = Exceeded Standard

4. Solve problems.
   - I = Incomplete
   - D = Completed With Difficulty
   - C = Completed Without Difficulty
   - E = Exceeded Standard

5. Motivate team members.
   - I = Incomplete
   - D = Completed With Difficulty
   - C = Completed Without Difficulty
   - E = Exceeded Standard

6. Provide feedback to team members.
   - I = Incomplete
   - D = Completed With Difficulty
   - C = Completed Without Difficulty
   - E = Exceeded Standard

7. Meet expectations of team members.
   - I = Incomplete
   - D = Completed With Difficulty
   - C = Completed Without Difficulty
   - E = Exceeded Standard

   - I = Incomplete

### Assessor’s Name:

<table>
<thead>
<tr>
<th>Assessor’s Signature:</th>
<th>Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessor’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*This form shall be reproduced locally.*
The PO 403 Overall Assessment includes the evaluation of both the leadership assignment and the leadership appointment.

**Assessor's Feedback:**

<table>
<thead>
<tr>
<th>Check One</th>
<th>Incomplete</th>
<th>Completed With Difficulty</th>
<th>Completed Without Difficulty</th>
<th>Exceeded Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Performance</strong></td>
<td>The cadet has not achieved the performance standard by not successfully completing either the leadership assignment or the leadership appointment.</td>
<td>The cadet has achieved the performance standard by receiving an &quot;incomplete&quot; on not more than four (between both assessments) of the criteria and a minimum of &quot;completed with difficulty&quot; on all other criteria.</td>
<td>The cadet has achieved the performance standard by receiving a minimum of &quot;completed with difficulty” on all criteria and &quot;completed without difficulty” on nine (between both assessments) or more of the criteria.</td>
<td>The cadet has achieved the performance standard by receiving a minimum of “completed without difficulty” on all criteria and “exceeded standard” on 12 or more of the criteria.</td>
</tr>
</tbody>
</table>

**Assessor’s Name:**

**Position:**

**Assessor’s Signature:**

**Date:**

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ANNEX B, APPENDIX 2

X04 PC – PERSONAL FITNESS AND HEALTHY LIVING

ASSESSMENT INSTRUCTIONS

GENERAL

No time is allotted for this PC, as it is to be administered whenever the cadet hands in their completed Physical Activity Tracker.

The Physical Activity Tracker and the requirements of this PC are covered during EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity [MVPA] and Track Participation in Physical Activities).

PRE-ASSESSMENT INSTRUCTIONS

1. Gather the X04 PC Personal Fitness and Healthy Living Assessment Form.
2. Meet with the cadet to ensure they have received the Physical Activity Tracker, and that they are familiar with the assessment requirements.

MVPA (moderate- to vigorous-intensity physical activity) is a combination of moderate and vigorous intensity activity:
- Moderate-intensity physical activities will cause teens to sweat a little and to breathe harder (eg, skating or bike riding).
- Vigorous-intensity physical activities will cause teens to sweat and be ‘out of breath’ (eg, running or rollerblading).

CONDUCT OF ASSESSMENT

1. Have the cadet complete their Physical Activity Tracker and meet with them as required to deal with any difficulties that may arise. Make notes of observations.
2. Once the cadet has completed the Physical Activity Tracker, evaluate their performance using the assessment form.
3. Conduct a debriefing. Ask the cadet what they felt went well and what they would improve upon if the assessment was given to them again.
4. Discuss the overall performance results with the cadet and provide the cadet with a copy of the completed X04 PC Personal Fitness and Healthy Living Assessment Form.

POST ASSESSMENT INSTRUCTIONS

1. Place a copy of the X04 PC Personal Fitness and Healthy Living Assessment Form in the cadet's training file.
2. Record the overall result on the Phase Four Qualification Record.
X04 PC - PERSONAL FITNESS AND HEALTHY LIVING ASSESSMENT FORM

Cadet's Name: ___________________________ Date: ___________________________

Assessor’s feedback:

<table>
<thead>
<tr>
<th>Check One</th>
<th>Incomplete</th>
<th>Completed With Difficulty</th>
<th>Completed Without Difficulty</th>
<th>Exceeded Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Performance</td>
<td>The cadet did not complete a minimum of 60 minutes of MVPA daily for at least 20 days over four consecutive weeks.</td>
<td></td>
<td>The cadet has achieved the performance standard by completing a minimum of 60 minutes of MVPA daily for 20 days over four consecutive weeks.</td>
<td>The cadet has exceeded the performance standard by completing a minimum of 60 minutes of MVPA daily for 24 days or more over four consecutive weeks.</td>
</tr>
</tbody>
</table>

Assessor’s Name: ___________________________ Position: ___________________________

Assessor’s Signature: ___________________________ Date: ___________________________

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ANNEX B, APPENDIX 3

408 PC
ASSESSMENT INSTRUCTIONS

PREPARATION

1. PRE-ASSESSMENT INSTRUCTIONS
   Review the assessment plan, assessment instructions and 408 PC Assessment Checklist and become familiar with the material prior to conducting the assessment.
   Photocopy the 408 PC Assessment Checklist for each cadet.
   Ensure each cadet has received a parade sequence aide-mémoire card (located at A-CR-CCP-604/PF-001, Phase Four Instructional Guides, EO M408.03 [Command a Squad]).

2. PRE-ASSESSMENT ASSIGNMENT
   Have the cadet review the assessment activity instructions and the 408 PC Assessment Checklist to become familiar with the material prior to participating in the assessment.

3. ASSESSMENT METHOD
   Performance assessment was chosen to observe and evaluate the cadet commanding a division on parade.

CONDUCT OF ASSESSMENT

1. PURPOSE
   The purpose of this PC is to assess the cadet's ability to command a division on parade.

2. RESOURCES
   • 408 PC Assessment Checklist, and
   • Parade sequence aide-mémoire card.

3. ASSESSMENT ACTIVITY LAYOUT
   This assessment shall be conducted in a drill hall or outdoor parade square in favourable weather.
   Assessments may be conducted throughout the year, during parades (eg, opening parade, closing parade, ceremonial parades).
4. ASSESSMENT ACTIVITY INSTRUCTIONS

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

- **Incomplete.** The skill was not attempted or not completed even with assistance;
- **Completed with difficulty.** The skill was completed with some difficulty / assistance or with heavy reliance on the parade sequence aide-mémoire card;
- **Completed without difficulty.** The skill was completed without difficulty / assistance or required only occasional reference to the parade sequence aide-mémoire card; or
- **Exceeded standard.** The skill was completed without any difficulty / assistance and required no use of the parade sequence aide-mémoire card.

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

1. Assess the cadet's performance for each skill and record the results on the Assessment Checklist.
2. Cadets may be given unlimited re-tests within the resources of the cadet corps to meet the standard for each skill. Where time permits, cadets may re-test to improve their results.

---

**POST ASSESSMENT INSTRUCTIONS**

1. **RECORDING ASSESSMENT RESULTS**
   1. Indicate the overall performance assessment on the Assessment Checklist as:
      (a) **Incomplete.** The cadet has not achieved the performance standard by not completing at least one of the required areas;
      (b) **Completed with difficulty.** The cadet has achieved the performance standard by completing one or more or the required objectives with difficulty;
      (c) **Completed without difficulty.** The cadet has achieved the performance standard by completing all objectives without difficulty; or
      (d) **Exceeded standard.** The cadet has achieved the performance standard by exceeding the standard on all objectives.
   2. Record notes made in the assessor's feedback section of the Assessment Checklist.
   3. Sign and date the Assessment Checklist.
   4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
   5. The overall result will be recorded on the Phase Four Qualification Record located at Chapter 3, Annex C.

2. **PROVIDING ASSESSMENT FEEDBACK**

   Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.
# 408 PC ASSESSMENT CHECKLIST

<table>
<thead>
<tr>
<th>Cadet’s Name: ___________________________</th>
<th>Corps: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: _________________________________</td>
<td>Division: _______________________</td>
</tr>
</tbody>
</table>

### Analytical Performance Assessment:

<table>
<thead>
<tr>
<th>Incomplete</th>
<th>Completed With Difficulty</th>
<th>Completed Without Difficulty</th>
<th>Exceeded Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>The skill was not attempted or not completed even with assistance.</td>
<td>The skill was completed with some difficulty / assistance or with heavy reliance on the parade sequence aide mémoire card.</td>
<td>The skill was completed without difficulty / assistance or required only occasional reference to the parade sequence aide mémoire card.</td>
<td>The skill was completed without any difficulty / assistance and required no use of the parade sequence aide mémoire card.</td>
</tr>
</tbody>
</table>

### Fall In

- The cadet assumed the proper command position—centred and three paces in front of the division.
- The cadet ordered the division to stand at ease.
- Once the last division was ordered, the cadet turned about, observed the standard pause and stood at ease.

### Inspection

- The cadet ensured the division was at attention.
- The cadet awaited the arrival of the Reviewing Officer (RO) three paces in front of the division marker.
- The cadet saluted (if required) and reported the division to the RO.
- The cadet guided the RO through the inspection of each rank of the division.
<table>
<thead>
<tr>
<th>The cadet saluted (if required) and asked for permission to carry on.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cadet returned to the front of the division, centred and three paces in front.</td>
</tr>
<tr>
<td>The cadet ordered the division to close order march and stand at ease.</td>
</tr>
<tr>
<td>The cadet executed an about turn and stood at ease.</td>
</tr>
<tr>
<td><strong>March Past</strong></td>
</tr>
<tr>
<td>The cadet executed all commands given by the parade commander.</td>
</tr>
<tr>
<td>The cadet assumed the correct position in front of the division throughout the march past.</td>
</tr>
<tr>
<td>The cadet correctly delivered all required commands throughout the march past.</td>
</tr>
<tr>
<td>Once commanded to advance, the cadet turned and wheeled into position in front of the division.</td>
</tr>
<tr>
<td><strong>Fall Out</strong></td>
</tr>
<tr>
<td>Once commanded to dismiss, the cadet observed the standard pause, saluted if an officer was present and then marched off the parade square.</td>
</tr>
</tbody>
</table>

*This form shall be reproduced locally.*
**Assessor's Feedback:**

<table>
<thead>
<tr>
<th>Check One</th>
<th>Incomplete</th>
<th>Completed With Difficulty</th>
<th>Completed Without Difficulty</th>
<th>Exceeded Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Performance</td>
<td>The cadet has not achieved the performance standard by not completing at least one of the required areas.</td>
<td>The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty.</td>
<td>The cadet has achieved the performance standard by completing all objectives without difficulty.</td>
<td>The cadet has achieved the performance standard by exceeding the standard on all objectives.</td>
</tr>
</tbody>
</table>

**Assessor’s Name:**

**Position:**

**Assessor’s Signature:**

**Date:**

*This form shall be reproduced locally.*
ANNEX B, APPENDIX 4

409 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

1. **PRE-ASSESSMENT INSTRUCTIONS**

   The course officer shall communicate with the training officer to:

   1. place the Phase Four cadets into the Phase One and Phase Two instructor schedules;
   2. ensure the cadets are assigned a 30-minute lesson at least two weeks prior to conducting this assessment, to include:
      (a) a lesson specification, and
      (b) an instructional guide; and
   3. assign an assessor to each lesson.

   Ensure that all resources requested by the cadets are available.

   Review the assessment plan, assessment instructions and 409 PC Assessment Rubric and Checklist and become familiar with the material prior to conducting the assessment.

   Photocopy the 409 PC Assessment Checklist for each cadet.

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

2. **PRE-ASSESSMENT ASSIGNMENT**

   Each cadet shall review the 409 PC Assessment Rubric and Checklist and become familiar with the assessment criteria prior to instructing their lesson.

   Each cadet is to prepare to instruct a 30-minute lesson, by:

   1. researching lesson content;
   2. planning a lesson;
   3. developing instructional aids; and
   4. preparing the lesson location.

3. **ASSESSMENT METHOD**

   Performance assessment was chosen as it allows the assessor to observe the cadet while instructing a lesson and make a judgement on the cadet’s level of preparation, classroom management skills, use of instructional methods, use instructional aids and overall instructional techniques.

CONDUCT OF ASSESSMENT

1. **PURPOSE**

   The purpose of this assessment is to assess the cadet's ability to prepare and instruct a 30-minute lesson to Phase One and Phase Two cadets in a real-life setting, during a regular training session.
2. **RESOURCES**

IAW EO M409.05 (Instruct a 30-Minute Lesson) and the Phase One or Phase Two lesson assigned.

3. **ASSESSMENT ACTIVITY LAYOUT**

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

4. **ASSESSMENT ACTIVITY INSTRUCTIONS**

   **This PC is assessed during EO M409.05 / EO C409.02 (Instruct a 30-Minute Lesson), or any additional opportunity thereafter.**

Each cadet, prior to the start of EO M409.05 (Instruct a 30-Minute Lesson), will be required to:

1. research lesson content;
2. plan a lesson;
3. develop instructional aids; and
4. set up the lesson location.

During the time allotted for this lesson each cadet will:

1. provide a copy of their written lesson plan to the assessor;
2. instruct a 30-minute lesson by:
   (a) introducing the lesson;
   (b) presenting the content of the lesson
   (c) confirming the knowledge / skills learned during the lesson; and
   (d) concluding the lesson; and
3. participate in an individual feedback session with the assessor upon completion of the lesson.

Using the 409 PC Assessment Rubric as a guide, the assessor shall make notes of observations and record results on the 409 PC Assessment Checklist.

**Should any content errors or omissions be made during the conduct of the lesson, the assessor shall take appropriate actions to ensure the cadets receive the correct information.**
1. RECORDING ASSESSMENT RESULTS

   1. The overall result will be recorded on the Phase Four Qualification Record located at Chapter 3, Annex C. Indicate the overall performance assessment on the qualification record as:

      (a) **Incomplete.** If the cadet received an “incomplete” on more than three of the criteria listed on the assessment checklist;

      (b) **Completed With Difficulty.** If the cadet received an “incomplete” on not more than three of the criteria and a minimum of “completed with difficulty” or better on all other criteria;

      (c) **Completed Without Difficulty.** If the cadet received a minimum of “completed with difficulty” on all criteria and “completed without difficulty” or better on 10 or more of the criteria:

      (d) **Exceeded Standard.** If the cadet received a minimum of “completed without difficulty” on all criteria listed on the checklist and “exceeded standard” on seven or more of the criteria:

   2. Record notes made in the assessor’s feedback section of the assessment checklist.

   3. Sign and date the assessment checklist.

   4. Ensure a copy of the assessment checklist is attached to the cadet’s training file.

2. PROVIDING ASSESSMENT FEEDBACK

   This assessment is accomplished through direct / immediate feedback with the cadet upon completion of the period of instruction. The assessor should offer feedback and suggestions for improvement to the cadet based on the 409 PC Assessment Rubric and Checklist.

   Discuss the overall performance results with the cadet and provide them with a copy of the completed checklist.
# 409 PC ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>Incomplete (I)</th>
<th>Completed With Difficulty (D)</th>
<th>Completed Without Difficulty (C)</th>
<th>Exceeded the Standard (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Preparation</strong></td>
<td>The lesson plan was not submitted, it had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP.</td>
<td>The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs are to be presented.</td>
<td>The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.</td>
<td>The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.</td>
</tr>
<tr>
<td><strong>Instructional aids</strong></td>
<td>The instructional aids were not developed, not relevant or were of poor quality.</td>
<td>The instructional aids were relevant, but their ease of use and effectiveness were questionable.</td>
<td>The instructional aids were relevant, easy to use and assisted in clarifying lesson content.</td>
<td>The instructional aids were relevant, easy to use and assisted in clarifying lesson content. In addition, instructional aids were creative, well thought-out and extra effort on the cadet’s part was evident.</td>
</tr>
</tbody>
</table>
| **Classroom / training area set up** | Set-up of the classroom / training area was not suitable to the lesson. | Set-up of the classroom / training area was not suitable to the lesson, however some elements were overlooked. | The classroom / training area was well set up, with due consideration given to such things as:  
  • functional seating formation,  
  • lighting, and  
  • instructional aids were easily accessible and ready to use, and  
  • distractions were minimized. | N/A                                                                                                                                                                     |
<p>| <strong>Lesson Introduction</strong>  | The cadet did not review previous lesson.                                      | The cadet stated the topic of the previous lesson.                                           | The cadet stated the topic of the previous lesson and provided a brief summary of the content. | N/A                                                                                                                                                                     |
| <strong>Method(s) of instruction</strong> | The cadet’s choice of method was not appropriate to the content or the audience. | The cadet’s choice of method was appropriate but they displayed some difficulty using the method. | The cadet’s choice of method was appropriate and they displayed no difficulty using the method. | N/A                                                                                                                                                                     |</p>
<table>
<thead>
<tr>
<th></th>
<th>Incomplete (I)</th>
<th>Completed With Difficulty (D)</th>
<th>Completed Without Difficulty (C)</th>
<th>Exceeded the Standard (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning environment</strong></td>
<td>The cadet did not ensure the physical safety of the class, and/or the cadet made no attempt to employ stress and classroom management techniques, as described in EO M409.02.</td>
<td>The cadet ensured the physical safety of the class at all times.</td>
<td>The cadet ensured the physical safety of the class at all times.</td>
<td>The cadet ensured the physical safety of the class at all times.</td>
</tr>
<tr>
<td><strong>Effective use of instructional aids</strong></td>
<td>The cadet did not use instructional aids.</td>
<td>The instructional aids were difficult to see / use, or were introduced at an ineffective time.</td>
<td>The instructional aids were clearly displayed and were appropriately introduced.</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Satisfaction of learner needs</strong></td>
<td>The lesson was delivered in a way that was inappropriate for the developmental period of the audience and did not present visual, auditory or kinesthetic learning opportunities.</td>
<td>Some aspects of the lesson delivery were not appropriate for the developmental period of the audience.</td>
<td>The lesson satisfied the needs of the developmental period of the audience.</td>
<td>The lesson satisfied the needs of the developmental period of the audience.</td>
</tr>
<tr>
<td><strong>Accuracy of lesson content</strong></td>
<td>The cadet displayed limited understanding of the lesson content and was unable to provide accurate explanations, demonstrations and/or clarification.</td>
<td>The cadet displayed a general understanding of the lesson content but struggled with the explanation, demonstration and/or clarification of some of the content.</td>
<td>The cadet displayed a sound understanding of lesson content and provided accurate explanations, demonstrations and/or clarification without difficulty.</td>
<td>The cadet displayed a mastery of the lesson content.</td>
</tr>
<tr>
<td><strong>TP confirmation</strong></td>
<td>The cadet did not use questions or an activity to confirm the understanding of the TP content; and did not adjust the instruction based on audience comprehension.</td>
<td>The cadet used questions or an activity to confirm the understanding of the TP content, however made little effort to adjust instruction based on audience comprehension.</td>
<td>The cadet used questions or an activity to confirm the understanding of the TP content, and as necessary, attempted to adjust instruction based on audience comprehension.</td>
<td>The questions or activity cadet creatively confirmed understanding at the end of each TP and easily adjusted instruction based on audience comprehension.</td>
</tr>
<tr>
<td><strong>End of lesson confirmation</strong></td>
<td>The knowledge or skills covered in the lesson were not confirmed using questions or an activity.</td>
<td>Questions or an activity was used as an end of lesson confirmation of knowledge or skills, however all teaching points were not covered.</td>
<td>Questions or an activity was used as an end of lesson confirmation of knowledge or skills and all teaching points were covered.</td>
<td>All knowledge or skills covered in the lesson were confirmed in a creative and engaging way.</td>
</tr>
<tr>
<td><strong>Lesson Conclusion</strong></td>
<td>N/A</td>
<td>The cadet re-stating the objectives of the lesson however struggled to summarize important points / areas for improvement.</td>
<td>The cadet re-stating the objectives of the lesson and concisely summarized important points / areas for improvement.</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Re-motivate</strong></td>
<td>The cadet did not attempt re-motivate the cadets.</td>
<td>N/A</td>
<td>The cadet attempted to re-motivate the cadets.</td>
<td>N/A</td>
</tr>
<tr>
<td>Description of next lesson</td>
<td>Incomplete (I)</td>
<td>Completed With Difficulty (D)</td>
<td>Completed Without Difficulty (C)</td>
<td>Exceeded the Standard (E)</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
<td>---------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>The cadet did not describe the next lesson.</td>
<td>The cadet stated the topic of the next lesson.</td>
<td>The cadet stated the topic of the next lesson and provided a brief and accurate description of the lesson content.</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

**Communication**

<table>
<thead>
<tr>
<th>Voice control</th>
<th>Incomplete (I)</th>
<th>Completed With Difficulty (D)</th>
<th>Completed Without Difficulty (C)</th>
<th>Exceeded the Standard (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cadet did not speak clearly or consistently spoke to too quickly or quietly to be understood.</td>
<td>The cadet was understood, however struggled with the use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.</td>
<td>The cadet spoke clearly and made clear attempts to control pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.</td>
<td>The cadet spoke clearly and made excellent use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body language, dress and deportment</th>
<th>Incomplete (I)</th>
<th>Completed With Difficulty (D)</th>
<th>Completed Without Difficulty (C)</th>
<th>Exceeded the Standard (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cadet exhibited inappropriate body language and/or poor dress and deportment.</td>
<td>The cadet attempted to use body language to help communicate and emphasis points and exhibited acceptable dress and deportment.</td>
<td>The cadet easily incorporated the use of body language to help communicate and emphasis points and exhibited acceptable dress and deportment.</td>
<td>The cadet easily incorporated the use of body language to help communicate and emphasis points and exhibited a high standard of dress and deportment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questioning techniques</th>
<th>Incomplete (I)</th>
<th>Completed With Difficulty (D)</th>
<th>Completed Without Difficulty (C)</th>
<th>Exceeded the Standard (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The cadet did not use any questions or apply the questions sequence (pose, pause, pounce, ponder and praise).</td>
<td>The cadet used appropriate types of questions but inconsistently applied the question sequence (pose, pause, pounce, ponder and praise).</td>
<td>The cadet used a variety questions and consistently applied the question sequence (pose, pause, pounce, ponder and praise).</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

**Time Management**

<table>
<thead>
<tr>
<th>Time Management</th>
<th>Incomplete (I)</th>
<th>Completed With Difficulty (D)</th>
<th>Completed Without Difficulty (C)</th>
<th>Exceeded the Standard (E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lesson was not completed within the allotted time, with more than 5 minutes deviation.</td>
<td>Time planned for and/or spent on individual TPs / activities was somewhat inaccurate or insufficient however the lesson was completed within the allotted time (+ / - 5 minutes).</td>
<td>Time planned for and/or spent on individual TPs / activities was appropriate and the lesson was completed within the allotted time (+ / - 5 minutes).</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
# 409 PC ASSESSMENT CHECKLIST

<table>
<thead>
<tr>
<th>Cadet's Name:</th>
<th>Corps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Division:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment (circle one)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Preparation</strong></td>
<td></td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>I D C E</td>
</tr>
<tr>
<td>Instructional aids</td>
<td>I D C E</td>
</tr>
<tr>
<td>Set up the lesson location</td>
<td>I D C</td>
</tr>
<tr>
<td><strong>Lesson Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>Review of previous lesson (if applicable)</td>
<td>I D C</td>
</tr>
<tr>
<td>Introduction of lesson</td>
<td>I D C E</td>
</tr>
<tr>
<td><strong>Lesson Body</strong></td>
<td></td>
</tr>
<tr>
<td>Method(s) of instruction</td>
<td>I D C</td>
</tr>
<tr>
<td>Emotional learning environment</td>
<td>I D C E</td>
</tr>
<tr>
<td>Effective use instructional aids</td>
<td>I D C</td>
</tr>
<tr>
<td>Satisfaction of learner needs</td>
<td>I D C E</td>
</tr>
<tr>
<td>Accuracy of lesson content</td>
<td>I D C E</td>
</tr>
<tr>
<td>TP confirmation</td>
<td>I D C E</td>
</tr>
<tr>
<td>End of lesson confirmation</td>
<td>I D C E</td>
</tr>
<tr>
<td><strong>Lesson Conclusion</strong></td>
<td></td>
</tr>
<tr>
<td>Lesson summary</td>
<td>I D C</td>
</tr>
<tr>
<td>Re-motivate</td>
<td>I C</td>
</tr>
<tr>
<td>Description of next lesson</td>
<td>I D C</td>
</tr>
</tbody>
</table>

I = Incomplete  D = Completed With Difficulty  C = Completed Without Difficulty  E = Exceeded Standard
<table>
<thead>
<tr>
<th>Assessment (circle one)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td></td>
</tr>
<tr>
<td>Voice control</td>
<td>I D C E</td>
</tr>
<tr>
<td>Body language</td>
<td>I D C E</td>
</tr>
<tr>
<td>Questioning techniques</td>
<td>I D C</td>
</tr>
</tbody>
</table>

| **Time Management**     |       |
| Time management         | I D C  |

I = Incomplete  D = Completed With Difficulty  C = Completed Without Difficulty  E = Exceeded Standard

**Assessor’s Feedback:**

---

### PO 409 Overall Assessment

<table>
<thead>
<tr>
<th>Check One</th>
<th>Incomplete</th>
<th>Completed With Difficulty</th>
<th>Completed Without Difficulty</th>
<th>Exceeded Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Performance</strong></td>
<td>The cadet has not achieved the performance standard by receiving an “incomplete” on more than three of the criteria listed on the assessment checklist.</td>
<td>The cadet has achieved the performance standard by receiving an “incomplete” on not more than three of the criteria and a minimum of “completed with difficulty” on all other criteria.</td>
<td>The cadet has achieved the performance standard by receiving a minimum of “completed without difficulty” on all criteria and “completed without difficulty” on 10 or more of the criteria.</td>
<td>The cadet has achieved the performance standard by receiving a minimum of “completed without difficulty” on all criteria listed and “exceeded standard” on 7 or more of the criteria:</td>
</tr>
</tbody>
</table>

**Assessor’s Name:**

**Position:**

**Assessor’s Signature:**

**Date:**

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ANNEX B, APPENDIX 5

423 PC
ASSESSMENT INSTRUCTIONS

PREPARATION

1. PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 423 PC Assessment Checklist, 423 PC Worksheet, and the 423 PC Worksheet Answer Key and become familiar with the material prior to conducting the assessment.

This PC will be conducted during two periods set aside for this PC.

Photocopy the 423 PC Assessment Checklist and 423 PC Worksheet for each cadet.

2. PRE-ASSESSMENT ASSIGNMENT

Nil.

3. ASSESSMENT METHOD

Selected response (short answer) and performance assessment were chosen to assess the cadet’s ability to locate a position on a chart.

CONDUCT OF ASSESSMENT

1. PURPOSE

The purpose of this PC is to assess the cadet’s ability to locate a position on a chart.

2. RESOURCES

- Navigation Instruments,
- Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel,
- 423 PC Worksheet (Chart 3441 Fixing Paper), and
- 423 PC Worksheet - Answer Key (Chart 3441 Fixing Paper).

3. ASSESSMENT ACTIVITY LAYOUT

Place Chart 3441 and navigation instruments on each table.

4. ASSESSMENT ACTIVITY INSTRUCTIONS

The cadet is required to complete this PC independently. Questions to the instructor are permitted to clarify or amplify information found in the PC.

If the class is too large to be accommodated by equipment available, split the group into two groups and have one group work on Section D while the other group works on the other sections. Once both groups are completed, they can switch. Account for time limit accordingly.
The cadet may be provided limited assistance (eg, general reminders, guided questions).

1. Cadets will complete the fixing paper individually.
2. Distribute a fixing paper to each cadet.
3. Cadets will have 55 minutes to complete the fixing paper.
4. Once the fixing paper is complete, correct the cadets' answers using the answer key.
5. Fixing paper will be scored out of a total of 60 points. Marking criteria for the fixing paper will be:
   (a) **Section A.** One point for each correct response, for a total of eight points.
   (b) **Section B.** Three points for each correct response (plus or minus 0.5 NM) for a total of six points.
   (c) **Section C.** Three points for each correct response (plus or minus 10 minutes), for a total of six points.
   (d) **Section D.** Possible six points per fix for a total of 36 points. Marking criteria for each fix will be:
      (1) two points for accuracy,
      (2) one point for accuracy of the navigational track,
      (3) two points for accuracy of DRs, and
      (4) one point for correct labelling.
      (5) two points for correctly answering the bonus question.
6. Record the results of the on the Assessment Checklist.

---

**POST ASSESSMENT INSTRUCTIONS**

1. **RECORDING ASSESSMENT RESULTS**

1. Indicate the overall performance assessment on the Assessment Checklist as:
   (a) **Incomplete.** The cadet has not achieved the performance standard by completing the PC with a mark of less than 60 percent (36 / 60) in three attempts or did not attempt the PC;
   (b) **Completed with difficulty.** The cadet has achieved the performance standard by completing the PC with a mark of 60 percent (36 / 60) or more but required more than one attempt;
   (c) **Completed without difficulty.** The cadet has achieved the performance standard by completing the PC with a mark of 60 percent (36 / 60) but less than 90 percent (54 / 60) on the first attempt; or
   (d) **Exceeded standard.** The cadet has achieved the performance standard by completing the PC with a mark of 90 percent (54 / 60) or more on the first attempt.
2. Record notes made in the assessor’s comments section of the Assessment Checklist.

3. Sign and date the Assessment Checklist. Indicate the level of performance on the Phase Four Qualification Record, located in Chapter 3, Annex C.

2. PROVIDING ASSESSMENT FEEDBACK

Discuss the overall performance results with the cadet and provide them with a copy of the Assessment Checklist.
S351 PC WORKSHEET – ANSWER KEY

CHART 3441 FIXING PAPER

Section A—Find the required information on the chart:

What is the scale of this chart? \( 1 : 40000 \)

How are depths measured in this chart? In metres

What date was the Traffic Separation Scheme revised from Victoria to Vancouver?

July 1, 2005

Identify the chart numbers for:

Eastern end of President Channel: Chart 18421 USA

Bedwell Harbour: Chart 3477

Fulford Harbour: Chart 3478

Areas North of Burgoyne Bay: Chart 3442

What is the date this chart has been corrected to? October 10, 2008

Section B—Measure the distance:

<table>
<thead>
<tr>
<th>Number</th>
<th>From</th>
<th>To</th>
<th>Distance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dock I. light</td>
<td>Canoe Rk. Light</td>
<td>3.88 NM</td>
</tr>
<tr>
<td></td>
<td>48° 40.50’ N</td>
<td>48° 44.00’ N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>123° 21.40’ W</td>
<td>123° 20.43’ W</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Gowlland Pt. light</td>
<td>Turn Pt. light</td>
<td>3.6 NM</td>
</tr>
<tr>
<td></td>
<td>48° 44.15’ N</td>
<td>48° 41.34’ N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>123° 11.05’ W</td>
<td>123° 14.25’ W</td>
<td></td>
</tr>
</tbody>
</table>

Section C—Find the latitude and longitude or symbols specified:

<table>
<thead>
<tr>
<th>Number</th>
<th>Latitude</th>
<th>Longitude</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>48° 41.34’ N</td>
<td>123° 14.25’ W</td>
<td>Turn Pt. light</td>
</tr>
<tr>
<td>2.</td>
<td>48° 45.9’ N</td>
<td>123° 18.3’ W</td>
<td>Beddis Rk.</td>
</tr>
</tbody>
</table>
**Section D**— Plot the following fixes complete with navigational track and two DRs (at 6 and 12 minutes):

<table>
<thead>
<tr>
<th>Time</th>
<th>Fix</th>
<th>Symbol for accuracy check</th>
</tr>
</thead>
<tbody>
<tr>
<td>0700</td>
<td>48° 36.00’ N 123° 04.00’ W</td>
<td>Parallel and Meridian lines</td>
</tr>
<tr>
<td></td>
<td>Course 014°</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speed 4 knots</td>
<td></td>
</tr>
<tr>
<td>0800</td>
<td>LHE Flattop I. Pt. Disney</td>
<td>Presidents Channel</td>
</tr>
<tr>
<td></td>
<td>072° 002°</td>
<td>158 m mark</td>
</tr>
<tr>
<td></td>
<td>Course 330°</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speed 6 knots</td>
<td></td>
</tr>
<tr>
<td>0900</td>
<td>Sandy Pt. Pt. Disney</td>
<td>Cowlitz Bay on Waldron Island</td>
</tr>
<tr>
<td></td>
<td>000° 109°</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course 330°</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speed 6 knots</td>
<td></td>
</tr>
<tr>
<td>1000</td>
<td>Taylor Pt. RHE Java I.</td>
<td>MSh mark under Boundary Pass</td>
</tr>
<tr>
<td></td>
<td>341° 005°</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course 245°</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speed 6 knots</td>
<td></td>
</tr>
<tr>
<td>1100</td>
<td>Turn Pt. light Pt. Fairfax light</td>
<td>Lower left corner Special Note symbol in Haro Strait</td>
</tr>
<tr>
<td></td>
<td>025° 315°</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course 160°</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speed 15 knots</td>
<td></td>
</tr>
<tr>
<td>1200</td>
<td>48° 36.60’ N 123° 10.40’ W</td>
<td>Roche Harbor on San Juan Island</td>
</tr>
<tr>
<td></td>
<td>Course 335°</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speed 11 knots</td>
<td></td>
</tr>
</tbody>
</table>

**BONUS QUESTION**

Which of the fixes in Section D will place you "aground" after you DR? **1200 fix**
423 PC WORKSHEET

CHART 3441 FIXING PAPER
423 PC ASSESSMENT CHECKLIST

Cadet’s Name: __________________________  Corps: ______________________________________

Date: ________________________________  Division: ______________________________________

Assessor’s Feedback:

Fixing Paper Mark: __________%  

<table>
<thead>
<tr>
<th>Check One</th>
<th>Incomplete</th>
<th>Completed With Difficulty</th>
<th>Completed Without Difficulty</th>
<th>Exceeded Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>The cadet has not achieved the performance standard by completing the PC</td>
<td>The cadet has achieved the performance standard by completing the PC</td>
<td>The cadet has achieved the performance standard by completing the PC</td>
<td>The cadet has achieved the performance standard by completing the PC</td>
</tr>
<tr>
<td>Performance</td>
<td>with a mark of less than 60 percent in three attempts or did not attempt the PC.</td>
<td>with a mark of 60 percent or more but required more than one attempt.</td>
<td>with a mark of 60 percent but less than 90 percent on the first attempt.</td>
<td>with a mark of 90 percent or more on the first attempt.</td>
</tr>
</tbody>
</table>

Assessor’s Name:  

Position:

Assessor’s Signature:  

Date:

This form shall be reproduced locally.
# PHASE FOUR QUALIFICATION RECORD

**Cadet's Name:** ____________________________  **Corps:** ____________________________

<table>
<thead>
<tr>
<th>PO No.</th>
<th>Performance Statement</th>
<th>Incomplete</th>
<th>Completed with Difficulty</th>
<th>Completed without Difficulty</th>
<th>Exceeded Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>400</td>
<td>Participate in Positive Social Relations for Youth Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X01</td>
<td>Participate in Citizenship Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X02</td>
<td>Perform Community Service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>403</td>
<td>Act as a Team Leader</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X04</td>
<td>Track Participation in Physical Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X05</td>
<td>Participate in Physical Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>406</td>
<td>Fire the Cadet Air Rifle During Rec. Marksmanship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>407</td>
<td>Serve in a Sea Cadet Corps</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>408</td>
<td>Command a Division on Parade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>409</td>
<td>Instruct a Lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X20</td>
<td>Participate in CAF Familiarization Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>421</td>
<td>Perform Ropework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>423</td>
<td>Locate a Position on a Chart</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X24</td>
<td>Sail a Sailboat IAW Sail Canada CANSail Level 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X25</td>
<td>Participate in a Nautical Training Weekend</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Qualification Achieved**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Training Officer**

Signature: ____________________________  Date: ____________
ANNEX D

CADET INTERVIEW GUIDELINES

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, the Assessment of Learning Plan (Chapter 3, Annex B), PC assessment instruments, 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.
# ANNEX D, APPENDIX 1

## CADET INTERVIEW FORM

<table>
<thead>
<tr>
<th>Name:</th>
<th>Rank:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Phase:</th>
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### SECTION 1– INITIAL INTERVIEW

1. What are your expectations for this phase?
2. Do you have any questions about the training, schedule and/or assessment?
3. What activities are you most excited about?
4. What are your strengths?
5. What are some areas you would like to improve?
6. What personal goals would you like to attain? What steps will you take to achieve those goals?
7. Is there anything we should know to help make your training experience enjoyable (learning needs, allergies, etc.)?

### NOTES

Cadet’s Signature: 

Officer’s Signature:  

Date: 

---

3D1-1
### SECTION 2– PERFORMANCE INTERVIEW

1. So far, is this phase meeting your expectations? If not, what can we do to meet those expectations?
2. Are there any areas of excitement or concern you would like to highlight?
3. How do you feel about your progress? *
4. What are some areas you would like to improve?
5. What personal goals would you like to establish?

* 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 completed and upcoming assessments, attendance, participation, etc.

### ACTION PLAN

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.

### NOTES

Cadet Signature:  
Officer’s Signature:  
Date:  

---

[3D1-2]
# SECTION 3– FINAL INTERVIEW

1. How did you enjoy this 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

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<th>Cadet's Signature:</th>
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<td>Officer’s Signature:</td>
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3D1-3
ANNEX E

TRAINING COUNSELLING SESSION GUIDELINES

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

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.
# ANNEX E, APPENDIX 1

## TRAINING COUNSELLING SESSION FORM

**SECTION 1 – BACKGROUND INFORMATION**

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<tr>
<th>Name:</th>
<th>Rank:</th>
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Circumstances requiring TCS:

Overall training progress (eg, seriousness of failure, performance in related POs, any previous difficulty and action taken, performance / behaviour, etc.):

**SECTION 2 – SESSION FINDINGS**

1. Inform the cadet they are not achieving and / or maintaining qualification standards and that you are meeting to help them correct the situation.

2. Discuss the following:
   - Circumstances affecting training progress
   - Any previous difficulty and action taken (eg, whether or not help / additional training was provided)
   - Overall performance / behaviour of cadet (eg, attendance, effort, motivation, attitude)
### 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.

<table>
<thead>
<tr>
<th>Cadet Signature:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Training Officer’s Signature:</td>
<td>Date:</td>
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</tbody>
</table>

### 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 AND TRAINING PLAN

SECTION 1
PERFORMANCE OBJECTIVES AND TRAINING PLAN

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

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

3. This chapter also details the training plan that is designed to assist cadets to achieve the required POs using EOs and Lesson Specifications (LS) that are the key reference used for development of A-CR-CCP-604/ PF-001, Phase Four - Instructional Guides.

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

LESSON SPECIFICATIONS
5. LSs describe the instructional strategy to be applied to each EO, and include:
   a. supporting teaching points;
   b. references;
   c. learning activities (methods, media and environment);
   d. estimated timings;
   e. assessment directions; and
   f. any remarks that further clarify the design intent.

ASSESSMENT FOR LEARNING
6. Formative evaluation, or assessment for learning, takes place during a phase of instruction and helps cadets and instructors recognize progress or lapses in learning. These assessments can also provide cadets
with opportunities to practice PCs. This helps to diagnose cadet needs, eg, corrective action or remedial instruction, plan the next steps in instruction and provide cadets with feedback they can use to improve. It also reinforces learning so that it can be retained longer. Details for Phase Four assessment for learning are outlined within the applicable lesson specifications located within Chapter 4.
SECTION 2

PO 400 – PARTICIPATE IN POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING

1. Performance: Participate in Positive Social Relations for Youth Training

2. Conditions:
   a. Given:
      (1) Supervision, and
      (2) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. Standard: IAW A-CR-CCP-915/PG-001, Positive Social Relations for Youth Training Facilitator’s Package, the cadet will participate in Module 2—Influencing Positive Social Relations.

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SECTION 3

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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SECTION 4

PO X02 – COMMUNITY SERVICE

This PO and its associated EOs are located in A-CR-CCP-601/PD-001, Royal Canadian Sea Cadets Phase One Qualification Standard and Plan.
SECTION 5
PO 403 – ACT AS A TEAM LEADER

1. **Performance**: Act as a Team Leader

2. **Conditions**:
   a. **Given**:
      1. Supervision, and
      2. Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Any.

3. **Standard**: The cadet will act as a team leader, to include:
   a. striving to meet the needs and expectations of team members;
   b. employing a leadership approach;
   c. motivating team members;
   d. providing feedback to team members;
   e. participating in a mentoring relationship; and
   f. leading a team during a leadership appointment, to include:
      1. setting a positive example;
      2. fostering teamwork by contributing to positive team dynamics;
      3. communicating clearly the task(s) to be accomplished;
      4. supervising cadets;
      5. solving problems, as required;
      6. debriefing the team; and
      7. reporting to superiors.

4. **Remarks**: Nil.

5. **Complementary Material**:
   a. Complementary material associated with PO 403 is designed to enhance the cadet’s ability to act as a team leader, specifically:
      1. EO C403.01 (Participate in a Leadership Seminar); and
   b. Some complementary training offered in previous levels may be selected as complementary training in the Proficiency Level Four Program, specifically:
      1. EO C303.01 (Lead Team-Building Activities), and
      2. EO C303.02 (Deliver a Presentation About a Leader).
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EO M403.01 – DESCRIBE NEEDS AND EXPECTATIONS OF TEAM MEMBERS

1. **Performance**: Describe Needs and Expectations of Team Members

2. **Conditions**:
   a. **Given**:
      (1) Supervision, and
      (2) Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall describe:
   a. the needs of team members, and
   b. the expectations that a team member has of a team leader.

4. **Teaching Points**:

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<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
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<tbody>
<tr>
<td>TP1</td>
<td>Describe the needs of team members, to include:</td>
<td>Interactive</td>
<td>5 min</td>
<td>C0-115 (pp. 12–13)</td>
</tr>
<tr>
<td></td>
<td>a. acceptance of and by other team members,</td>
<td>Lecture</td>
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<td></td>
<td>b. acceptance and understanding of leaders,</td>
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<td></td>
<td>c. approval of leaders, and</td>
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<td></td>
<td>d. opportunities to try different tasks and roles.</td>
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<td>TP</td>
<td>Description</td>
<td>Method</td>
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<td>TP2</td>
<td>Conduct an activity where cadets describe the expectations that a team member has of a team leader, to include:</td>
<td>In-Class Activity</td>
<td>10 min</td>
<td>A0-047</td>
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<td></td>
<td>a. good leadership, to include:</td>
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<td></td>
<td>(1) leading by example;</td>
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<td>A0-048</td>
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<td></td>
<td>(2) putting the needs of the team members first; and</td>
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<td>(3) being sensitive to cultural and gender differences;</td>
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<td>b. effective communication, to include:</td>
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<td>A0-131</td>
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<td></td>
<td>(1) giving information on what is expected of them;</td>
<td>(pp. 4-8 to 4-14)</td>
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<td>(2) explaining changes in situations;</td>
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<td>(3) asking for assistance with tasks; and</td>
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<td>C0-115</td>
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<td>(4) providing concrete examples during explanations; and</td>
<td>(p. 12, 177-183)</td>
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<td>c. effective supervision, to include:</td>
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<td></td>
<td>(1) operating in a safe environment;</td>
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<td></td>
<td>(2) freedom from over-supervision; and</td>
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<td>(3) recognition of good performance.</td>
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<tr>
<td>TP3</td>
<td>Conduct a group discussion on how a team leader should strive to meet the needs and expectations of team members.</td>
<td>Group Discussion</td>
<td>10 min</td>
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</table>

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

6. **Substantiation:**
   a. An interactive lecture was chosen for TP 1 to orient the cadets to team members' needs.
   b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest among cadets about expectations that a team member has of a team leader.
   c. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about how a team leader should strive to meet team members needs and expectations.
7. References:

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


10. Test Details: This EO is assessed IAW Chapter 3, Annex B, 403 PC.

EO M403.02 – SELECT A LEADERSHIP APPROACH

1. **Performance**: Select a Leadership Approach

2. **Conditions**:
   a. **Given**:
      1. Supervision, and
      2. Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall select a leadership approach during:
   a. a leadership assignment, and
   b. a leadership appointment.

4. **Teaching Points**:

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<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
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</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Describe transactional and transformational leadership.</td>
<td>Interactive Lecture</td>
<td>5 min</td>
<td>C0-115 (pp. 8–10) C0-410</td>
</tr>
<tr>
<td>TP2</td>
<td>Describe the outcomes that occur as a result of the team leader focussing on the team members and the goal.</td>
<td>Interactive Lecture</td>
<td>10 min</td>
<td>C0-413</td>
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</tbody>
</table>
| TP3| Describe leadership approaches, to include:
    a. the key aspects of each approach, to include:
       1. control,
       2. coach, and
       3. empower; and
    b. selecting an approach based on the:
       1. the simplicity of the task,
       2. the safety of the cadets,
       3. the capability of the cadets, and
       4. the motivation of the cadets. | Interactive Lecture | 15 min | |
| TP4| Conduct an activity where the cadets will explain what leadership approach they would select and why for a given scenario. | In-Class Activity | 20 min | |
5. **Time:**
   
a. Introduction / Conclusion: 10 min  
b. Interactive Lecture: 30 min  
c. In-Class Activity: 20 min  
d. Total: 60 min

6. **Substantiation:**
   
a. An interactive lecture was chosen for TPs 1, 2 and 3 to review, clarify, emphasize and summarize transactional and transformational leadership, the outcomes of a team leader’s focus and leadership approaches.  
b. An in-class activity was chosen for TP 4 as it is an interactive way to provoke thought and stimulate interest among cadets.

7. **References:**
   

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

9. **Learning Aids**: Scenarios.

10. **Test Details**: This EO is assessed IAW Chapter 3, Annex B, 403 PC.

11. **Remarks**: Cadets will select leadership approaches during leadership assignments and leadership appointments throughout the training year.
EO M403.03 – MOTIVATE TEAM MEMBERS

1. **Performance**: Motivate Team Members

2. **Conditions**:
   a. **Given**:
      1. Supervision, and
      2. Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall describe how to motivate team members by:
   a. recognizing extrinsic and intrinsic motivation;
   b. encouraging development of knowledge and skills; and
   c. recognizing cadets for the effort they put toward a task.

4. **Teaching Points**:

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<tr>
<th>TP</th>
<th>Description</th>
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<th>Time</th>
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<tbody>
<tr>
<td>TP1</td>
<td>Conduct an in-class activity where the cadets will explain to each other the advantages and disadvantages of extrinsic and intrinsic motivators.</td>
<td>In-Class Activity</td>
<td>20 min</td>
<td>C0-245 (pp. 30–35)</td>
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<td>C0-415</td>
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<tr>
<td>TP2</td>
<td>Explain why team leaders should encourage intrinsic motivation.</td>
<td>Interactive Lecture</td>
<td>5 min</td>
<td>C0-401 (pp. 55–58)</td>
</tr>
<tr>
<td>TP3</td>
<td>Conduct a group discussion about when and how team leaders motivate team members, to include:</td>
<td>Group Discussion</td>
<td>25 min</td>
<td>C0-411</td>
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<tr>
<td></td>
<td>a. praising effort and perseverance during a task;</td>
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<td>b. praising the use of different strategies during a task;</td>
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<td></td>
<td>c. praising improvement during a task;</td>
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<td></td>
<td>d. encouraging the development of knowledge and skills;</td>
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<td>e. praising the completion of a task;</td>
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<td></td>
<td>f. thanking team members for their endeavours; and</td>
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<td></td>
<td>g. giving credit for the completion of tasks to the team rather than yourself.</td>
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5. **Time:**
   
   a. Introduction / Conclusion: 10 min
   b. In-Class Activity: 20 min
   c. Interactive Lecture: 5 min
   d. Group Discussion: 25 min
   e. Total: 60 min

6. **Substantiation:**
   
   a. An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest among cadets about advantages and disadvantages of extrinsic and intrinsic motivators.
   
   b. An interactive lecture was chosen for TP 2 to orient the cadets to encourage intrinsic motivation.
   
   c. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about when and how to motivate team members.

7. **References:**
   
   
   
   
   

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

9. **Learning Aids:** Extrinsic and Intrinsic Motivation handouts.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.

11. **Remarks:** Nil.
EO M403.04 – PROVIDE FEEDBACK TO TEAM MEMBERS

1. Performance: Provide Feedback to Team Members

2. Conditions:
   a. Given:
      (1) Supervision, and
      (2) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. Standard: The cadet shall:
   a. recognize when feedback must be provided; and
   b. provide feedback.

4. Teaching Points:

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<tr>
<th>TP</th>
<th>Description</th>
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<tbody>
<tr>
<td>TP1</td>
<td>Have the cadets brainstorm and prepare a list of times when feedback should be provided.</td>
<td>In-Class Activity</td>
<td>5 min</td>
<td>C0-258</td>
</tr>
<tr>
<td>TP2</td>
<td>Explain the principles of effective feedback, to include:</td>
<td>Interactive Lecture</td>
<td>10 min</td>
<td>C0-412 (pp. 3–10, pp. 111–113)</td>
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<tr>
<td></td>
<td>a. frequent,</td>
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<td></td>
<td>b. accurate,</td>
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<td></td>
<td>c. specific, and</td>
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<td></td>
<td>d. timely.</td>
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<td>TP3</td>
<td>Explain the ground rules for providing feedback, to include:</td>
<td>Interactive Lecture</td>
<td>10 min</td>
<td>C0-403 (pp. 11–15, pp. 111–116)</td>
</tr>
<tr>
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<td>a. focusing on what is observed;</td>
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<td>b. focusing on behaviour;</td>
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<td>c. keeping it neutral;</td>
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<td>d. using it to inform;</td>
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<td>e. making it supportive; and</td>
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<td>f. keeping it simple.</td>
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<tr>
<td>TP</td>
<td>Description</td>
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<tr>
<td>TP4</td>
<td>Explain the steps for providing feedback, to include:</td>
<td>Interactive Lecture</td>
<td>10 min</td>
<td>C0-404</td>
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<tr>
<td></td>
<td>a. planning what to say;</td>
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<td>b. providing examples of behaviours;</td>
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<td>c. allowing time for feedback;</td>
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<td></td>
<td>d. motivating; and</td>
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<td></td>
<td>e. setting a timeline for action and follow-up.</td>
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<td>Explain the steps for receiving feedback, to include:</td>
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<td></td>
<td>a. seeing each feedback session as a learning opportunity;</td>
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<td></td>
<td>b. actively listening to the sender’s ideas;</td>
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<td></td>
<td>c. asking for more information if the ideas are not understood;</td>
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<td></td>
<td>d. being honest about how the feedback is affecting one’s emotions; and</td>
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<td></td>
<td>e. remaining open-minded about future learning opportunities.</td>
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<tr>
<td>TP5</td>
<td>Using scenarios, have the cadets practice providing feedback to team members.</td>
<td>In-Class Activity</td>
<td>15 min</td>
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</table>

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

6. Substantiation:
   a. An in-class activity was chosen for TPs 1 and 5 as an interactive way to provoke thought, and to stimulate an interest among cadets about feedback.
   b. An interactive lecture was chosen for TPs 2–4 to orient the cadets to giving effective feedback.

7. References:

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

9. **Learning Aids:**
   a. Effective Feedback handout, and
   b. Scenarios.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.

11. **Remarks:** Nil.
EO M403.05 – PARTICIPATE IN A MENTORING RELATIONSHIP

1. **Performance**: Participate in a Mentoring Relationship

2. **Conditions**:
   a. **Given**:
      1. Scenario,
      2. Supervision, and
      3. Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall participate in a mentoring relationship by:
   a. providing feedback and coaching to junior cadets; and
   b. receiving feedback and coaching from senior cadets or staff.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td><strong>Review the mentoring relationship, to include:</strong></td>
<td>Interactive Lecture</td>
<td>5 min</td>
<td>C0-258 (pp. 15–21, 37–48, 70–73)</td>
</tr>
<tr>
<td></td>
<td>a. recognizing the purpose of a mentoring relationship;</td>
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<td></td>
<td>b. identifying the benefits of participating in a mentoring relationship;</td>
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<td></td>
<td>c. contributing to a mentoring match;</td>
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<td></td>
<td>d. being open to new things;</td>
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<td></td>
<td>e. being responsive to suggestions and constructive criticism;</td>
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<td></td>
<td>f. providing feedback to the mentor;</td>
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<td></td>
<td>g. learning from the mentor's example;</td>
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<td></td>
<td>h. participating in mentoring activities; and</td>
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<tr>
<td></td>
<td>i. appreciating the mentoring relationship.</td>
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<tr>
<td>TP2</td>
<td><strong>Discuss the difference between formal and informal mentoring.</strong></td>
<td>Group Discussion</td>
<td>5 min</td>
<td>C0-258 (p. 20, p. 64, pp. 78–79, 174–178, 182–187)  C0-405 (pp. 9–18, 59–87)</td>
</tr>
<tr>
<td>TP</td>
<td>Description</td>
<td>Method</td>
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<tr>
<td>TP3</td>
<td>Describe the steps of a formal mentoring session, to include:</td>
<td>Interactive</td>
<td>10 min</td>
<td>C0-258 (pp. 260–265)</td>
</tr>
<tr>
<td></td>
<td>a. getting acquainted;</td>
<td>Lecture</td>
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<td></td>
<td>b. setting goals;</td>
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<td></td>
<td>c. meeting goals and expectations; and</td>
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<td></td>
<td>d. concluding the mentoring session.</td>
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<td>TP4</td>
<td>Demonstrate and explain a mentoring session, to include:</td>
<td>Demonstration</td>
<td>10 min</td>
<td>C0-258 (pp. 260–265)</td>
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<tr>
<td></td>
<td>a. keeping the mentoring relationship professional;</td>
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<td></td>
<td>b. keeping the conversation during the mentoring session in confidence; and</td>
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<td></td>
<td>c. using the ground rules for feedback during a mentoring session.</td>
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<tr>
<td>TP5</td>
<td>Have the cadets role-play a mentoring session based on two given scenarios.</td>
<td>Role-Play</td>
<td>20 min</td>
<td>C0-258 (pp. 260–265)</td>
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<td></td>
<td>Cadets will role-play the mentor in one scenario, and the cadet being mentored in another scenario.</td>
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</table>

5. **Time:**

   a. Introduction / Conclusion: 10 min
   b. Interactive Lecture: 15 min
   c. Group Discussion: 5 min
   d. Demonstration: 10 min
   e. Role-Play: 10 min
   f. Total: 20 min

6. **Substantiation:**

   a. An interactive lecture was chosen for TPs 1 and 3 to review the mentoring relationship and to orient the cadets to the steps in a mentoring session.
   b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share knowledge, experiences, opinions and feeling about formal and informal mentoring.
   c. A demonstration was chosen for TP 4 as it allows the instructor to explain and demonstrate a mentoring session.
   d. A role-play was chosen for TP 5 as it provides the cadets an opportunity to view and then conduct a mentoring session under supervision.
7. **References:**
   


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

b. Scenarios.

9. **Learning Aids:** Scenarios.

10. **Test Details:** Nil.

11. **Remarks:** Cadets will have opportunities to participate in formal and informal mentoring relationships through the training year. A cadet in Phase Four is in a position to both mentor a subordinate cadet and be mentored by a more senior cadet and / or adult staff member.
EO M403.06 – ACT AS A TEAM LEADER DURING A LEADERSHIP APPOINTMENT

1. **Performance**: Act as a Team Leader During a Leadership Appointment

2. **Conditions**:
   a. **Given**:
      (1) Supervision, and
      (2) Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall act as a team leader during a leadership appointment by:
   a. preparing for the leadership appointment;
   b. carrying out the tasks associated with the leadership appointment;
   c. giving feedback to the team; and
   d. meeting with the activity manager to discuss the outcomes of the leadership appointment.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
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</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Describe a leadership assignment and a leadership appointment.</td>
<td>Interactive Lecture</td>
<td>5 min</td>
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<tr>
<td>TP2</td>
<td>Describe the leadership appointments that may be assigned at the corps.</td>
<td>Interactive Lecture</td>
<td>5 min</td>
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</tbody>
</table>
TP3 | Describe how to conduct the leadership appointment, to include:
--- | ---
a. preparing for the leadership appointment, to include:
   (1) ensuring the required resources are available;
   (2) completing a time appreciation; and
   (3) making a plan;
b. briefing the team members during the leadership appointment, to include:
   (1) communicating the overall plan;
   (2) communicating the tasks involved in the leadership appointment;
   (3) assigning tasks to team members as applicable; and
   (4) ensuring the team members understand their tasks;
c. carrying out the tasks associated with the leadership appointment, to include:
   (1) supervising team members;
   (2) ensuring the tasks within the appointment are progressing according to the time allotted;
   (3) providing feedback to the team members throughout the appointment; and
   (4) modifying the plan as required;
d. providing feedback to the team members upon conclusion of the leadership appointment; and
e. meeting with the activity manager to discuss the outcomes of the leadership appointment.

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<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
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<tbody>
<tr>
<td>TP3</td>
<td>Describe how to conduct the leadership appointment, to include:</td>
<td>Interactive Lecture</td>
<td>15 min</td>
<td>C0-114 (p. 16, p. 36, p. 99)</td>
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<td></td>
<td>a. preparing for the leadership appointment, to include:</td>
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<td>C0-243</td>
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<td>(1) ensuring the required resources are available;</td>
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<td></td>
<td>(2) completing a time appreciation; and</td>
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<td>C0-245 (pp. 70–71)</td>
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<td>(3) making a plan;</td>
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<td>b. briefing the team members during the leadership appointment, to include:</td>
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<td></td>
<td>(1) communicating the overall plan;</td>
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<td>C0-247 (pp. 133–136)</td>
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<td>(2) communicating the tasks involved in the leadership appointment;</td>
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<td>(3) assigning tasks to team members as applicable; and</td>
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<td>(4) ensuring the team members understand their tasks;</td>
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<td>c. carrying out the tasks associated with the leadership appointment, to</td>
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<td></td>
<td>include:</td>
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<td>(1) supervising team members;</td>
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<td>(2) ensuring the tasks within the appointment are progressing according</td>
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<td>to the time allotted;</td>
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<td></td>
<td>(3) providing feedback to the team members throughout the appointment;</td>
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<td>and</td>
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<td>(4) modifying the plan as required;</td>
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<td></td>
<td>d. providing feedback to the team members upon conclusion of the leadership</td>
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<td></td>
<td>appointment; and</td>
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<td></td>
<td>e. meeting with the activity manager to discuss the outcomes of the leadership</td>
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</table>

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 leadership appointment.

7. **References:**

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

9. **Learning Aids:** Leadership Appointment Aide-Memoire.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.

11. **Remarks:** Acquire the list of leadership appointments developed by the Training Officer before instructing this lesson.
EO C403.01 – PARTICIPATE IN A LEADERSHIP SEMINAR

1. **Performance**: Participate in a Leadership Seminar

2. **Conditions**:
   a. **Given**:
      1. Supervision, and
      2. Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall participate in a leadership seminar.

4. **Teaching Points**: Have the cadets participate in a leadership seminar on one or more of the following topics:
   a. problem solving,
   b. time management,
   c. communication, and
   d. supervision.

5. **Time**:
   a. Introduction / Conclusion: 10 min
   b. Seminar: 80 min
   c. Total: 90 min

6. **Substantiation**: A seminar method was chosen for this lesson to stimulate active participation in a tutorial setting and to allow cadets to practice reflective thinking skills. Seminars assist cadets in developing new and imaginative interpretations of leadership topics being explored. Seminars are an interactive way to exchange information on techniques and approaches to the leadership subjects being researched and discussed.

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

9. **Learning Aids:**
   a. Scenarios, and
   b. Handouts for the seminar selected.

10. **Test Details:** Nil.

11. **Remarks:** This EO may be conducted as many as four times during Phase Four training.
SECTION 6

PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITY

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*. 
SECTION 7

PO X05 – 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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SECTION 8

PO 406 – FIRE THE CADET AIR RIFLE DURING RECREATIONAL MARKSMANSHIP

1. **Performance:** Fire the Cadet Air Rifle During Recreational Marksmanship

2. **Conditions:**
   a. **Given:**
      (1) Cadet air rifle,
      (2) Cadet air rifle sling,
      (3) Air rifle pellets,
      (4) Target frame,
      (5) Suitable target,
      (6) Shooting mat,
      (7) Safety glasses / goggles,
      (8) Supervision, and
      (9) Assistance as required.
   b. **Denied:** Nil.
   c. **Environmental:** Air rifle range constructed IAW Chapter 1, Section 8 of A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

3. **Standard:** IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, the cadet will fire the cadet air rifle during recreational marksmanship by:
   a. carrying out safety precautions;
   b. applying basic marksmanship techniques; and
   c. following the rules and commands given on a range.

4. **Remarks:** All range practices must be conducted by a Range Safety Officer (Air Rifle) (RSO AR).

5. **Complementary Material:**
   a. Complementary material associated with PO 406 is designed to provide opportunities for cadets to act as a range assistant, specifically:
      (1) EO C406.01 (Assist the Range Safety Officer), and
      (2) EO C406.02 (Score Air Rifle Marksmanship Targets).
   b. Some complementary training offered in previous phases may be selected as complementary training in the Phase Four Program, specifically:
      (1) EO C306.01 (Identify Civilian Marksmanship Organizations),
      (2) EO C306.02 (Correct Marksmanship Error),
      (3) EO C306.03 (Adopt the Standing Position With the Cadet Air Rifle), and
      (4) EO C106.01 (Participate in a Recreational Marksmanship Activity).
c. When selecting complementary material from previous star levels, training staff shall review the applicable performance objective, lesson specification, and instructional guide.

d. Corps choosing EO C306.03 (Adopt the Standing Position With the Cadet Air Rifle) in either the Silver Star or Phase Four Program may follow this training with EO C106.01 (Participate in a Recreational Air Rifle Marksmanship Activity) from the standing position.

e. Corps choosing to instruct EO C406.01 (Perform the Duties of a Range Assistant) should allow cadets to fill roles on the range during air rifle marksmanship practices.
EO M406.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY

1. **Performance:** Participate in a Recreational Marksmanship Activity

2. **Conditions:**
   
   a. **Given:**
      
      (1) Cadet air rifle,
      
      (2) Cadet air rifle sling,
      
      (3) Air rifle pellets,
      
      (4) Target frame,
      
      (5) Target,
      
      (6) Shooting mat,
      
      (7) Safety glasses / goggles,
      
      (8) Supervision, and
      
      (9) Assistance as required.

   b. **Denied:** Nil.

   c. **Environmental:** Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001.

3. **Standard:** The cadet shall participate in a recreational marksmanship activity.

4. **Teaching Points:**
   
   a. **Conduct a range briefing, to include:**
      
      (1) explaining pertinent sections of range standing orders;
      
      (2) reviewing general rules observed on all ranges;
      
      (3) reviewing commands used on an air rifle range;
      
      (4) describing the layout of the range; and
      
      (5) reviewing hand-washing procedures on completion of firing.

   b. **Supervise the cadet's participation in a recreational marksmanship activity, choosing from the following categories:**
      
      (1) classification,
      
      (2) fun activities,
      
      (3) timed activities, and
      
      (4) competitive team / individual activities.
5. **Time:**

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

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

7. **References:**


8. **Training Aids:**

    a. Cadet air rifle,
    b. Cadet air rifle sling,
    c. Air rifle pellets,
    d. Target frame,
    e. Target,
    f. Shooting mat,
    g. Safety glasses / goggles,
    h. Stopwatch, and
    i. Pen / pencil.

9. **Learning Aids:**

    a. Cadet air rifle,
    b. Cadet air rifle sling,
    c. Air rifle pellets,
    d. Target frame,
    e. Target,
    f. Shooting mat, and
    g. Safety glasses / goggles.
10. **Test Details**: Nil.

11. **Remarks**:
   
   a. Hand-washing stations must be available for cleanup after the activity is completed.
   
   b. Cadets may fire in the standing position if they have previously received the training during C306.03 (Adopt the Standing Position With the Cadet Air Rifle).
   
   c. Corps choosing to instruct EO C406.01 (Assist the Range Safety Officer) should allow cadets to fill these roles during air rifle marksmanship activities.
   
   d. This activity provides opportunities for cadets to complete a leadership assignment as outlined in PO 403 (Act as a Team Leader).
EO C406.01 – ASSIST THE RANGE SAFETY OFFICER (RSO)

1. **Performance**: Assist the Range Safety Officer (RSO)

2. **Conditions**:
   a. **Given**:
      (1) Supervision, and
      (2) Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Air rifle range constructed IAW Chapter 1, Section 8 of A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

3. **Standard**: The cadet shall assist the RSO, to include:
   a. setting up and dismantling an air rifle range;
   b. acting as the pellet controller;
   c. acting as a range sentry;
   d. acting as a firing point assistant; and
   e. scoring targets.

4. **Teaching Points**:

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<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
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<tr>
<td>TP1</td>
<td>Discuss ways to assist the RSO, to include: a. setting up an air rifle range, to include: (1) posting warning signals; (2) setting up equipment at the backstop; (3) indicating firing lanes; (4) placing equipment at the firing point; (5) placing equipment behind the firing point; and (6) placing the cadet air rifle at the firing point; and b. dismantling an air rifle range, to include: (1) storing the cadet air rifle; (2) storing the equipment behind the firing point; (3) storing the equipment at the firing point; (4) cleaning the backstop area; (5) cleaning the firing lanes; and (6) removing the warning signals;</td>
<td>Group Discussion</td>
<td>25 min</td>
<td>A0-027 (pp. 1-9-1 to 1-8-3, pp. 4-4-14 to 4-4-16) A0-041 (pp. E1-1/8 to E1-8/8)</td>
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<td>TP</td>
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<td>c. controlling pellets, to include:</td>
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<td>(1) maintaining possession of the pellets at all times;</td>
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<td>(2) distributing pellets;</td>
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<td>(3) disposing of pellets;</td>
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<td>(4) recording the number of pellets used during the activity; and</td>
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<td>(5) recording the number of pellets used for each rifle;</td>
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<td>d. performing the role of a range sentry, to include:</td>
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<td>(1) restricting access to the range during firing;</td>
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<td>(2) controlling range warning signals; and</td>
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<td></td>
<td>(3) notifying the RSO of safety concerns inside / outside the range area;</td>
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<td></td>
<td>e. assisting on the firing point, to include:</td>
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<td></td>
<td>(1) supervising firers responding to range commands;</td>
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<td></td>
<td>(2) assisting firers as necessary;</td>
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<td></td>
<td>(3) correcting errors; and</td>
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<td></td>
<td>(4) notifying the RSO of safety concerns; and</td>
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<td></td>
<td>f. scoring targets.</td>
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</tbody>
</table>

5. **Time:**

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

6. **Substantiation:** A group discussion was chosen for this lesson as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about assisting the RSO. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.

7. **References:**


8. **Training Aids:** Nil.

9. **Learning Aids:** Assist the RSO handout.

10. **Test Details:** Nil.

11. **Remarks:** Cadets will assist the RSO during marksmanship activities, specifically EO M406.01 (Participate in a Recreational Marksmanship Activity) and EO C106.01 (Participate in a Recreational Marksmanship Activity).
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EO C406.02 – SCORE AIR RIFLE MARKSMANSHIP TARGETS

1. **Performance:** Score Air Rifle Marksmanship Targets

2. **Conditions:**
   a. Given:
      1. Exercise targets,
      2. Air rifle grouping template,
      3. .177 scoring magnifier,
      4. Supervision, and
      5. Assistance as required.
   b. Denied: Nil.
   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard:** The cadet shall score air rifle marksmanship targets, to include:
   a. grouping targets, and
   b. competition targets.

4. **Teaching Points:**

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Describe air rifle marksmanship targets, to include:</td>
<td>Interactive Lecture</td>
<td>5 min</td>
<td>A0-027 (p. 1-9-1)</td>
</tr>
<tr>
<td></td>
<td>a. CCM air rifle grouping targets,</td>
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<tr>
<td></td>
<td>b. CCM competition targets, and</td>
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<tr>
<td></td>
<td>c. non-standard targets.</td>
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<tr>
<td>TP2</td>
<td>Explain, demonstrate and have the cadets score the CCM Air Rifle Grouping Target by:</td>
<td>Demonstration and Performance</td>
<td>10 min</td>
<td>A0-027 (pp. 1-9-1 to 1-9-2)</td>
</tr>
<tr>
<td></td>
<td>a. determining there are five shots in the grouping;</td>
<td></td>
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<td>A0-041 (p. C-3/6)</td>
</tr>
<tr>
<td></td>
<td>b. aligning the air rifle grouping template over the five-shot grouping so that all shots are within a scoring ring;</td>
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<tr>
<td></td>
<td>c. determining if the grouping will fit within the next smallest ring without touching the scoring ring;</td>
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<tr>
<td></td>
<td>d. repeating as required until the grouping will not fit within the next smallest scoring ring without touching the scoring ring;</td>
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<td></td>
<td>e. recording the grouping size on the target; and</td>
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<td></td>
<td>f. determining the classification category.</td>
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<td>TP</td>
<td>Description</td>
<td>Method</td>
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<tr>
<td>TP3</td>
<td>Explain, demonstrate and have the cadets score the CCM Competition Target by:</td>
<td>Demonstration and Performance</td>
<td>10 min</td>
<td>A0-027 (pp. 1-9-2 to 1-9-4)</td>
</tr>
<tr>
<td></td>
<td>a. determining the score on each diagram by:</td>
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<tr>
<td></td>
<td>1) determining the value by inspecting with the naked eye; and</td>
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<td>2) determining the value using the .177-scoring magnifier by:</td>
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<td>(a) aligning a scoring magnifier over the pellet hole;</td>
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<td></td>
<td>(b) awarding the higher value where a shot touches a scoring ring or breaks a scoring ring; and</td>
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<td></td>
<td>(c) awarding the lower value where a gap exists between the shot and a scoring ring;</td>
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<td></td>
<td>b. calculating any penalties; and</td>
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<td></td>
<td>c. recording the score on the target.</td>
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</table>

Note: If scoring plugs and templates are required to determine a value, they shall be used under the supervision of an Air Rifle Marksmanship Instructor / Air Rifle Range Safety Officer.

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 TP 1 to orient the cadets to the targets used during air rifle marksmanship activities and to generate interest.
   b. A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate scoring grouping and competition targets while providing an opportunity for the cadets to practice under supervision.

7. References:
8. Training Aids:
   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for classroom / training area,
   b. Exercise targets,
   c. Air rifle grouping template, and
   d. .177 scoring magnifier.

9. Learning Aids:
   a. Exercise targets,
   b. Air rifle grouping template,
   c. .177 scoring magnifier, and
   d. Pencil.

10. Test Details: Nil.

SECTION 9

PO 407 – SERVE IN A SEA CADET CORPS

1. **Performance**: Serve in a Sea Cadet Corps

2. **Conditions**:
   a. **Given**:
      (1) Supervision, and
      (2) Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet will serve in a sea cadet corps, to include:
   a. participating in year four training; and
   b. exploring year four CSTC training opportunities.

4. **Remarks**:
   a. EO M407.01 (Identify Phase Three Training Opportunities) shall be conducted at the beginning of the training year.
   b. EO M407.02 (Identify Year Three CSTC Training Opportunities) shall be conducted prior to the CSTC application deadline.

5. **Complementary Material**:
   a. Complementary material associated with PO 407 is designed to enhance the cadet's knowledge of serving in a sea cadet corps through EO C407.01 (Prepare for a Merit Review Board).
   b. Some complementary training offered in previous phases may be conducted as complementary training in Phase Four, specifically:
      (1) EO C307.01 (Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit [RCSU]),
      (2) EO C307.02 (Participate in a Presentation Given by the Cadet Liaison Officer [CLO]), and
      (3) EO C307.03 (Participate in a Presentation Given by a Guest Speaker from the Navy League of Canada [NLC]).
   c. When selecting complementary training from previous phases, training staff will review the applicable performance objective and lesson specification.
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EO M407.01 – IDENTIFY PHASE FOUR TRAINING OPPORTUNITIES

1. **Performance**: Identify Phase Four Training Opportunities

2. **Conditions**:
   a. **Given**:
      1. Handout of performance objectives (POs) and enabling objectives (EOs) of Phase Four training opportunities,
      2. Supervision, and
      3. Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall:
   a. **identify Phase Four mandatory training**, to include:
      1. common training, and
      2. sea elemental training;
   b. **identify Phase Four complementary training**; and
   c. **discuss leadership appointment opportunities**.
4. Teaching Points:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
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<tbody>
<tr>
<td>TP1</td>
<td>Conduct an in-class activity to identify Phase Four mandatory training opportunities, to include:</td>
<td>In-Class Activity</td>
<td>10 min</td>
<td>A0-096</td>
</tr>
<tr>
<td></td>
<td>a. training common to the sea, army, and air elements of the CCO, to include:</td>
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<td>A1-066</td>
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<td></td>
<td>(1) citizenship,</td>
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<td>(2) community service,</td>
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<td>(3) leadership,</td>
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<td>(4) personal fitness and healthy living,</td>
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<td>(5) recreational sports,</td>
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<td>(6) air rifle marksmanship,</td>
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<td>(7) general cadet knowledge,</td>
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<td>(8) drill,</td>
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<td>(9) instructional techniques, and</td>
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<td>(10) biathlon; and</td>
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<td>b. sea elemental training, to include:</td>
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<td>(1) Canadian Navy and maritime community,</td>
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<td>(2) ship's operations,</td>
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<td></td>
<td>(3) sailing, and</td>
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<td>(4) seamanship inter-divisional competition.</td>
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<tr>
<td>TP2</td>
<td>Identify Phase Four complementary training opportunities.</td>
<td>Interactive Lecture</td>
<td>10 min</td>
<td>See Remarks para. 11</td>
</tr>
<tr>
<td>TP3</td>
<td>Discuss leadership appointment opportunities at the corps.</td>
<td>Group Discussion</td>
<td>5 min</td>
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</tbody>
</table>

5. Time:

a. Introduction / Conclusion: 5 min
b. In-Class Activity: 10 min
c. Interactive Lecture: 10 min
d. Group Discussion: 5 min
e. Total: 30 min
6. **Substantiation:**
   a. An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest among the cadets.
   b. An interactive lecture was chosen for TP 2 to orient the cadets to and generate interest in Phase Four complementary training opportunities.
   c. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about leadership appointments at the corps.

7. **References:**

8. **Training Aids:**
   a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
   b. Handouts of the POs and EOs for Phase Four training, and
   c. Tape.

9. **Learning Aids**: Handout of the POs and EOs for Phase Four training.
10. **Test Details:** Nil.

11. **Remarks:**
   
a. For Phase Four complementary training opportunities in TP 2, refer to the corps annual training plan.

b. This EO should be scheduled as early as possible in the training year. See the sample schedule located at Chapter 2, Annex C.
EO M407.02 – IDENTIFY YEAR FOUR CADET SUMMER TRAINING CENTRE (CSTC) TRAINING OPPORTUNITIES

1. **Performance**: Identify Year Four Cadet Summer Training Centre (CSTC) Training Opportunities

2. **Conditions**:
   a. **Given**:
      (1) Supervision, and
      (2) Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall identify year four CSTC training opportunities, to include:
   a. specialty areas,
   b. courses within each specialty area,
   c. prerequisites for the course within each specialty area, and
   d. staff cadet employment opportunities.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
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</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Conduct a group discussion where the cadets will review specialty areas for year four CSTC training, to include:</td>
<td>Group Discussion</td>
<td>5 min</td>
<td>A0-033</td>
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<tr>
<td></td>
<td>a. air rifle marksmanship,</td>
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<td></td>
<td>b. fitness and sports,</td>
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<td></td>
<td>c. music,</td>
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<td></td>
<td>d. sail,</td>
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<td>e. seamanship,</td>
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<td>f. drill and ceremonial</td>
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<tr>
<td>TP2</td>
<td>Describe year four CSTC courses, to include:</td>
<td>Interactive Lecture</td>
<td>10 min</td>
<td>A0-033</td>
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<tr>
<td></td>
<td>a. common courses:</td>
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<tr>
<td></td>
<td>(1) Air Rifle Marksmanship Instructor,</td>
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<td></td>
<td>(2) Fitness and Sports Instructor, and</td>
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<td>(3) Military Band–Intermediate Musician and Advanced Musician; and</td>
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<td>b. elemental courses:</td>
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<td>(1) Intermediate Sail,</td>
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<td>(2) Sail Coach,</td>
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<td>(3) Ship’s Boat Operator,</td>
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<td>(4) Chief Boatswain’s Mate,</td>
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<td>(5) Drill and Ceremonial Instructor.</td>
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<table>
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<tbody>
<tr>
<td>TP3</td>
<td>Describe staff cadet employment opportunities.</td>
<td>Interactive Lecture</td>
<td>10 min</td>
<td></td>
</tr>
</tbody>
</table>

5. **Time:**

   a. Introduction / Conclusion: 5 min
   b. Group Discussion: 5 min
   c. Interactive Lecture: 20 min
   d. Total: 30 min

6. **Substantiation:**

   a. A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their experiences, opinions and feelings about year four CSTC training opportunities.
   b. An interactive lecture was chosen for TPs 2 and 3 to orient the cadets to year four CSTC training opportunities and to generate interest in staff cadet employment.

7. **References:**


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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

   a. This EO must be conducted before the summer training application deadline.
   b. It is recommended that the summer training application forms be completed during a training session after this EO has been conducted.
EO C407.01 – PREPARE FOR A MERIT REVIEW BOARD

1. **Performance:** Prepare for a Merit Review Board

2. **Conditions:**
   a. **Given:**
      (1) Supervision, and
      (2) Assistance as required.
   b. **Denied:** Nil.
   c. **Environmental:** Classroom or training area large enough to accommodate the entire group.

3. **Standard:** The cadet shall:
   a. identify occasions for a merit review board; and
   b. prepare for a merit review board, by:
      (1) completing tasks, as requested by the merit review board chair;
      (2) preparing a uniform;
      (3) identifying where and when the merit review board will be conducted; and
      (4) reviewing for possible interview questions.

4. **Teaching Points:**

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<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
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</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Identify occasions for a merit review board, to include:</td>
<td>Interactive Lecture</td>
<td>5 min</td>
<td>A1-003</td>
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<tr>
<td></td>
<td>a. promotion requirements for:</td>
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<td>A0-126</td>
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<tr>
<td></td>
<td>(1) Chief Petty Officer Second Class, and</td>
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<td>C0-416</td>
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<td></td>
<td>(2) Chief Petty Officer First Class; and</td>
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<td>b. other possible occasions, to include:</td>
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<td></td>
<td>(1) awards,</td>
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<td>(2) scholarships,</td>
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<td>(3) senior appointments within the corps (eg, coxswain),</td>
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<td>(4) Cadet Summer Training Centre (CSTC) training opportunities, and</td>
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<td>(5) staff appointments at a CSTC.</td>
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<td>TP</td>
<td>Description</td>
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<tr>
<td>TP2</td>
<td>Describe:</td>
<td>Interactive Lecture</td>
<td>20 min</td>
<td>A1-003 A0-126</td>
</tr>
<tr>
<td></td>
<td>a. the merit review board process;</td>
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<tr>
<td></td>
<td>b. how to prepare for a merit review board for promotion; and</td>
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<td></td>
<td>c. tips for a successful interview.</td>
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<td></td>
<td>Note: The cadets will be given scenarios to prepare for a merit review board at the end of this TP.</td>
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<tr>
<td>TP3</td>
<td>Have the cadets participate in a practice merit review board based on the scenario given.</td>
<td>Role-Play</td>
<td>55 min</td>
<td>A0-126</td>
</tr>
</tbody>
</table>

5. **Time:**

   a. Introduction / Conclusion: 10 min
   b. Interactive Lecture: 25 min
   c. Role-Play: 55 min
   d. Total: 90 min

6. **Substantiation:**

   a. An interactive lecture was chosen for TPs 1–2 to introduce merit review boards and to summarize the teaching points.
   b. A role-play was chosen for TP 3 as it motivates the cadets to become more actively involved in preparing for a merit review board, which is explained in a realistic setting. The cadets must consider the situation and the goal they wish to achieve in the role-play.

7. **References:**


8. **Training Aids:**

   a. Presentation aids (e.g., whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area; and

   b. Scenarios for merit review boards.

9. **Learning Aids:** Scenario for a merit review board.
10. **Test Details:** Nil.

11. **Remarks:**
   
a. The cadets will be given scenarios to prepare for a merit review board at the end of TP 2.

b. When scheduling this lesson, allow at least two weeks between TPs 2 and 3.
SECTION 10

PO 408 – COMMAND A PLATOON ON PARADE

1. **Performance**: Command a Platoon on Parade

2. **Conditions**:
   a. **Given**:
      (1) Parade sequence aide mémoire, and
      (2) Supervision.
   b. **Denied**: Assistance.
   c. **Environmental**: Drill hall or outdoor parade square in favourable weather.

3. **Standard**: IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet will command a platoon on parade, to include:
   a. executing correct and sharp drill movements;
   b. following a parade sequence;
   c. delivering words of command by:
      (1) applying vocal techniques; and
      (2) using the following parts of the command:
         (a) cautionary, and
         (b) executive; and
      (3) calling on the correct foot;
   d. demonstrating confidence; and
   e. correcting errors as required.

4. **Remarks**: Nil.

5. **Complementary Material**:
   a. Complementary material associated with PO 408 is designed to provide a historical background about drill as well as allow additional opportunities for cadet corps with an interest in drill to develop the cadets' skills in this area, specifically:
      (1) EO C408.01 (Discuss the History of Drill), and
      (2) EO C408.02 (View a Re-Enactment that Demonstrates the History of Drill).
b. Some complementary training offered in previous star levels may be selected as complementary training in the Phase Four Program, specifically:

(1) EO C308.01 (Execute Flag Party Drill),

(2) EO C308.02 (Deliver Words of Command),

(3) EO C208.01 (Practice Ceremonial Drill as a Review), and

(4) EO C208.02 (Execute Drill With Arms).

c. When selecting complementary material from previous star levels, training staff will review the applicable performance objective, lesson specification and instructional guide.
EO M408.01 – DISCUSS COMMANDING A DIVISION ON PARADE

1. **Performance**: Discuss Commanding a Division on Parade

2. **Conditions**:
   a. **Given**: (1) Supervision, and (2) Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet, as a member of a group, shall discuss commanding a division on parade, to include:
   a. communicating effectively;
   b. executing sharp personal drill;
   c. maintaining dress IAW dress instructions;
   d. exhibiting a positive attitude; and
   e. conducting oneself in an appropriate manner.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Discuss commanding a division on parade, to include:</td>
<td>Group Discussion</td>
<td>25 min</td>
<td>A0-002 (p. 1-1-1, pp. 1-1-3 to 1-1-8)</td>
</tr>
<tr>
<td></td>
<td>a. communicating effectively;</td>
<td></td>
<td></td>
<td>A1-003</td>
</tr>
<tr>
<td></td>
<td>b. executing sharp personal drill;</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>c. maintaining dress IAW dress instructions;</td>
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<td></td>
<td>d. exhibiting a positive attitude; and</td>
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<tr>
<td></td>
<td>e. conducting oneself in an appropriate manner.</td>
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</tbody>
</table>

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

6. **Substantiation**: A group discussion was chosen for this lesson as it allows the cadet to interact with their peers and share their knowledge and opinions about commanding a division on parade. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.
7. **References:**

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.
EO M408.02 – IDENTIFY PARADE SEQUENCE

1. Performance: Identify Parade Sequence

2. Conditions:
   a. Given:
      (1) Supervision, and
      (2) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. Standard: The cadet shall identify the sequence of the following parades:
   a. parade night, and
   b. annual ceremonial review (ACR).

4. Teaching Points:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Discuss the roles of the following parades within the Cadet Program:</td>
<td>Interactive Lecture</td>
<td>5 min</td>
<td>A0-002 (p. 1-2-7, p. 2-6, pp. 11-1-2 to 11-1-3, p. 11-2-10, pp. 12-1-1 to 12-1-2)</td>
</tr>
<tr>
<td></td>
<td>a. parade night,</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>b. ACR,</td>
<td></td>
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<tr>
<td></td>
<td>c. Remembrance Day, and</td>
<td></td>
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<tr>
<td></td>
<td>d. special ceremonial parades.</td>
<td></td>
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<tr>
<td>TP2</td>
<td>Describe the parade night sequence, to include:</td>
<td>Interactive Lecture</td>
<td>10 min</td>
<td>A0-002 (pp. 2-1 to 2-26, pp. 2-10 to 2-29, pp. 3-1 to 3-9, pp. 3-15 to 3-19, pp. 3-24 to 3-26, pp. 3-29 to 3-32, pp. 7-1-1 to 8-7-4)</td>
</tr>
<tr>
<td></td>
<td>a. opening parade, to include:</td>
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<tr>
<td></td>
<td>(1) forming up;</td>
<td></td>
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<td></td>
<td>(2) calling the roll;</td>
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<td></td>
<td>(3) inspecting;</td>
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<td></td>
<td>(4) marching past;</td>
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<td></td>
<td>(5) making announcements; and</td>
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<td></td>
<td>(6) dismissing; and</td>
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<td></td>
<td>b. closing parade, to include:</td>
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<tr>
<td></td>
<td>(1) forming up;</td>
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<tr>
<td></td>
<td>(2) making announcements; and</td>
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<td></td>
<td>(3) advancing in review order; and</td>
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<td></td>
<td>(4) dismissing.</td>
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<tr>
<td>TP</td>
<td>Description</td>
<td>Method</td>
<td>Time</td>
<td>Refs</td>
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<tr>
<td>TP3</td>
<td>Describe the ACR sequence, to include:</td>
<td>Interactive</td>
<td>10 min</td>
<td>A0-002 (pp. 7-1-1 to 8-7-4, p. 9-2-1)</td>
</tr>
<tr>
<td></td>
<td>a. form up;</td>
<td>Lecture</td>
<td></td>
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<tr>
<td></td>
<td>b. reception of the reviewing officer (RO);</td>
<td></td>
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<tr>
<td></td>
<td>c. inspection by the RO;</td>
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<tr>
<td></td>
<td>d. march past;</td>
<td></td>
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<td></td>
<td>e. awards and presentations;</td>
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<td></td>
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<td></td>
<td>f. address by the RO;</td>
<td></td>
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<td></td>
<td>g. advance in review order;</td>
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<td></td>
<td>h. departure of the RO; and</td>
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<tr>
<td></td>
<td>i. dismissal.</td>
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</tbody>
</table>

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadet to the parade sequences of a parade night and an ACR.


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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.
EO M408.03 – COMMAND A SQUAD

1. **Performance**: Command a Squad

2. **Conditions**:
   a. **Given**:
      (1) Parade sequence aide mémoire card,
      (2) Supervision, and
      (3) Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Drill hall or outdoor parade square in favourable weather.

3. **Standard**: The cadet shall command a squad, to include:
   a. assuming proper command position;
   b. delivering words of command by:
      (1) applying vocal techniques;
      (2) using the following parts of the command:
         (a) cautionary, and
         (b) executive;
      (3) calling on the correct foot; and
   c. paying compliments, as required.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Explain, demonstrate and have the cadets command a squad, to include:</td>
<td>Demonstration and Performance</td>
<td>25 min</td>
<td>A0-002 (pp. 7-2-1 to 7-2-9, pp. 7-3-2 to 7-3-38, p. 7-4-10, p. 7-4-17, p. 7-4-22, p. 9-2-4, pp. 9-2-9 to 9-2-10)</td>
</tr>
<tr>
<td>a.</td>
<td>falling in;</td>
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<tr>
<td>b.</td>
<td>greeting the Reviewing Officer (RO) to complete the inspection;</td>
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<tr>
<td>c.</td>
<td>leading the squad on the march past; and</td>
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<td></td>
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</tr>
<tr>
<td>d.</td>
<td>falling out.</td>
<td></td>
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</tbody>
</table>

5. **Time**:
   a. **Introduction / Conclusion**: 5 min
   b. **Demonstration and Performance**: 25 min
   c. **Total**: 30 min
6. **Substantiation**: A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill of commanding a squad while providing an opportunity for the cadet to practice the skill under supervision.


8. **Training Aids**: Parade Sequence Aide-Mémoire Card.

9. **Learning Aids**: Parade Sequence Aide-Mémoire Card.

10. **Test Details**: This EO is assessed IAW Chapter 3, Annex B, 408 PC.

11. **Remarks**: Where there are a large number of cadets, divide the group into two or three squads and rotate the cadets through as commanders.
EO M408.04 – INSPECT A CADET ON PARADE

1. **Performance**: Inspect a Cadet on Parade

2. **Conditions**:
   a. **Given**:
      (1) Supervision, and
      (2) Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Drill hall or outdoor parade square in favourable weather.

3. **Standard**: The cadet shall inspect a cadet on parade, to include:
   a. evaluating dress; and
   b. correcting errors.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Conduct an activity where the cadets will, in groups of three, identify the correct way of wearing the cadet uniform by referring to elemental cadet dress instructions, to include:</td>
<td>In-Class Activity</td>
<td>15 min</td>
<td>A1-003</td>
</tr>
<tr>
<td></td>
<td>a. headdress;</td>
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<td></td>
<td>b. clothes on the upper body;</td>
<td></td>
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<tr>
<td></td>
<td>c. clothes on the lower body;</td>
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<tr>
<td></td>
<td>d. footwear; and</td>
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<tr>
<td></td>
<td>e. overall personal appearance.</td>
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<tr>
<td>TP2</td>
<td>Explain, demonstrate and have the cadets perform an individual inspection, to include:</td>
<td>Demonstration and Performance</td>
<td>35 min</td>
<td>A0-002 (p. 1-1-12, p. 7-3-17)</td>
</tr>
<tr>
<td></td>
<td>a. inspecting the front of a cadet from head to toe;</td>
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<tr>
<td></td>
<td>b. inspecting the back of a cadet from head to toe; and</td>
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<tr>
<td></td>
<td>c. correcting errors verbally.</td>
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</table>

5. **Time**:
   a. Introduction / Conclusion: 10 min
   b. In-Class Activity: 15 min
   c. Demonstration and Performance: 35 min
   d. Total: 60 min
6. **Substantiation:**
   a. An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest and confirm comprehension of elemental dress instructions.
   b. A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate the skill of inspecting a cadet on parade while providing an opportunity for the cadet to practice the skill under supervision.

7. **References:**

8. **Training Aids:**
   a. A-CR-005-001/AG-001, and
   b. Dress Instructions Activity Answer Sheet.

9. **Learning Aids:**
   a. A-CR-005-001/AG-001,
   b. Dress Instructions Activity Worksheet, and
   c. Pens / pencils.

10. **Test Details:** Nil.

11. **Remarks:** Nil.
EO C408.01 – DISCUSS THE HISTORY OF DRILL

1. **Performance**: Discuss the History of Drill

2. **Conditions**:  
   a. **Given**:  
      (1) Supervision, and  
      (2) Assistance as required.  
   b. **Denied**: Nil.  
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall discuss the history of drill, to include:  
   a. origins of drill,  
   b. purposes of drill on the battlefield,  
   c. evolution of drill procedures, and  
   d. variance of drill between the three services before unification.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
</table>
| TP1 | Discuss the origins of drill, to include:  
      a. Romans,  
      b. Greeks and Spartans, and  
      c. Chinese. | Interactive Lecture | 10 min| A0-002 (pp. 1-1-1 to 1-1-2)  
      C2-249 (pp. 102–121) |
| TP2 | Discuss the evolution of drill movements, to include:  
      a. Swiss,  
      b. Dutch,  
      c. Germans,  
      d. British, to include:  
      (1) march,  
      (2) quick march,  
      (3) wheeling step, and  
      (4) double march; and  
      e. Canadian, to include:  
      (1) Royal Canadian Navy,  
      (2) Canadian Army, and  
      (3) Royal Canadian Air Force. | Interactive Lecture | 15 min| A0-002 (p. 1-1-2)  
      C2-249 (pp. 127–145) |
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 history of drill and generate interest.

7. **References:**

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.
EO C408.02 – VIEW A RE-ENACTMENT THAT DEMONSTRATES THE HISTORY OF DRILL

1. **Performance**: View a Re-Enactment That Demonstrates the History of Drill

2. **Conditions**:
   a. **Given**:
      (1) Re-enactment demonstrating the history of drill (live performance or video),
      (2) Supervision, and
      (3) Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall:
   a. view a re-enactment that demonstrates the history of drill; and
   b. participate in a group discussion comparing past military drill to current military drill.

4. **Teaching Points**: This EO offers an opportunity for the cadet to view and discuss a re-enactment that demonstrates the history of drill. This lesson shall be structured as follows:
   a. Brief the cadet, prior to the re-enactment, on the relevance of the history of drill, to include:
      (1) the purpose of drill on the battlefield; and
      (2) the evolution of drill throughout the years.
   b. View a re-enactment that demonstrates the history of drill.
   c. Conduct a group discussion in which the cadets discuss:
      (1) what they learned from the re-enactment;
      (2) what they felt was the most interesting aspect; and
      (3) what they found was different compared to drill today.

5. **Time**:
   a. Introduction / Conclusion: 10 min
   b. In-Class Activity / Field Trip: 60 min
   c. Group Discussion: 20 min
   d. Total: 90 min

6. **Substantiation**: An in-class activity / field trip was chosen as it is an interactive way to stimulate interest in the history of drill.

7. **References**: Nil.

8. **Training Aids**:
   a. TV, as required, and
   b. DVD or VCR, as required.
9. **Learning Aids**: Nil.

10. **Test Details**: Nil.

11. **Remarks**:

   a. The historical drill re-enactment chosen can be an in-class activity (video or DVD) or a field trip (live performance).

   b. There is no instructional guide provided for this EO.
SECTION 11

PO 409 – INSTRUCT A LESSON

1. **Performance**: Instruct a Lesson

2. **Conditions**:
   
   a. **Given**:
      
      (1) A lesson specification,
      
      (2) An instructional guide, and
      
      (3) Supervision.
   
   b. **Denied**: Assistance.
   
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet will instruct a 30-minute lesson by:
   
   a. preparing the lesson;
   
   b. introducing the lesson;
   
   c. presenting the content of the lesson;
   
   d. confirming the knowledge / skills learned during the lesson; and
   
   e. concluding the lesson.

4. **Remarks**:
   
   a. The lessons assigned will be chosen from the Phase One or Two Corps program.
   
   b. It is recommended that this PO be conducted early in the training year to allow time for the cadets to instruct their assigned lessons to Phase One or Two cadets.

5. **Complementary Material**:
   
   a. Complementary material associated with PO 409 is designed to enhance the cadet's ability to instruct a lesson through a number of activities:
      
      (1) EO C409.01 (Plan a Lesson),
      
      (2) EO C409.02 (Instruct a 30-Minute Lesson),
      
      (3) EO C409.03 (Act as an Assistant Instructor),
      
      (4) EO C409.04 (Participate in a Creative Lesson Planning Workshop),
      
      (5) EO C409.05 (Act as an Assistant Drill Instructor), and
      
      (6) EO C409.06 (Instruct a 30-Minute Drill Lesson)
b. Some complementary material offered in previous phases may be conducted as complementary training in Phase Four, specifically:

(1) EO C309.04 (Identify Formations for Drill Instruction),

(2) EO C309.05 (Plan a Drill Lesson), and

(3) EO C309.06 (Instruct a 15-Minute Drill Lesson).

c. When selecting complementary training from previous phases, training staff will review the applicable performance objective, lesson specification and instructional guide.
EO M409.01 – IDENTIFY METHODS OF INSTRUCTION

1. **Performance:** Identify Methods of Instruction

2. **Conditions:**
   a. **Given:**
      (1) Supervision, and
      (2) Assistance as required.
   b. **Denied:** Nil.
   c. **Environmental:** Classroom or training area large enough to accommodate the entire group.

3. **Standard:** The cadet shall:
   a. identify the following methods of instruction:
      (1) group discussion,
      (2) guided discussion,
      (3) role-play,
      (4) experiential learning,
      (5) problem-based learning, and
      (6) case study; and
   b. select an appropriate method of instruction for a given topic.

4. **Teaching Points:**

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Conduct an activity where the cadets will review methods of instruction, to include:</td>
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<tr>
<td></td>
<td>a. interactive lecture,</td>
<td>In-Class Activity</td>
<td>10 min</td>
<td>A0-055 (pp. 17–22)</td>
</tr>
<tr>
<td></td>
<td>b. demonstration and performance,</td>
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<td></td>
<td>c. in-class activity,</td>
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<td></td>
<td>d. practical activity,</td>
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<td></td>
<td>e. game, and</td>
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<td>f. field trip.</td>
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<tr>
<td>TP2</td>
<td>Conduct an activity where the cadets will describe methods of instruction, to include:</td>
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</tr>
<tr>
<td></td>
<td>a. group discussion,</td>
<td>In-Class Activity</td>
<td>20 min</td>
<td>A0-055 (p. 16, p. 19, p. 21)</td>
</tr>
<tr>
<td></td>
<td>b. guided discussion,</td>
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<td></td>
<td>A0-123 (pp. 5–17)</td>
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<tr>
<td></td>
<td>c. role-play,</td>
<td></td>
<td></td>
<td>C0-379</td>
</tr>
<tr>
<td></td>
<td>d. experiential learning,</td>
<td></td>
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<tr>
<td></td>
<td>e. problem-based learning,</td>
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<td></td>
<td>f. case study.</td>
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</tbody>
</table>
### TP3

**Description:**
Conduct a group discussion on the application of methods of instruction, to include:

- a. interactive lecture,
- b. demonstration and performance,
- c. in-class activity,
- d. practical activity,
- e. game,
- f. field trip,
- g. group discussion,
- h. guided discussion,
- i. role-play,
- j. experiential learning,
- k. problem-based learning, and
- l. case study

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP3</td>
<td>Conduct a group discussion on the application of methods of instruction, to include:</td>
<td>Group Discussion</td>
<td>20 min</td>
<td>A0-055 (pp. 17–22)</td>
</tr>
</tbody>
</table>

#### 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 TPs 1 and 2 as it is an interactive way to review previously learned material and confirm the cadets’ comprehension of new methods of instruction.
- b. A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the application of various methods of instruction.

#### 7. References:


#### 8. Training Aids:

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Teaching = learning handouts,
- c. Methods of instruction worksheets,
- d. Methods of instruction puzzles,
e. Methods of instruction guides,

f. Methods of instruction information sheets,

g. Methods worksheets,

h. Method madness handouts,

i. Envelopes,

j. Binders

k. Markers,

l. Pens / pencils,

m. Tape, and

n. Stopwatch.

9. **Learning Aids:**

   a. Teaching = learning handouts,

   b. Methods of instruction worksheets,

   c. Methods of instruction puzzles,

   d. Methods of instruction information sheets,

   e. Methods worksheets, and

   f. Method madness handouts.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks:** Nil.
EO M409.02 – IDENTIFY ELEMENTS OF A POSITIVE LEARNING ENVIRONMENT

1. **Performance**: Identify Elements of a Positive Learning Environment

2. **Conditions**:
   a. **Given**:
      1. Supervision, and
      2. Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall identify elements of a positive learning environment, to include:
   a. physical and emotional safety;
   b. stress management; and
   c. classroom / training area management.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Describe the importance of a physically and emotionally safe learning environment.</td>
<td>Interactive Lecture</td>
<td>15 min</td>
<td>A0-118 (p. 5, p. 7, p. D 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C0-376 (p. 39, p. 103)</td>
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<td></td>
<td>C0-383</td>
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<td>C0-385</td>
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<td></td>
<td></td>
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<td>A0-055 (pp. 44–47)</td>
</tr>
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<td></td>
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<td></td>
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<td>A0-118 (p. 12, p. L 1)</td>
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<td></td>
<td></td>
<td>C0-191 (p. 293, p. 294, p. 300, p.301)</td>
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<td>C0-375</td>
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<td></td>
<td></td>
<td>C0-380 (pp. 8.14–8.16, p. 4.4)</td>
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<td>C0-191</td>
</tr>
<tr>
<td>TP2</td>
<td>Conduct a group discussion on stress management techniques, to include:</td>
<td>Group Discussion</td>
<td>15 min</td>
<td>A0-055 (pp. 44–47)</td>
</tr>
<tr>
<td></td>
<td>a. creating positive stress to encourage learning; and</td>
<td></td>
<td></td>
<td>A0-118 (p. 12, p. L 1)</td>
</tr>
<tr>
<td></td>
<td>b. controlling negative stress by:</td>
<td></td>
<td></td>
<td>C0-191 (p. 293, p. 294, p. 300, p.301)</td>
</tr>
<tr>
<td></td>
<td>(1) informing cadets of expectations;</td>
<td></td>
<td></td>
<td>C0-375</td>
</tr>
<tr>
<td></td>
<td>(2) providing necessary resources;</td>
<td></td>
<td></td>
<td>C0-380 (pp. 8.14–8.16, p. 4.4)</td>
</tr>
<tr>
<td></td>
<td>(3) providing adequate time to accomplish tasks;</td>
<td></td>
<td></td>
<td>C0-191</td>
</tr>
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<td></td>
<td>(4) incorporating physical activity;</td>
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<td></td>
<td>(5) providing time to process information;</td>
<td></td>
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<td></td>
<td>(6) practicing relaxation techniques.</td>
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</tbody>
</table>
TP3 | Identify classroom / training area management techniques, to include:
<table>
<thead>
<tr>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>attention signals;</td>
<td>Interactive Lecture</td>
<td>20 min</td>
</tr>
<tr>
<td>b.</td>
<td>correcting behaviour;</td>
<td></td>
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<td>c.</td>
<td>providing positive reinforcement;</td>
<td></td>
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<tr>
<td>d.</td>
<td>engaging the learner; and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>managing distractions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Time:

   a. Introduction / Conclusion: 10 min
   b. Interactive Lecture: 35 min
   c. Group Discussion: 15 min
   d. Total: 60 min

6. Substantiation:

   a. An interactive lecture was chosen for TPs 1 and 3 to provoke thought and stimulate the cadet's interest in the importance of a physically and emotionally safe learning environment and a well-managed classroom / training area.
   b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about stress management.

7. References:


8. **Training Aids:**
   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
   b. Relaxation exercise handouts,
   c. Create a positive learning environment crossword puzzles, and
   d. Create a positive learning environment crossword puzzle answer key.

9. **Learning Aids:**
   a. Relaxation exercise handouts, and
   b. Create a positive learning environment crossword puzzles.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks:** Nil.
EO M409.03 – DESCRIBE LEARNER NEEDS

1. **Performance**: Describe Learner Needs

2. **Conditions**:
   a. Given:
      (1) Supervision, and
      (2) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall describe:
   a. the importance of:
      (1) relevant and meaningful material, and
      (2) information processing time;
   b. types of learners using:
      (1) developmental periods, and
      (2) learning styles; and
   c. the needs of learners, specific to:
      (1) developmental periods, and
      (2) learning styles.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Describe the importance of:</td>
<td>Interactive Lecture</td>
<td>5 min</td>
<td>A0-118 (p. 10, p. G 1, p. G 2, p. K 1)</td>
</tr>
<tr>
<td></td>
<td>a. making material relevant and meaningful; and</td>
<td></td>
<td></td>
<td>C0-397 (p. 1)</td>
</tr>
<tr>
<td></td>
<td>b. providing information processing time.</td>
<td></td>
<td></td>
<td>C0-398 (p. 31, p. 38)</td>
</tr>
<tr>
<td>TP2</td>
<td>Describe and identify the needs of the developmental periods (DP), to include:</td>
<td>Interactive Lecture</td>
<td>10 min</td>
<td>A0-118 (pp. 5–7, p. 10, p. H 1, p. H 2)</td>
</tr>
<tr>
<td></td>
<td>a. DP 1,</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>b. DP 2, and</td>
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<td></td>
<td>c. DP 3.</td>
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<tr>
<td>TP</td>
<td>Description</td>
<td>Method</td>
<td>Time</td>
<td>Refs</td>
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</tr>
<tr>
<td>TP3</td>
<td>Conduct an activity where the cadets will describe and identify the needs of</td>
<td>In-Class Activity</td>
<td>20 min</td>
<td>A0-118 (pp. 5–7, p. 10,</td>
</tr>
<tr>
<td></td>
<td>the different learning styles, to include:</td>
<td></td>
<td></td>
<td>p. G 1, p. G 2, p. H 1, p.</td>
</tr>
<tr>
<td></td>
<td>a. visual,</td>
<td></td>
<td></td>
<td>H 2, p. K 1)</td>
</tr>
<tr>
<td></td>
<td>b. kinaesthetic,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. auditory.</td>
<td></td>
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<tr>
<td>TP4</td>
<td>Conduct an activity where the cadets will describe how to structure a</td>
<td>In-Class Activity</td>
<td>15 min</td>
<td>A0-118 (p. 10, p. G 1,</td>
</tr>
<tr>
<td></td>
<td>lesson to meet the needs of the different types of learners.</td>
<td></td>
<td></td>
<td>p. G 2, p. K 1)</td>
</tr>
</tbody>
</table>

5. **Time:**

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

6. **Substantiation:**

   a. An interactive lecture was chosen for TPs 1 and 2 to introduce, provoke thought and stimulate the cadet’s interest in learner needs.
   b. An in-class activity was chosen for TPs 3 and 4 as it is an interactive way to provoke thought and stimulate interest in the different types of learners and how to meet their needs.

7. **References:**


8. **Training Aids:**

   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
   b. Tiger comic slide,
   c. Learning pyramid handouts,
   d. Developmental periods confirmation strips,
   e. Learning styles information sheets,
   f. Learning styles surveys,
   g. Instructions to make a jumping frog,
   h. Instructions to make a triangle box,
   i. Schoolies comic strip,
j. Instructor tips for learning styles worksheets,
k. Instructor tips for learning styles answer key,
l. Activities in Developmental Periods worksheets, and
m. Activities in Developmental Periods answer key.
n. Markers,
o. Pens / pencils,
p. Letter size paper,
q. Square sized sticky notes (eg, size 3 inches by 3 inches),
r. Sticky notes–4 inches by 6 inches, and
s. Stopwatch.

9. **Learning Aids:**
   a. Learning pyramid handouts,
   b. Learning styles information sheets,
   c. Learning styles surveys,
   d. Instructor tips for learning styles worksheets,
   e. Activities in Developmental Periods worksheets, and
   f. Letter size paper,
   g. Square sized sticky notes (eg, size 3 inches by 3 inches), and
   h. Sticky notes–4 inches by 6 inches.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks:** Nil.
EO M409.04 – EXPLAIN ASSESSMENT

1. **Performance**: Explain Assessment

2. **Conditions**:
   a. **Given**:
      (1) Supervision, and
      (2) Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall explain assessment, to include:
   a. types of assessment, and
   b. assessment instructions and instruments.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Explain types of assessment, to include:</td>
<td>Interactive</td>
<td>10 min</td>
<td>A0-124 (p. 3-1, p. 3-2)</td>
</tr>
<tr>
<td></td>
<td>a. assessment of learning, and</td>
<td>Lecture</td>
<td></td>
<td>C0-376 (pp. 21–28)</td>
</tr>
<tr>
<td></td>
<td>b. assessment for learning.</td>
<td></td>
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</tr>
<tr>
<td>TP2</td>
<td>Describe assessment instructions and instruments.</td>
<td>Interactive</td>
<td>15 min</td>
<td>A0-124 (p. 3-3, p. 3-4, pp. 3B-1 to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td></td>
<td>3B-3, pp. 3B1-4 to 3B1-12)</td>
</tr>
</tbody>
</table>

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 as a way to introduce the cadets to assessment types, instructions and instruments, provoke thought and stimulate interest among cadets.

7. **References**:
8. **Training Aids:**
   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and
   b. Assessment handouts.

9. **Learning Aids:** Assessment handouts.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks:** Nil.
EO M409.05 – INSTRUCT A 30-MINUTE LESSON

1. **Performance**: Instruct a 30-Minute Lesson

2. **Conditions**:
   a. Given:
      1. A lesson specification,
      2. An instructional guide, and
      3. Supervision.
   b. Denied: Assistance.
   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall instruct a 30-minute lesson by:
   a. preparing the lesson;
   b. introducing the lesson;
   c. presenting the content of the lesson;
   d. confirming the knowledge / skills learned during the lesson; and
   e. concluding the lesson.

4. **Teaching Points**: Have the cadets instruct a 30-minute lesson by:
   a. preparing the lesson;
   b. introducing the lesson;
   c. presenting the content of the lesson;
   d. confirming the knowledge / skills learned during the lesson; and
   e. concluding the lesson.

5. **Time**:
   a. Introduction / Conclusion: 5 min
   b. Practical Activity: 85 min
   c. Total: 90 min

6. **Substantiation**: A practical activity was chosen for this lesson as it is an interactive way for cadets to develop instructional skills in a safe and controlled environment.

7. **References**: Nil.

8. **Training Aids**: Instructional Techniques Assessment Form.

9. **Learning Aids**:
   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and
   b. Instructional Techniques Assessment Form.
10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 409 PC.

11. **Remarks:**
   
a. There is no instructional guide for this EO.

b. Additional instructions regarding the conduct and assessment of this EO are located in Chapter 3, Annex B, 409 PC.

c. The cadets shall instruct Phase One or Phase Two cadets during a regular training session.

d. The course officer shall communicate with the training officer to:
   
   (1) place the Phase Four cadets into the instructor schedule;

   (2) ensure the cadets are assigned a lesson at least one week prior to conducting this EO, to include:
      
      (a) a lesson specification, and

      (b) an instructional guide; and

   (3) adjust the period allocation for this EO if all three periods are not required for each Phase Four cadet to instruct a 30-minute lesson.

e. Time for lesson planning for this EO is available in EO C409.01 (Plan a Lesson), should the course officer deem it necessary.

f. Additional time for this EO is available in EO C409.02 (Instruct a 30-Minute Lesson).
EO C409.01 – PLAN A LESSON

1. **Performance**: Plan a Lesson

2. **Conditions**:
   a. **Given**:
      (1) A lesson specification,
      (2) An instructional guide, and
      (3) Supervision.
   b. **Denied**: Assistance.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall:
   a. research lesson content; and
   b. develop a lesson plan.

4. **Teaching Points**: Supervise and provide assistance while the cadets plan a lesson.

5. **Time**:
   a. **Introduction / Conclusion**: 10 min
   b. **Practical Activity**: 50 min
   c. **Total**: 60 min

6. **Substantiation**: A practical activity was chosen to allow the cadets to plan a lesson in a structured and controlled environment. This activity contributes to the development of lesson-planning skills and will serve as preparation for EO M409.05 (Instruct a 30-Minute Lesson).

7. **References**: Nil.

8. **Training Aids**: Nil.

9. **Learning Aids**:
   a. A lesson specification, and
   b. An instructional guide.

10. **Test Details**: Nil.

11. **Remarks**:
    a. This EO may be used as time to plan for EO M409.05 (Instruct a 30-Minute Lesson).
    b. This EO should be scheduled at least one week prior to EO M409.05 (Instruct a 30-Minute Lesson).
    c. There is no instructional guide for this EO.
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EO C409.02 – INSTRUCT A 30-MINUTE LESSON

1. **Performance:** Instruct a 30-Minute Lesson

2. **Conditions:**
   a. **Given:**
      - (1) A lesson specification,
      - (2) An instructional guide, and
      - (3) Supervision.
   b. **Denied:** Assistance.
   c. **Environmental:** Classroom or training area large enough to accommodate the entire group.

3. **Standard:** The cadet shall instruct a 30-minute lesson by:
   a. preparing the lesson;
   b. introducing the lesson;
   c. presenting the content of the lesson;
   d. confirming the knowledge / skills learned during the lesson; and
   e. concluding the lesson.

4. **Teaching Points:** Have the cadets instruct a 30-minute lesson by:
   a. preparing the lesson;
   b. introducing the lesson;
   c. presenting the content of the lesson;
   d. confirming the knowledge / skills learned during the lesson; and
   e. concluding the lesson.

5. **Time:**
   a. Introduction / Conclusion: 5 min
   b. Practical Activity: 85 min
   c. Total: 90 min

6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way for cadets to develop instructional skills in a safe and controlled environment.

7. **References:** Nil.

8. **Training Aids:** Instructional Techniques Assessment Form.

9. **Learning Aids:**
   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and
   b. Instructional Techniques Assessment Form.
10. **Test Details:** Nil.

11. **Remarks:**
   
   a. There is no instructional guide for this EO.
   
   b. This EO may serve as additional time to complete EO M409.05 (Instruct a 30-Minute Lesson) or as additional time for the cadets to practice instruction.
   
   c. The cadets shall instruct Phase One or Phase Two cadets on a regular training session.
   
   d. The course officer shall communicate with the training officer to:
      
      (1) place the Phase Four cadets into the instructor schedule;
      
      (2) ensure the cadets are assigned a lesson at least one week prior to conducting this EO, to include:
         
         (a) a lesson specification, and
         
         (b) an instructional guide; and
      
      (3) the period allocation for this EO may be shortened if all three periods are not required for each Phase Four cadet to instruct a 30-minute lesson.
   
   e. Time for lesson planning for this EO is available in EO C409.01 (Plan a Lesson).
EO C409.03 – ACT AS AN ASSISTANT INSTRUCTOR

1. **Performance**: Act as an Assistant Instructor

2. **Conditions**:
   
a. **Given**:
      (1) Supervision, and
      (2) Assistance as required.

   b. **Denied**: Nil.

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

3. **Standard**: The cadet shall act as an assistant instructor, to include:
   
a. preparing training aids as required;

   b. helping instruct the lesson;

   c. supervising the cadets;

   d. providing assistance as required; and

   e. securing training aids as required.

4. **Teaching Points**: Have the cadets act as assistant instructors in on-the-job training (OJT), to include:
   
a. preparing training aids as required;

   b. helping instruct the lesson;

   c. supervising the cadets;

   d. providing assistance as required; and

   e. securing training aids as required.

5. **Time**:

   OJT: 90 min

6. **Substantiation**: OJT was chosen for this lesson as it allows the cadet to assist instructing a lesson in a safe and controlled environment. The OJT experience provides the cadet a practical application of learned skills in a realistic setting. The cadet reflects on the experience and receives feedback on the
performance, which helps to shape future experiences. The cadet develops a sense of responsibility from the OJT aiding their development as a leader.

7. **References**: Nil.

8. **Training Aids**: Nil.

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

10. **Test Details**: Nil.

11. **Remarks**:
   
a. Prior to this EO, the course officer shall communicate with the training officer to ensure that cadets are paired with a Phase One, Two or Three instructor on a regular training session.

b. A number of factors may exist based on the size of the corps that will not allow for all Phase Four cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C421.01 (Make a Boatswain's Belt) and reversing the schedule for the following training session.

c. During this EO, the instructor shall:
   
   (1) brief the cadet prior to commencing the lesson;
   (2) assign the cadet tasks IAW Paragraph 3;
   (3) monitor the cadet; and
   (4) debrief the cadet at the end of the lesson.
EO C409.04 – PARTICIPATE IN A CREATIVE LESSON-PLANNING WORKSHOP

1. **Performance**: Participate in a Creative Lesson-Planning Workshop

2. **Conditions**:
   a. **Given**:
      1. Supervision, and
      2. Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall participate in a creative lesson-planning workshop.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Conduct an activity where the cadets will define creativity.</td>
<td>In-Class Activity</td>
<td>15 min</td>
<td>C0-387</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>C0-389</td>
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<tr>
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<td></td>
<td>C0-395</td>
</tr>
<tr>
<td>TP2</td>
<td>Have the cadets participate in activities that celebrate and encourage creativity.</td>
<td>In-Class Activity</td>
<td>10 min</td>
<td>C0-375</td>
</tr>
<tr>
<td>TP3</td>
<td>Conduct an activity where the cadets will identify the benefits of a creative lesson.</td>
<td>In-Class Activity</td>
<td>15 min</td>
<td>C0-381</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C0-383</td>
</tr>
<tr>
<td>TP4</td>
<td>Conduct an activity where the cadets will identify the stages of the creative process.</td>
<td>In-Class Activity</td>
<td>20 min</td>
<td>C0-377</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>C0-388</td>
</tr>
<tr>
<td>TP5</td>
<td>Conduct an activity where the cadets will incorporate creativity into the lesson-planning process.</td>
<td>In-Class Activity</td>
<td>20 min</td>
<td>C0-375</td>
</tr>
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<td>(p. 10.15)</td>
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<td>C0-385</td>
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<td>C0-386</td>
</tr>
</tbody>
</table>

5. **Time**:
   a. **Introduction / Conclusion**: 10 min
   b. **In-Class Activity**: 80 min
   c. **Total**: 90 min
6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest in the creative process and how to incorporate creativity into the lesson-planning process.

7. **References:**
   
   
   
   
   
   
   
   
   
   

8. **Training Aids:**
   
a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
   
b. Mixer worksheets,
   
c. Mixer worksheet Answer Key,
   
d. Pigure This worksheets,
   
e. Cliché Stretching worksheets,
   
f. Celebrate Success handouts,
   
g. The Benefits of Creative Lessons worksheets,
   
h. The Benefits of Creative Lessons Answer Key,
   
i. The Benefits of Creative Lessons phrase strips,
   
j. The Creative Process handouts,
   
k. Forced Analogy worksheets,
l. Forced Analogy Answer Key,
m. Empty match boxes,
n. Ways to Incorporate Creativity handouts,
o. Flip chart paper,
p. Markers, and
q. CD player.

9. **Learning Aids:**
   a. Mixer worksheets,
   b. Pigure This worksheets,
   c. Cliché Stretching worksheets,
   d. Celebrate Success handouts,
   e. The Benefits of Creative Lessons worksheets,
   f. The Creative Process handouts,
   g. Forced Analogy worksheets,
   h. Empty match boxes,
   i. Ways to Incorporate Creativity handouts,
   j. Flip chart paper, and
   k. Markers.

10. **Test Details:** Nil.

11. **Remarks:**
   a. This EO should be scheduled as one training session.
   b. This EO shall be conducted after EO M409.05 (Instruct a 30-Minute Lesson).
EO C409.05 – ACT AS AN ASSISTANT DRILL INSTRUCTOR

1. **Performance**: Act as an Assistant Drill Instructor

2. **Conditions**:
   a. Given:
      1. Supervision, and
      2. Assistance as required.
   b. Denied: Nil.
   c. Environmental: Drill hall or outdoor parade square in favourable weather.

3. **Standard**: The cadet shall act as an assistant drill instructor, to include:
   a. preparing training aids as required;
   b. helping instruct the lesson;
   c. supervising the cadets;
   d. providing assistance as required; and
   e. securing training aids as required.

4. **Teaching Points**: Have the cadets act as assistant drill instructors in on-the-job training (OJT), to include:
   a. preparing training aids as required;
   b. helping instruct the lesson;
   c. supervising the cadets;
   d. providing assistance as required; and
   e. securing training aids as required

5. **Time**:
   OJT: 90 min

6. **Substantiation**: OJT was chosen for this lesson as it allows the cadet to assist instructing a drill lesson in a safe and controlled environment. The OJT experience provides the cadet a practical application of learned skills in a realistic setting. The cadet reflects on the experience and receives feedback on the performance, which helps to shape future experiences. The cadet develops a sense of responsibility from the OJT aiding their development as a leader.

7. **References**: Nil.

8. **Training Aids**: Nil.

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

10. **Test Details**: Nil.
11. **Remarks:**
   
a. Prior to this EO, the course officer shall communicate with the training officer to ensure that cadets are paired with a Phase One, Two or Three instructor on a regular training session.

b. A number of factors may exist based on the size of the corps that will not allow for all Phase Four cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet’s absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C421.01 (Make a Boatswain’s Belt) and reversing the schedule for the following training session.

c. During this EO, the instructor shall:
   
   (1) brief the cadet prior to commencing the lesson;
   
   (2) assign the cadet tasks IAW Paragraph 3;
   
   (3) monitor the cadet; and
   
   (4) debrief the cadet at the end of the lesson.
EO C409.06 – INSTRUCT A 30-MINUTE DRILL LESSON

1. **Performance**: Instruct a 30-Minute Drill Lesson

2. **Conditions**:
   a. **Given**:
      1. A lesson specification,
      2. An instructional guide, and
      3. Supervision.
   b. **Denied**: Assistance.
   c. **Environmental**: A drill hall or outdoor parade square in favourable weather.

3. **Standard**: IAW A-PD-201-000/PT-001, *Canadian Forces Manual of Drill and Ceremonial*, the cadet shall instruct a 30-minute drill lesson by:
   a. preparing the lesson,
   b. introducing the lesson;
   c. presenting the content of the lesson
   d. applying the drill instruction sequence;
   e. confirming the skills learning during the lesson;
   f. concluding the lesson.

4. **Teaching Points**: Supervise while the cadets instruct a 30-minute drill lesson.

5. **Time**:
   a. Introduction / Conclusion: 5 min
   b. Practical Activity: 85 min
   c. Total: 90 min

6. **Substantiation**: A practical activity was chosen for this lesson as it is an interactive way for cadets to develop drill instructional skills in a safe and controlled environment.


8. **Training Aids**: Drill Instructional Techniques Assessment Form.

9. **Learning Aids**: Drill Instructional Techniques Assessment Form.

10. **Test Details**: Nil.
11. **Remarks:**

   a. This EO shall be conducted after C309.04 (Identify Formations for Drill Instruction), EO C309.05 (Plan a Drill Lesson) and EO C309.06 (Instruct a 15-Minute Drill Lesson).

   b. The cadets shall instruct Phase One or Phase Two cadets on a regular training session.

   c. The course officer shall communicate with the training officer to:

      (1) place the Phase Four cadets into the instructor schedule; and

      (2) ensure the cadets are assigned a lesson at least one week prior to conducting this EO, to include:

         (a) a lesson specification, and

         (b) an instructional guide.

   d. Time for lesson planning for this EO is available in EO C309.05 (Plan a Drill Lesson), should the course officer deem it necessary.

   e. Adjust the period allocation for this EO if all three periods are not required for each Phase Four cadet to instruct a 30-minute drill lesson.
SECTION 12

PO X20 – PARTICIPATE IN CAF FAMILIARIZATION ACTIVITIES

This PO and its associated EO's are located in A-CR-CCP-601/PG-001, Royal Canadian Sea Cadets Phase One Qualification Standard and Plan.
SECTION 13

PO 421 – PERFORM ROPEWORK

1. **Performance:** Perform Ropework

2. **Conditions:**
   a. **Given:**
      (1) Knife with lanyard,
      (2) Construction material appropriate to the task,
      (3) Supervision, and
      (4) Assistance as required.
   b. **Denied:** Nil.
   c. **Environmental:** Training area large enough to accommodate the entire group.

3. **Standard:** The cadet will make:
   a. a boatswain's belt,
   b. a round mat, or
   c. a net hammock.

4. **Remarks:** Nil.

5. **Complementary Material:**
   a. This PO is a complementary package designed to provide an opportunity for the cadets to perform ropework, specifically:
      (1) EO C421.01 (Make a Boatswain's Belt),
      (2) EO C421.02 (Make a Round Mat), or
      (3) EO C421.03 (Make a Net Hammock).
   b. Some complementary training offered in previous phases may be conducted as complementary training in Phase Four, specifically:
      (1) EO C321.02 (Rig a Standing Derrick),
      (2) EO C321.03 (Rig a Gyn),
      (3) EO C321.04 (Make a Monkey's Fist), and
      (4) EO C321.05 (Make a Turk's Head).
   c. When selecting complementary training from previous phases, training staff will review the applicable performance objective, lesson specification and instructional guide.
EO C421.01 – MAKE A BOATSWAIN'S BELT

1. **Performance**: Make a Boatswain's Belt

2. **Conditions**:
   a. **Given**:
      (1) Line,
      (2) Clips,
      (3) Supervision, and
      (4) Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall make a boatswain's belt.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Explain the use of a boatswain's belt.</td>
<td>Interactive Lecture</td>
<td>5 min</td>
<td></td>
</tr>
<tr>
<td>TP2</td>
<td>Demonstrate and have the cadets make a Portuguese Sennit.</td>
<td>Demonstration and Performance</td>
<td>15 min</td>
<td>C1-158 (p. 400)</td>
</tr>
<tr>
<td>TP3</td>
<td>Demonstrate and have the cadets make a boatswain's belt.</td>
<td>Demonstration and Performance</td>
<td>60 min</td>
<td></td>
</tr>
</tbody>
</table>

5. **Time**:
   a. Introduction / Conclusion: 10 min
   b. Interactive Lecture: 5 min
   c. Demonstration and Performance: 75 min
   d. Total: 90 min

6. **Substantiation**:
   a. An interactive lecture was chosen for TP 1 as it provides the instructor the opportunity to explain the use of a boatswain's belt prior to making one.
   b. A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to demonstrate making a boatswain's belt using a Portuguese Sennit while providing an opportunity for the cadets to practice this skill under supervision.

8. **Training Aids:**
   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
   b. Completed boatswain’s belt,
   c. Line,
   d. Elastics, and
   e. Clips.

9. **Learning Aids:**
   a. Boatswain's belt planning sheet,
   b. Line,
   c. Elastics, and
   d. Clips.

10. **Test Details:** Nil.

11. **Remarks:**
    a. On most belts, Inglefield clips are used, however, any type of clip can be substituted.
    b. The cadets may be required to complete the boatswain’s belt on their own time.
EO C421.02 – MAKE A ROUND MAT

1. **Performance:** Make a Round Mat

2. **Conditions:**
   a. **Given:**
      (1) 4-mm (3/16-inch) diameter braided line,
      (2) Corkboard,
      (3) Straight pins,
      (4) Glue,
      (5) Round mat pattern,
      (6) Supervision, and
      (7) Assistance as required.
   b. **Denied:** Nil.
   c. **Environmental:** Classroom or training area large enough to accommodate the entire group.

3. **Standard:** The cadet shall make a round mat.

4. **Teaching Points:**

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Explain the set-up of a knot-weaving board.</td>
<td>Interactive Lecture</td>
<td>10 min</td>
<td>C1-102 (pp. 3–5)</td>
</tr>
<tr>
<td>TP2</td>
<td>Demonstrate and have the cadets make a round mat.</td>
<td>Demonstration and Performance</td>
<td>70 min</td>
<td>C1-064 (p. 226) C1-102 (p. 11)</td>
</tr>
</tbody>
</table>

5. **Time:**
   a. **Introduction / Conclusion:** 10 min
   b. **Interactive Lecture:** 10 min
   c. **Demonstration and Performance:** 70 min
   d. **Total:** 90 min

6. **Substantiation:**
   a. An interactive lecture was chosen for TP 1 to introduce the use of a knot-weaving board for making a round mat.
   b. A demonstration and performance was chosen for TP 2 as it allows the instructor to demonstrate making a round mat while providing an opportunity for the cadets to practice this skill under supervision.
7. References:

8. Training Aids:
   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
   b. 10 m of 4-mm (3/16-inch) diameter braided line,
   c. Corkboard,
   d. Straight pins,
   e. Cutting tool,
   f. Glue, and
   g. Round mat pattern.

9. Learning Aids:
   a. 10 m of 4-mm (3/16-inch) diameter braided line,
   b. Corkboard,
   c. Straight pins,
   d. Glue, and
   e. Round mat pattern.

10. Test Details: Nil.

11. Remarks: If time and resources permit, the instructor can be creative and demonstrate other methods of making the round mat.
EO C421.03 – MAKE A NET HAMMOCK

1. **Performance**: Make a Net Hammock

2. **Conditions**:
   a. **Given**:
      1. Rings,
      2. Line,
      3. Netting,
      4. Cutting tool,
      5. Supervision, and
      6. Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet shall make a net hammock.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Explain, demonstrate and have the cadets make two hammock harnesses.</td>
<td>Demonstration and Performance</td>
<td>30 min</td>
<td>C1-186</td>
</tr>
<tr>
<td>TP2</td>
<td>Explain, demonstrate and have the cadets prepare hammock materials, to include;</td>
<td>Demonstration and Performance</td>
<td>50 min</td>
<td>C1-186</td>
</tr>
<tr>
<td></td>
<td>a. cutting netting to size;</td>
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<tr>
<td></td>
<td>b. attaching side chains to the net;</td>
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<td></td>
<td>c. attaching harnesses to body of hammock;</td>
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<tr>
<td></td>
<td>d. trimming ends; and</td>
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<td></td>
<td>e. hanging the hammock.</td>
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</tbody>
</table>

5. **Time**:
   a. **Introduction / Conclusion**: 10 min
   b. **Demonstration and Performance**: 80 min
   c. **Total**: 90 min
6. **Substantiation**: Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate making a hammock while providing an opportunity for the cadets to practice these skills under supervision.


8. **Training Aids**:
   a. Rings,
   b. Line,
   c. Netting, and
   d. Cutting tool.

9. **Learning Aids**:
   a. Rings,
   b. Line,
   c. Netting, and
   d. Cutting tool.

10. **Test Details**: Nil.

11. **Remarks**: Nil.
SECTION 14

PO 422 – ATTAIN THE RESTRICTED OPERATOR’S CERTIFICATE (MARITIME) (ROC[M]) WITH DIGITAL SELECTIVE CALLING (DSC) ENDORSEMENT

This PO and its associated EOs are located in A-CR-CCP-922/PG-001, Canadian Cadet Organizations Small Craft Operator Program (SCOP), Module 2 – Attain the Restricted Radio Operator's Certificate (Maritime) (ROC[M]) with Digital Selective Calling (DSC) Endorsement.
SECTION 15

PO 423 – LOCATE A POSITION ON A CHART

1. **Performance**: Locate a Position on a Chart

2. **Conditions**:
   a. Given:
      (1) Chart,
      (2) Navigational instruments,
      (3) Supervision, and
      (4) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Classroom or training area large enough to accommodate the entire group.

3. **Standard**: The cadet will:
   a. identify aspects of a chart;
   b. use navigation instruments;
   c. describe latitude and longitude; and
   d. locate a position on a chart.

4. **Remarks**: Nil.

5. **Complementary Material**:
   a. Complementary material associated with PO 423 is designed to enhance the cadet's knowledge of ship's operations through a number of activities:
      (1) C423.01 (Plot a Position Using a Three-Bearing Fix), and
      (2) C423.02 (Plot a Position Using a Horizontal Angle Fix).
   b. Some complementary material offered in previous phases may be conducted as complementary training in Phase Four, specifically:
      (1) EO C323.01 (Communicate Using Flags and Pennants),
      (2) EO C323.02 (Pipe Wakey Wakey),
      (3) EO C323.03 (Pipe Hands to Dinner),
      (4) EO C223.01 (Define Naval Terminology),
      (5) EO C223.02 (Pipe the Side),
      (6) EO C123.01 (Read the 24-Hour Clock),
(7) EO C123.02 (Recite the Phonetic Alphabet), and
(8) EO C123.03 (Participate in a Semaphore Exercise).

c. When selecting complementary training from previous phases, training staff will review the applicable performance objective, lesson specification and instructional guide.
EO M423.01 – IDENTIFY ASPECTS OF A CHART

1. **Performance**: Identify Aspects of a Chart

2. **Conditions**:
   a. **Given**:
      (1) Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*,
      (2) Supervision, and
      (3) Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group with tables suitable for chartwork.

3. **Standard**: The cadet shall:
   a. explain chart maintenance; and
   b. identify the title block and other information, to include:
      (1) chart title,
      (2) projection,
      (3) scale of the chart,
      (4) depth measurement,
      (5) elevation measurement,
      (6) sources,
      (7) cautionary notes,
      (8) chart number,
      (9) chart edition,
      (10) correction dates,
      (11) important information and warnings,
      (12) adjoining charts,
      (13) large scale chart numbers,
      (14) tidal diamonds,
      (15) inserts / continuations,
      (16) distance scales, and
      (17) compass rose.
4. **Teaching Points:**

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Describe how to care for and maintain a chart.</td>
<td>Interactive</td>
<td>10 min</td>
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<tr>
<td></td>
<td></td>
<td>Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP2</td>
<td>Describe and have the cadets find:</td>
<td>Interactive</td>
<td>40 min</td>
<td>C1-165</td>
</tr>
<tr>
<td></td>
<td>a. chart title block information, to include:</td>
<td>Lecture</td>
<td></td>
<td>(pp. 9–19)</td>
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<tr>
<td></td>
<td>(1) chart title,</td>
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<td>(2) projection,</td>
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<td>(3) scale of the chart,</td>
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<td>(4) depth measurement,</td>
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<td>(5) elevation measurement,</td>
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<td>(6) sources, and</td>
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<td></td>
<td>(7) cautionary notes, and</td>
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<td>b. other information found on a chart, to include:</td>
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<td>(1) chart number,</td>
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<td>(2) chart edition,</td>
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<td>(3) correction dates,</td>
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<td>(4) important information and warnings,</td>
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<td>(6) large scale chart numbers,</td>
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<td>(8) inserts / continuations,</td>
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<td></td>
<td>(9) distance scales, and</td>
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<td></td>
<td>(10) compass rose.</td>
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</tbody>
</table>

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to information found on marine charts and generate interest in small craft navigation.


8. **Training Aids:**

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

b. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*. 
9. **Learning Aids**: Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel* (one per two cadets).

10. **Test Details**: This EO is assessed IAW Chapter 3, Annex B, 423 PC.

11. **Remarks**: Nil.
EO M423.02 – USE NAVIGATION INSTRUMENTS

1. **Performance**: Use Navigation Instruments

2. **Conditions**:
   a. **Given**:
      1. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*,
      2. Navigation instruments,
      3. Supervision, and
      4. Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group with tables suitable for chartwork.

3. **Standard**: The cadet shall use navigation instruments, to include:
   a. pencil,
   b. eraser,
   c. parallel ruler,
   d. dividers,
   e. drafting compass, and
   f. speed-time-distance calculator.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Demonstrate and have the cadets practice using the following navigation instruments:</td>
<td>Demonstration and</td>
<td>50 min</td>
<td>C1-163 (pp. 61–64)</td>
</tr>
<tr>
<td></td>
<td>a. pencil,</td>
<td>Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. eraser,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. parallel ruler,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. dividers,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. drafting compass, and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. speed-time-distance calculator.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **Time**:
   a. Introduction / Conclusion:                                                                   10 min
   b. Demonstration and Performance:                                                               50 min
   c. Total:                                                                                       60 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skills the cadets are expected to acquire while providing an opportunity for the cadets to practice the skills under supervision.


8. **Training Aids:**
   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
   b. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*, and
   c. Navigation instruments.

9. **Learning Aids:**
   a. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel* (one per two cadets),
   b. Navigation instruments (one set per two cadets),
   c. Distances worksheet, and
   d. Plotting exercises.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 423 PC.

11. **Remarks:** Nil.
EO M423.03 – DESCRIBE LATITUDE AND LONGITUDE

1. **Performance**: Describe Latitude and Longitude

2. **Conditions**:
   a. **Given**:
      (1) Chart 3441 *Haro Strait, BoundaryPass and / et Satellite Channel*,
      (2) Navigation instruments,
      (3) Supervision, and
      (4) Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group with tables suitable for chartwork.

3. **Standard**: The cadet shall:
   a. describe latitude and longitude; and
   b. measure distances on a chart.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Describe latitude and longitude.</td>
<td>Interactive Lecture</td>
<td>20 min</td>
<td>C1-165 (pp. 2–3)</td>
</tr>
<tr>
<td>TP2</td>
<td>Conduct an activity where the cadets will:</td>
<td>Practical Activity</td>
<td>50 min</td>
<td>C1-165 (pp. 85–89)</td>
</tr>
<tr>
<td></td>
<td>a. determine the latitude and longitude of a given point; and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. plot position on a chart using a given latitude and longitude.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP3</td>
<td>Explain, demonstrate and have the cadets measure distances on a chart.</td>
<td>Demonstration and Performance</td>
<td>40 min</td>
<td>C1-165 (pp. 103–106)</td>
</tr>
</tbody>
</table>

5. **Time**:
   a. Introduction / Conclusion: 10 min
   b. Interactive Lecture: 20 min
   c. Practical Activity: 50 min
   d. Demonstration and Performance: 40 min
   e. Total: 120 min
6. **Substantiation:**
   a. An interactive lecture was chosen for TP 1 to introduce latitude and longitude to the cadets.
   b. A practical activity was chosen for TP 2 as it is an interactive way to allow cadets to determine the latitude and longitude of given points and locate positions on a chart using different methods. This activity contributes to the development of navigation skills in a fun and challenging way.
   c. A demonstration and performance was chosen for TP 3 as it allows the instructor to explain and demonstrate measuring distances on a chart while providing an opportunity for the cadets to practice the skill under supervision.


8. **Training Aids:**
   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
   b. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*, and
   c. Navigation instruments.

9. **Learning Aids:**
   a. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel* (one per two cadets),
   b. Navigation instruments (one set per two cadets),
   c. Distances worksheet, and
   d. Plotting exercises.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 423 PC.

11. **Remarks:** Nil.
EO M423.04 – PLOT A FIX

1. **Performance**: Plot a Fix

2. **Conditions**:
   a. **Given**:
      1. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*,
      2. Navigation instruments,
      3. Supervision, and
      4. Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group with tables suitable for chartwork.

3. **Standard**: The cadet shall plot a fix using:
   a. line of position fix,
   b. navigational track, and
   c. dead reckoning.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Explain, demonstrate and have the cadets plot a position on a chart using a line of position fix.</td>
<td>Demonstration and Performance</td>
<td>10 min</td>
<td>C1-164 (pp. 207–208, pp. 224–229)</td>
</tr>
<tr>
<td>TP2</td>
<td>Explain, demonstrate and have the cadets plot a navigational track on a chart.</td>
<td>Demonstration and Performance</td>
<td>10 min</td>
<td>C1-165 (p. 211)</td>
</tr>
<tr>
<td>TP3</td>
<td>Explain, demonstrate and have the cadets plot a dead reckoning position on a chart.</td>
<td>Demonstration and Performance</td>
<td>10 min</td>
<td>C1-170 (pp. 91–101)</td>
</tr>
<tr>
<td>TP4</td>
<td>Conduct an activity where the cadets will plot a fix by using:</td>
<td>Practical Activity</td>
<td>20 min</td>
<td>C1-164 (pp. 207–208, pp. 224–229)</td>
</tr>
<tr>
<td></td>
<td>a. line of position fix,</td>
<td></td>
<td></td>
<td>C1-165 (p. 211)</td>
</tr>
<tr>
<td></td>
<td>b. navigational track, and</td>
<td></td>
<td></td>
<td>C1-170 (pp. 91–101)</td>
</tr>
<tr>
<td></td>
<td>c. dead reckoning.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. **Time:**
   a. Introduction / Conclusion: 10 min
   b. Demonstration and Performance: 30 min
   c. Practical Activity: 20 min
   d. Total: 60 min

6. **Substantiation:**
   a. A demonstration and performance was chosen for TPs 1–3 as it allows the instructor to explain and demonstrate types of fixes while providing an opportunity for the cadets to practice the skills under supervision.
   b. A practical activity was chosen for TP 4 as it is an interactive way for the cadets to plot a fix on a chart. This activity contributes to the development of navigation skills in a fun and challenging way.

7. **References:**

8. **Training Aids:**
   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
   b. Chart 3441 *Haro Strait, Boundary Pass and et Satellite Channel*, and
   c. Navigation instruments.

9. **Learning Aids:**
   a. Plot a Fix handout,
   b. Chart 3441 *Haro Strait, Boundary Pass and et Satellite Channel* (one per two cadets),
   c. Navigation instruments (one set per two cadets), and
   d. Fixing exercises.

10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 423 PC.

11. **Remarks:** Nil.
EO C423.01 – PLOT A POSITION USING A THREE-BEARING FIX

1. **Performance**: Plot a Position Using a Three-Bearing Fix

2. **Conditions**:
   a. **Given**:
      1. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*,
      2. Navigation instruments,
      3. Supervision, and
      4. Assistance as required.
   b. **Denied**: Nil.
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group with tables suitable for chartwork.

3. **Standard**: The cadet shall plot a position using a three-bearing fix.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP1</td>
<td>Explain, demonstrate and have the cadets plot a position on a chart using a three-bearing fix.</td>
<td>Demonstration and Performance</td>
<td>25 min</td>
<td>C1-164 (p. 207, p.208, pp. 224–229)</td>
</tr>
<tr>
<td>TP2</td>
<td>Conduct an activity where the cadets will plot positions on a chart using three-bearing fixes.</td>
<td>Practical Activity</td>
<td>25 min</td>
<td>C1-164 (p. 207, p.208, pp. 224–229)</td>
</tr>
</tbody>
</table>

5. **Time**:
   a. Introduction / Conclusion: 10 min
   b. Demonstration and Performance: 25 min
   c. Practical Activity: 25 min
   d. Total: 60 min

6. **Substantiation**:
   a. A demonstration and performance was chosen for TP 1 as it allows the instructor to explain and demonstrate plotting a position on a chart using a three-bearing fix while providing an opportunity for the cadets to practice the skill under supervision.
   b. A practical activity was chosen for TP 2 as it is an interactive way for the cadets to plot a position on a chart using a three-bearing fix. This activity contributes to the development of navigation skills in a fun and challenging way.

8. **Training Aids**:
   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
   b. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*, and
   c. Navigation instruments.

9. **Learning Aids**:
   a. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel* (one per two cadets),
   b. Navigation instruments (one set per two cadets), and
   c. Plotting exercises.

10. **Test Details**: Nil.

11. **Remarks**: Nil.
EO C423.02 – PLOT A POSITION USING A HORIZONTAL ANGLE FIX

1. **Performance**: Plot a Position Using a Horizontal Angle Fix

2. **Conditions**:
   
   a. **Given**:
      
      (1) Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel,
      
      (2) Navigation instruments,
      
      (3) Supervision, and
      
      (4) Assistance as required.
   
   b. **Denied**: Nil.
   
   c. **Environmental**: Classroom or training area large enough to accommodate the entire group with tables suitable for chartwork.

3. **Standard**: The cadet shall plot a position using a horizontal angle fix.

4. **Teaching Points**:

<table>
<thead>
<tr>
<th>TP</th>
<th>Description</th>
<th>Method</th>
<th>Time</th>
<th>Refs</th>
</tr>
</thead>
<tbody>
<tr>
<td>TP2</td>
<td>Explain, demonstrate and have the cadets plot a position on a chart using a horizontal angle fix.</td>
<td>Demonstration and Performance</td>
<td>25 min</td>
<td>C1-164 (pp. 224–229)</td>
</tr>
<tr>
<td>TP2</td>
<td>Conduct an activity where the cadets will plot positions on a chart using horizontal angle fixes.</td>
<td>Practical Activity</td>
<td>25 min</td>
<td>C1-164 (pp. 224–229)</td>
</tr>
</tbody>
</table>

5. **Time**:
   
   a. Introduction / Conclusion: 10 min
   
   b. Demonstration and Performance: 25 min
   
   c. Practical Activity: 25 min
   
   d. Total: 60 min

6. **Substantiation**:
   
   a. A demonstration and performance was chosen for TP 1 as it allows the instructor to explain and demonstrate plotting a position using a horizontal angle fix while providing an opportunity for the cadets to practice the skill under supervision.
   
   b. A practical activity was chosen for TP 2 as it is an interactive way for the cadets to plot a position on a chart using a horizontal angle fix. This activity contributes to the development of navigation skills in a fun and challenging way.

8. **Training Aids**:
   a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
   b. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*, and
   c. Navigation instruments.

9. **Learning Aids**:
   a. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel* (one per two cadets),
   b. Navigation instruments (one set per two cadets), and
   c. Plotting exercises.

10. **Test Details**: Nil.

11. **Remarks**: This lesson requires the use of a station pointer, which is a navigation instrument that the cadets have not been introduced to previously.
SECTION 16

PO X24 — PARTICIPATE IN 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*. 
SECTION 17

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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SECTION 18

SEAMANSHIP INTER-DIVISIONAL COMPETITION (SIDC)

1. **Performance:** Participate in a Seamanship Inter-Divisional Competition

2. **Conditions:**
   a. **Given:**
      (1) Minimum of one period during the training session prior to the event for divisions to plan and prepare as a team;
      (2) Supervision; and
      (3) Assistance as required.
   b. **Denied:** Nil
   c. **Environmental:** Suitable classroom facilities / training area large enough to accommodate entire group.

3. **Standard:** IAW specified references the cadet shall participate in an inter-divisional seamanship competition, to include:
   a. Coiling and heaving a line;
   b. Calling and responding to Pipes;
   c. Tying knots, bends and hitches;
   d. Completing a short splice;
   e. Completing a common whipping;
   f. Answering trivia questions;
   g. Rigging sheer legs;
   h. Building a ship model; and
   i. Team building activities.

4. **Teaching Points:** N/A

5. **Time:**
   a. Divisional planning / preparation: 30 min
   b. Activity: 540 min (2 days)
   c. Total Time: 570 min

6. **Substantiation:** The practical activity will verify the cadets’ understanding of the material and will allow them to apply the knowledge acquired during the Direct Learning component. The cadets will complete the exercise under direction and supervision.
7. References:

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’ Table (or suitable sitting area);
          (b) Chairs (or suitable sitting area);
          (c) Whistle;
          (d) List of questions;
          (e) Scoring sheet; and
          (f) Pencil.
      (2) OPTION TWO:
          (a) 6’ Table X 2 (or suitable sitting area);
          (b) Chairs (or suitable sitting area);
(c) Buzzer;
(d) Question board;
(e) List of questions;
(f) Whistle;
(g) Scoring sheet; and
(h) Pencil.

d. Boatswain Call:
   (1) boatswain call cards;
   (2) bag/hat;
   (3) whistle;
   (4) scoring sheet; and
   (5) pencil.

e. Knots, bends and hitches:
   (1) 6’ table;
   (2) bag / hat;
   (3) task cards;
   (4) whistle;
   (5) scoring sheet; and
   (6) pencil.

f. Sheer Legs:
   (1) scoring sheet; and
   (2) pencil.

g. Ship Model:
   (1) scoring sheet; and
   (2) pencil.

h. Team building activity:
   (1) Two pieces of line (4 m).
   (2) Blindfolds (one per cadet)

i. Final Event:
   (1) Boatswain pipe (equal to the number of divisions);
   (2) One metre of line (equal to the number of divisions);
   (3) Task cards (sets equal to the number of divisions);
(4) Heaving line (equal to the number of divisions);
(5) Single blocks (equal to the number of divisions);
(6) Double blocks (equal to the number of divisions);
(7) 17 m - 12 mm manila (equal to the number of divisions);
(8) Small box (equal to the number of divisions);
(9) Target (equal to the number of divisions);
(10) Secret message cards (sets equal to the number of divisions); and
(11) One staff member/senior cadet per station per team.

9. Learning Aids:
   a. Heaving line:
      (1) Heaving line.
   b. Whipping and Splicing:
      (1) one metre of line per phase one and two cadet;
      (2) spool of whipping twine;
      (3) knife; and
      (4) one metre of three strand line per phase one and two cadet.
   c. Boatswain Call:
      (1) boatswain call; and
      (2) boatswain call card.
   d. Knots, bends and hitches:
      (1) one metre of line; and
      (2) one small spar / dowel.
   e. Sheer Legs:
      (1) hard hat (1 per cadet);
      (2) 2 X wooden spars (4 - 4.5 m);
      (3) 12 mm manila line (9 m);
      (4) 5 X steel spikes with eyelets 5 cm from the top (1 m);
      (5) 1 roll of whipping twine;
      (6) a suitable load (min 18 Kg);
      (7) 1 steel spike with 2 eyelets (1.2 m); 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) 17 m - 12 mm manila (equal to the number of divisions);
(8) Small box (equal to the number of divisions);
(9) Target (equal to the number of divisions);
(10) Secret message cards (sets equal to the number of divisions); and
(11) One staff member/senior cadet per station per team.

10. **Test Details:** Nil.

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

INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

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

<table>
<thead>
<tr>
<th>METHOD</th>
<th>DEVELOPMENTAL PERIOD ONE AGES 12 – 14 EXPERIENCE-BASED</th>
<th>DEVELOPMENTAL PERIOD TWO AGES 15 – 16 DEVELOPMENTAL</th>
<th>DEVELOPMENTAL PERIOD THREE AGES 17 – 18 COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study</td>
<td>Not applicable</td>
<td>Applicable</td>
<td>Applicable</td>
</tr>
<tr>
<td>Demonstration and Performance</td>
<td>Applicable</td>
<td>Applicable</td>
<td>Applicable</td>
</tr>
<tr>
<td>Experiential Learning</td>
<td>Applicable</td>
<td>Applicable</td>
<td>Applicable</td>
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<tr>
<td>Field Trip</td>
<td>Applicable</td>
<td>Applicable</td>
<td>Applicable</td>
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<tr>
<td>Game</td>
<td>Applicable</td>
<td>Applicable</td>
<td>Applicable</td>
</tr>
<tr>
<td>Group Discussion</td>
<td>Applicable</td>
<td>Applicable</td>
<td>Applicable</td>
</tr>
<tr>
<td>Guided Discussion</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Applicable</td>
</tr>
<tr>
<td>In-class Activity</td>
<td>Applicable</td>
<td>Applicable</td>
<td>Applicable</td>
</tr>
<tr>
<td>Interactive Lecture</td>
<td>Applicable</td>
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<td>Applicable</td>
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<tr>
<td>Lecture</td>
<td>Applicable</td>
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</tr>
<tr>
<td>On-the job Training (OJT)</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Applicable</td>
</tr>
<tr>
<td>Peer Learning</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Applicable</td>
</tr>
<tr>
<td>Practical Activity</td>
<td>Applicable</td>
<td>Applicable</td>
<td>Applicable</td>
</tr>
<tr>
<td>Role Play</td>
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<tr>
<td>Self-Study</td>
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<tr>
<td>Simulation</td>
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</tr>
<tr>
<td>Tutorial</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Applicable</td>
</tr>
</tbody>
</table>
General information follows on each method for its age-appropriateness, definition, application, advantages and disadvantages.

<table>
<thead>
<tr>
<th>METHOD(S)</th>
<th>APPLICATIONS</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEMONSTRATION AND PERFORMANCE</td>
<td>Cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor.</td>
<td>Demonstration Method 1.  To teach hands-on operations or procedures.  2.  To teach troubleshooting.  3.  To illustrate principles.  4.  To teach operation or functioning of equipment.  5.  To set standards of workmanship.  6.  To teach safety procedures.</td>
<td>Demonstration Method 1.  Requires careful preparation and rehearsal.  2.  Requires special classroom arrangements.  3.  Requires equipment and aids.</td>
</tr>
<tr>
<td>Demonstration Method</td>
<td>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.</td>
<td>Demonstration Method 1.  Minimizes damage and waste.  2.  Saves time.  3.  Can be presented to large groups.</td>
<td></td>
</tr>
<tr>
<td>Performance Method</td>
<td>A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.</td>
<td>Performance Method 1.  To teach hands-on operations or procedures.  2.  To teach operations or functioning of equipment.  3.  To teach team skills.  4.  To teach safety procedures.</td>
<td>Performance Method 1.  Requires tools and equipment.  2.  Requires large blocks of time.  3.  Requires more instructors.</td>
</tr>
<tr>
<td>Performance Method</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

4A-2
**METHOD(S)**

<table>
<thead>
<tr>
<th>EXPERIENTIAL LEARNING</th>
<th>APPLICATIONS</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
</table>
| 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. | 1. To teach practical skills.  
2. To learn how to learn.  
3. To teach transferable skills.  
4. To teach a process or principle.  
5. To teach problem solving. | 1. Knowledge is shared and created by collectively by all participants.  
2. Everyone is actively involved in the teaching – learning process.  
3. Appeals to many learning styles.  
2. Requires significant planning, preparation and organization prior to activity.  
3. The instructor must master the subject developed.  
4. Instructor needs very good pedagogical skills.  
5. May not be a good process for learning details.  
6. The instructor must be a good facilitator to carry out an effective reflective session in stage 2 & 3 of this method. |

**Stage 1: Concrete Experience:**
Cadets have an experience and take time to identify and define what the experience is. Sample activities: direct observations, simulations, field trips, and reading.

**Stage 2: Reflective Observation:**
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.

**Stage 3: Abstract Conceptualization:**
Cadets work to understand and make connections from the experience to new or different situations. Sample activities: interview, discussion, model building, analogies and planning.

**Stage 4: Active Experimentation:**
Cadets look ahead to and plan the application of skills and knowledge acquired to future experience. Sample activities include: simulation, fieldwork.

Note: The cycle is ongoing as each learning experience builds on another.
### FIELD TRIP
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.

<table>
<thead>
<tr>
<th>APPLICATIONS</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To introduce / illustrate and confirm topics.</td>
<td>1. Immerses cadets in a specific environment.</td>
<td>1. May require additional staff to ensure adequate supervision.</td>
</tr>
<tr>
<td>2. To allow for familiarization activities.</td>
<td>2. Requires significant planning, preparation and organization prior to activity.</td>
<td>2. Requires significant planning, preparation and organization prior to activity.</td>
</tr>
<tr>
<td>3. Field trip activities are planned and carried out to achieve clear instructional objectives.</td>
<td>3. May have cost implications.</td>
<td>3. May have cost implications.</td>
</tr>
</tbody>
</table>

### GAME
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.

<table>
<thead>
<tr>
<th>APPLICATIONS</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To introduce a topic.</td>
<td>1. Fun and interesting.</td>
<td>1. May stratify the group by creating a winner and a loser.</td>
</tr>
<tr>
<td>2. To discover concepts and principles.</td>
<td>2. Creates ownership.</td>
<td>2. May be difficult in providing instructor feedback.</td>
</tr>
<tr>
<td>3. To review and confirm.</td>
<td>3. Highly participative.</td>
<td></td>
</tr>
<tr>
<td>4. May stratify the group by creating a winner and a loser.</td>
<td>1. Requires highly skilled instructors.</td>
<td>1. Requires highly skilled instructors.</td>
</tr>
<tr>
<td>2. May be difficult in providing instructor feedback.</td>
<td>2. Time consuming.</td>
<td>2. Time consuming.</td>
</tr>
<tr>
<td>3. Restricts size of group.</td>
<td>3. Restricts size of group.</td>
<td>3. Restricts size of group.</td>
</tr>
</tbody>
</table>

### GROUP DISCUSSION
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.

<table>
<thead>
<tr>
<th>APPLICATIONS</th>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop imaginative solutions to problems.</td>
<td>1. Increases cadet interest.</td>
<td>1. Requires highly skilled instructors.</td>
</tr>
<tr>
<td>2. To stimulate thinking and interest and to secure cadet participation.</td>
<td>2. Increases cadet acceptance and commitment.</td>
<td>2. Requires highly skilled instructors.</td>
</tr>
<tr>
<td>3. To emphasize main teaching points.</td>
<td>3. Utilizes cadet knowledge and experience.</td>
<td>3. Requires highly skilled instructors.</td>
</tr>
<tr>
<td>4. To supplement lectures and seminars.</td>
<td>4. Results in more permanent learning because of the high degree of cadet participation / cognitive involvement.</td>
<td>4. Requires highly skilled instructors.</td>
</tr>
<tr>
<td>5. To determine how well cadets understand the concepts and principles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. To prepare cadets for application of theory or procedure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. To summarize, clarify points or review.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. To prepare cadets for instruction that will follow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. To determine cadet progress and effectiveness of prior instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>METHOD(S)</td>
<td>APPLICATIONS</td>
<td>ADVANTAGES</td>
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<tr>
<td>------------------------------------</td>
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</tr>
<tr>
<td><strong>IN-CLASS ACTIVITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-class activities encompass a</td>
<td>1. To reinforce instructional topics.</td>
<td>1. Provokes thought and stimulates</td>
</tr>
<tr>
<td>wide variety of activity-based</td>
<td>2. To orient cadets to the subject.</td>
<td>interest among cadets.</td>
</tr>
<tr>
<td>learning opportunities that can be</td>
<td>3. To give direction on procedures.</td>
<td>2. Appeals to kinaesthetic learners.</td>
</tr>
<tr>
<td>used to reinforce instructional</td>
<td>4. To illustrate the application of</td>
<td></td>
</tr>
<tr>
<td>topics or to introduce cadets to</td>
<td>rules, principles or concepts.</td>
<td></td>
</tr>
<tr>
<td>new experiences. In-class</td>
<td>5. To review, clarify, and / or</td>
<td></td>
</tr>
<tr>
<td>activities should provoke thought</td>
<td>summarize.</td>
<td></td>
</tr>
<tr>
<td>and stimulate interest among</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cadets, while maintaining relevance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to the performance objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INTERACTIVE LECTURE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructor-driven methodology</td>
<td>1. To orient cadets to the subject.</td>
<td>1. Saves time.</td>
</tr>
<tr>
<td>combines both lecture and</td>
<td>2. To give instruction on procedures.</td>
<td>2. Permits flexibility of class size.</td>
</tr>
<tr>
<td>interaction to meet lesson</td>
<td>3. To illustrate the application of</td>
<td>3. Requires less rigid space</td>
</tr>
<tr>
<td>objectives. Lecture portions of the</td>
<td>rules, principles or concepts.</td>
<td>requirements.</td>
</tr>
<tr>
<td>lesson are offset with relevant</td>
<td>4. To review, clarify, and / or</td>
<td>4. Permits better control over</td>
</tr>
<tr>
<td>activities such as videos with</td>
<td>summarize.</td>
<td>content and sequence.</td>
</tr>
<tr>
<td>discussion, games to confirm and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>completion of handouts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LECTURE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is a formal or semi-formal</td>
<td>1. To orient cadets to the subject.</td>
<td>1. Proficient oral skills are</td>
</tr>
<tr>
<td>discourse in which the instructor</td>
<td>2. To give instruction on procedures.</td>
<td>required.</td>
</tr>
<tr>
<td>presents a series of events, facts,</td>
<td>3. To illustrate the application of</td>
<td>2. Useful for big groups.</td>
</tr>
<tr>
<td>principles, explores a problem or</td>
<td>rules, principles or concepts.</td>
<td>3. Saves time because of fewer</td>
</tr>
<tr>
<td>explains relationships.</td>
<td>4. To review, clarify, and / or</td>
<td>interruptions.</td>
</tr>
<tr>
<td></td>
<td>summarize.</td>
<td></td>
</tr>
<tr>
<td><strong>PRACTICAL ACTIVITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical activities encompass a</td>
<td>1. To introduce a subject.</td>
<td>1. Encourages participation.</td>
</tr>
<tr>
<td>wide variety of activity-based</td>
<td>2. To practice skills.</td>
<td>2. Stimulates an interest in the</td>
</tr>
<tr>
<td>learning opportunities that can be</td>
<td>3. To review and / or reinforce.</td>
<td>subject.</td>
</tr>
<tr>
<td>used to reinforce and practice</td>
<td></td>
<td>3. Fun and interesting.</td>
</tr>
<tr>
<td>instructional topics or to introduce</td>
<td></td>
<td>4. Creates ownership.</td>
</tr>
<tr>
<td>cadets to new experiences. Practical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities should stimulate interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>among cadets and encourage their</td>
<td></td>
<td></td>
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<tr>
<td>participation, while maintaining</td>
<td></td>
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<tr>
<td>relevance to the performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>objectives.</td>
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</table>