



ROYAL CANADIAN SEA CADETS

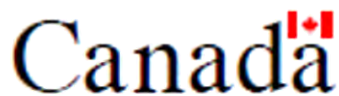
PHASE FOUR QUALIFICATION STANDARD AND PLAN

(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.

Issued on Authority of the Chief of the Defence Staff





NOTICE

This documentation has been reviewed by the technical authority and does not contain controlled goods. Disclosure notices and handling instructions originally received with the document shall continue to apply.

AVIS

Cette documentation a été révisée par l'autorité technique et ne contient pas de marchandises contrôlées. Les avis de divulgation et les instructions de manutention reçues originalement doivent continuer de s'appliquer.

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.

Issued on Authority of the Chief of the Defence Staff

LIST OF EFFECTIVE PAGES

Insert latest changed pages; dispose of superseded pages in accordance with applicable orders.

NOTE

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

Dates of issue for original and changed pages are:

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

Zero in Change No. column indicates an original page. Total number of pages in this publication is 244, consisting of the following:

Page No.	Change No.	Page No.	Change No.
Cover page	0	4-M403.06-1 to 4-M403.06-4.....	0
Title	0	4-C403.01-1 to 4-C403.01-2.....	0
A to C	0	4-X04-1 to 4-X04-2	0
i to vi	0	4-X05-1 to 4-X05-2	0
1-1 to 1-4	0	4-406-1 to 4-406-2	0
2-1 to 2-4	0	4-M406.01-1 to 4-M406.01-4.....	0
2A-1 to 2A-6	0	4-C406.01-1 to 4-C406.01-4.....	0
2B-1 to 2B-2	0	4-C406.02-1 to 4-C406.02-4.....	0
2C-1 to 2C-2	0	4-407-1 to 4-407-2	0
2D-1 to 2D-8	0	4-M407.01-1 to 4-M407.01-4.....	0
3-1 to 3-4	0	4-M407.02-1 to 4-M407.02-2.....	0
3A-1 to 3A-2	0	4-C407.01-1 to 4-C407.01-4.....	0
3B-1 to 3B-4	0	4-408-1 to 4-408-2	0
3B1-1 to 3B1-10	0	4-M408.01-1 to 4-M408.01-2.....	0
3B2-1 to 3B2-2	0	4-M408.02-1 to 4-M408.02-2.....	0
3B3-1 to 3B3-6	0	4-M408.03-1 to 4-M408.03-2.....	0
3B4-1 to 3B4-8	0	4-M408.04-1 to 4-M408.04-2.....	0
3B5-1 to 3B5-8	0	4-C408.01-1 to 4-C408.01-2.....	0
3C-1 to 3C-2	0	4-C408.02-1 to 4-C408.02-2.....	0
3D-1 to 3D-2	0	4-409-1 to 4-409-2	0
3D1-1 to 3D1-4	0	4-M409.01-1 to 4-M409.01-4.....	0
3E-1 to 3E-2	0	4-M409.02-1 to 4-M409.02-4.....	0
3E1-1 to 3E1-2	0	4-M409.03-1 to 4-M409.03-4.....	0
4-1-1 to 4-1-2	0	4-M409.04-1 to 4-M409.04-2.....	0
4-400-1 to 4-400-2	0	4-M409.05-1 to 4-M409.05-2.....	0
4-X01-1 to 4-X01-2	0	4-C409.01-1 to 4-C409.01-2.....	0
4-X02-1 to 4-X02-2	0	4-C409.02-1 to 4-C409.02-2.....	0
4-403-1 to 4-403-2	0	4-C409.03-1 to 4-C409.03-2.....	0
4-M403.01-1 to 4-M403.01-4.....	0	4-C409.04-1 to 4-C409.04-4.....	0
4-M403.02-1 to 4-M403.02-2.....	0	4-C409.05-1 to 4-C409.05-2.....	0
4-M403.03-1 to 4-M403.03-2.....	0	4-C409.06-1 to 4-C409.06-2.....	0
4-M403.04-1 to 4-M403.04-4.....	0	4-X20-1 to 4-X20-2	0
4-M403.05-1 to 4-M403.05-4.....	0	4-421-1 to 4-421-2	0

LIST OF EFFECTIVE PAGES (CONT)

Page No.	Change No.	Page No.	Change No.
4-C421.01-1 to 4-C421.01-2	0	4-M423.04-1 to 4-M423.04-2	0
4-C421.02-1 to 4-C421.02-2	0	4-C423.01-1 to 4-C423.01-2	0
4-C421.03-1 to 4-C421.03-2	0	4-C423.02-1 to 4-C423.02-2	0
4-422-1 to 4-422-2	0	4-X24-1 to 4-X24-2	0
4-423-1 to 4-423-2	0	4-X25-1 to 4-X25-2	0
4-M423.01-1 to 4-M423.01-4	0	4-SIDC-1 to 4-SIDC-6	0
4-M423.02-1 to 4-M423.02-2	0	4A-1 to 4A-6	0
4-M423.03-1 to 4-M423.03-2	0		

THIS PAGE INTENTIONALLY LEFT BLANK

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.

THIS PAGE INTENTIONALLY LEFT BLANK

TABLE OF CONTENTS

		PAGE
CHAPTER 1	GENERAL	1-1
	AIMS	1-1
	PROGRAM DESIGN	1-1
	PERFORMANCE OBJECTIVES	1-1
	TRAINING PREREQUISITES	1-3
	USE OF THE QSP	1-3
CHAPTER 2	TRAINING MANAGEMENT DETAILS	2-1
	RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS	2-1
	TRAINING DETAILS	2-1
	TRAINING ADMINISTRATION	2-3
	QUALIFICATION	2-3
	RELATED DOCUMENTS	2-3
	REFERENCES	2-3
	Annex A – PHASE FOUR TRAINING SUMMARY AND TIME ALLOCATION	2A-1
	Annex B – SCHEDULING GUIDELINES	2B-1
	Annex C – RESOURCE REQUIREMENTS	2C-1
	Annex D – REFERENCES	2D-1
CHAPTER 3	CADET EVALUATION	3-1
	PURPOSE	3-1
	LEARNER EVALUATION	3-1
	CADET EVALUATION DESIGN AND DEVELOPMENT	3-1
	CP DEVELOPMENTAL PERIODS (DPs)	3-2
	CADET ASSESSMENT OF LEARNING PLAN	3-2
	ASSESSMENT INSTRUMENTS	3-3
	MONITORING CADET PROGRESS	3-3
	TRAINING COUNSELLING SESSION	3-3
	ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES	3-3
	PHASE FOUR QUALIFICATION STANDARD	3-3
	CADETS NOT MEETING THE QUALIFICATION STANDARD	3-3
	RECORDING AND REPORTING CADET ACHIEVEMENT	3-4
	PHASE FOUR CERTIFICATE OF QUALIFICATION	3-4
	Annex A – CHARACTERISTICS OF CP DPs	3A-1
	Annex B – Assessment of Learning Plan – Phase Four	3B-1
	Appendix 1 – 403 PC ASSESSMENT INSTRUCTIONS	3B1-1
	Appendix 2 – X04 PC – PERSONAL FITNESS AND HEALTHY LIVING ASSESSMENT INSTRUCTIONS	3B2-1
	Appendix 3 – 408 PC ASSESSMENT INSTRUCTIONS	3B3-1
	Appendix 4 – 409 PC ASSESSMENT INSTRUCTIONS	3B4-1
	Appendix 5 – 423 PC ASSESSMENT INSTRUCTIONS	3B5-1

TABLE OF CONTENTS (Cont)

		PAGE
	Annex C – PHASE FOUR QUALIFICATION RECORD	3C-1
	Annex D – CADET INTERVIEW GUIDELINES	3D-1
	Appendix 1 – CADET INTERVIEW FORM	3D1-1
	Annex E – TRAINING COUNSELLING SESSION GUIDELINES	3E-1
	Appendix 1 – TRAINING COUNSELLING SESSION FORM	3E1-1
CHAPTER 4	PERFORMANCE OBJECTIVES AND TRAINING PLAN	4-1-1
SECTION 1	PERFORMANCE OBJECTIVES AND TRAINING PLAN	4-1-1
	PURPOSE	4-1-1
	PERFORMANCE OBJECTIVES	4-1-1
	ENABLING OBJECTIVES	4-1-1
	LESSON SPECIFICATIONS	4-1-1
	ASSESSMENT FOR LEARNING	4-1-1
SECTION 2	PO 400 – PARTICIPATE IN POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING	4-400-1
SECTION 3	PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES	4-X01-1
SECTION 4	PO X02 – Community Service	4-X02-1
SECTION 5	PO 403 – ACT AS A TEAM LEADER	4-403-1
	EO M403.01 – DESCRIBE NEEDS AND EXPECTATIONS OF TEAM MEMBERS	4-M403.01-1
	EO M403.02 – SELECT A LEADERSHIP APPROACH	4-M403.02-1
	EO M403.03 – MOTIVATE TEAM MEMBERS	4-M403.03-1
	EO M403.04 – PROVIDE FEEDBACK TO TEAM MEMBERS	4-M403.04-1
	EO M403.05 – PARTICIPATE IN A MENTORING RELATIONSHIP	4-M403.05-1
	EO M403.06 – ACT AS A TEAM LEADER DURING A LEADERSHIP APPOINTMENT	4-M403.06-1
	EO C403.01 – PARTICIPATE IN A LEADERSHIP SEMINAR	4-C403.01-1
SECTION 6	PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIE	4-X04-1
SECTION 7	PO X05 – PARTICIPATE IN CITIZENSHIP ACTIVITIES	4-X05-1
SECTION 8	PO 406 – FIRE THE CADET AIR RIFLE DURING RECREATIONAL MARKSMANSHIP	4-406-1
	EO M406.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY	4-M406.01-1
	EO C406.01 – ASSIST THE RANGE SAFETY OFFICER (RSO)	4-C406.01-1
	EO C406.02 – SCORE AIR RIFLE MARKSMANSHIP TARGETS	4-C406.02-1

TABLE OF CONTENTS (Cont)

		PAGE
SECTION 9	PO 407 – SERVE IN A SEA CADET CORPS	4-407-1
	EO M407.01 – IDENTIFY PHASE FOUR TRAINING OPPORTUNITIES	4-M407.01-1
	EO M407.02 – IDENTIFY YEAR FOUR CADET SUMMER TRAINING CENTRE (CSTC) TRAINING OPPORTUNITIES	4-M407.02-1
	EO C407.01 – PREPARE FOR A MERIT REVIEW BOARD	4-C407.01-1
SECTION 10	PO 408 – COMMAND A PLATOON ON PARADE	4-408-1
	EO M408.01 – DISCUSS COMMANDING A DIVISION ON PARADE	4-M408.01-1
	EO M408.02 – IDENTIFY PARADE SEQUENCE	4-M408.02-1
	EO M408.03 – COMMAND A SQUAD	4-M408.03-1
	EO M408.04 – INSPECT A CADET ON PARADE	4-M408.04-1
	EO C408.01 – DISCUSS THE HISTORY OF DRILL	4-C408.01-1
	EO C408.02 – VIEW A RE-ENACTMENT THAT DEMONSTRATES THE HISTORY OF DRILL	4-C408.02-1
SECTION 11	PO 409 – INSTRUCT A LESSON	4-409-1
	EO M409.01 – IDENTIFY METHODS OF INSTRUCTION	4-M409.01-1
	EO M409.02 – IDENTIFY ELEMENTS OF A POSITIVE LEARNING ENVIRONMENT	4-M409.02-1
	EO M409.03 – DESCRIBE LEARNER NEEDS	4-M409.03-1
	EO M409.04 – EXPLAIN ASSESSMENT	4-M409.04-1
	EO M409.05 – INSTRUCT A 30-MINUTE LESSON	4-M409.05-1
	EO C409.01 – PLAN A LESSON	4-C409.01-1
	EO C409.02 – INSTRUCT A 30-MINUTE LESSON	4-C409.02-1
	EO C409.03 – ACT AS AN ASSISTANT INSTRUCTOR	4-C409.03-1
	EO C409.04 – PARTICIPATE IN A CREATIVE LESSON-PLANNING WORKSHOP	4-C409.04-1
	EO C409.05 – ACT AS AN ASSISTANT DRILL INSTRUCTOR	4-C409.05-1
	EO C409.06 – INSTRUCT A 30-MINUTE DRILL LESSON	4-C409.06-1
SECTION 12	PO X20 – PARTICIPATE IN CAF FAMILIARIZATION ACTIVITIES	4-X20-1
SECTION 13	PO 421 – PERFORM ROPEWORK	4-421-1
	EO C421.01 – MAKE A BOATSWAIN'S BELT	4-C421.01-1
	EO C421.02 – MAKE A ROUND MAT	4-C421.02-1
	EO C421.03 – MAKE A NET HAMMOCK	4-C421.03-1
SECTION 14	PO 422 – ATTAIN THE RESTRICTED OPERATOR'S CERTIFICATE (MARITIME) (ROC[M]) WITH DIGITAL SELECTIVE CALLING (DSC) ENDORSEMENT	4-422-1
SECTION 15	PO 423 – LOCATE A POSITION ON A CHART	4-423-1
	EO M423.01 – IDENTIFY ASPECTS OF A CHART	4-M423.01-1

TABLE OF CONTENTS (Cont)

	PAGE
EO M423.02 – USE NAVIGATION INSTRUMENTS	4-M423.02-1
EO M423.03 – DESCRIBE LATITUDE AND LONGITUDE	4-M423.03-1
EO M423.04 – PLOT A FIX	4-M423.04-1
EO C423.01 – PLOT A POSITION USING A THREE-BEARING FIX	4-C423.01-1
EO C423.02 – PLOT A POSITION USING A HORIZONTAL ANGLE FIX	4-C423.02-1
SECTION 16	
PO X24 — PARTICIPATE IN Sail a Sailboat IAW Sail Canada CANSail Level 1	4-X24-1
SECTION 17	
PO X25 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND	4-X25-1
SECTION 18	
SEAMANSHIP INTER-DIVISIONAL COMPETITION (SIDC)	4-SIDC-1
Annex A – INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS	4A-1

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*.

THIS PAGE INTENTIONALLY LEFT BLANK

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):

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

- b. Phase Four Course Officer (Phase 4 Crse O):

RANK	MOSID	NUMBER	QUALIFICATION
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:

RANK	MOSID	NUMBER	QUALIFICATION
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.

THIS PAGE INTENTIONALLY LEFT BLANK

ANNEX A

PHASE FOUR TRAINING SUMMARY AND TIME ALLOCATION

PERIOD ALLOCATION

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
400	Participate in Positive Social Relations for Youth Training	N/A	Sub-Module 1—Your Responsibility as a Leader to Influence Positive Social Relations	2
		N/A	Sub-Module 2—What Complaints and Consent Are and How to Practice Risk Reduction	2
		N/A	Sub-Module 3—Your Responsibility as a Leader to Help Manage Conflict	2
		PO 400 Total Mandatory		
X01	Participate in Citizenship Activities	MX01.01A	Participate in a Citizenship Tour	-
		MX01.01B	Attend a Presentation by a Community Organization	-
		MX01.01C	Attend a Presentation by a Citizen-of-Interest	-
		MX01.01D	Participate in the Canadian Citizenship Challenge	-
		MX01.01E	Host a Citizenship Ceremony	-
		MX01.01F	Participate in an Election	-
		MX01.01G	Participate in Heritage Minutes Video Activities	-
		MX01.01H	Participate in Citizenship Learning Stations	-
		CX01.01	Participate in Citizenship Activities	18
PO X01 - Total Mandatory			3	
PO X01 - Total Complementary			18	
X02	Perform Community Service	MX02.01	Perform Community Service	9
		CX02.01	Perform Community Service	18
		PO X02 - Total Mandatory		
PO X02 - Total Complementary			18	
403	Act as a Team Leader	M403.01	Describe Needs and Expectations of Team Members	1
		M403.02	Select an Influence Behaviour Within the Empowering Leadership Style	2
		M403.03	Describe How to Motivate Team Members	2
		M403.04	Provide Feedback to Team Members	2
		M403.05	Participate in a Mentoring Relationship	2
		M403.06	Act as a Team Leader During a Leadership Appointment	1
		403 PC (Part 1)		0
		403 PC (Part 2)		0
		C403.01	Self-Assess Leadership Skills	1
		C403.02	Participate in a Leadership Seminar	12
		PO 403 - Total Mandatory		
PO 403 - Total Complementary			13	

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd	
X04	Track Participation in Physical Activities	MX04.01	Participate in 60 Minutes of Moderate- to Vigorous- Intensity Physical Activity (MVPA) and Track Participation in Physical Activities	3	
		MX04.02	Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment (CFA)	3	
		MX04.03	Participate in the CFA and Identify Strategies for Improving Personal Physical Fitness	3	
		CX04.01	Participate in the CFA and Identify Strategies for Improving Personal Physical Fitness	3	
		CX04.02	Participate in Activities that Reinforce the Three Components of Physical Fitness	3	
		CX04.03	Participate in a Cooking Class	3	
		CX04.04	Attend a Personal Fitness and Healthy Living Presentation	3	
		CX04.05	Attend a Local Amateur Sporting Event	3	
		PO X04 - Total Mandatory			9
		PO X04 Total Complementary			15
X05	Participate in Physical Activities	MX05.01	Participate in Physical Activities	9	
		CX05.01	Participate in Physical Activities	9	
		CX05.02	Participate in a Tournament	9	
		PO X05 - Total Mandatory			9
		PO X05 Total Complementary			18
406	Fire the Cadet Air Rifle During Recreational Marksmanship	M406.01	Participate in a Recreational Marksmanship Activity	3	
		C406.01	Assist the Range Safety Officer (RSO)	1	
		C406.02	Score Air Rifle Marksmanship Targets	1	
		C306.01	Identify Civilian Marksmanship Organizations	1	
		C306.02	Correct Marksmanship Error	2	
		C306.03	Fire the Cadet Air Rifle from the Standing Position	2	
		C106.01	Participate in a Recreational Marksmanship Activity	6	
		PO 406 - Total Mandatory			3
PO 406 - Total Complementary			13		
407	Serve in a Sea Cadet Corps	M407.01	Identify Phase Four Training Opportunities	1	
		M407.02	Identify Year Four CSTC Training Opportunities	1	
		C401.01	Prepare for a Merit Review Board	1	
		C307.01	Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit	2	
		C307.02	Participate in a Presentation Given by the Cadet Liaison Officer	2	
		C307.03	Participate in a Presentation Given by a Guest Speaker from the Navy League of Canada	2	
		PO 407 - Total Mandatory			2
PO 407 - Total Complementary			7		
408	Command a Division on Parade	M408.01	Discuss Commanding a Division on Parade	1	
		M408.02	Identify Parade Sequence	1	
		M408.03	Command a Squad	1	
		M408.04	Inspect a Cadet on Parade	2	
		408 PC		0	

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
		C408.01	Discuss the History of Drill	1
		C408.02	View a Re-Enactment That Demonstrates the History of Drill	3
		C308.01	Execute Flag Party Drill	4
		C308.02	Deliver Words of Command	2
		C308.03	Practice Voice for Calling Drill Commands	2
		C208.01	Practice Ceremonial Drill as a Review	2
		C208.02	Execute Drill with Arms	8
		PO 408 - Total Mandatory		5
		PO 408 - Total Complementary		22
409	Instruct a Lesson	M409.01	Identify Methods of Instruction	2
		M409.02	Identify Elements of a Positive Learning Environment	2
		M409.03	Describe Learner Needs	2
		M409.04	Explain Assessment	1
		M409.05	Instruct a 30-Minute Lesson	3
		409 PC		0
		C409.01	Plan a Lesson	2
		C409.02	Instruct a 30-Minute Lesson	3
		C409.03	Act as an Assistant Instructor	3
		C409.04	Participate in a Creative Lesson Planning Workshop	2
		C409.05	Act as an Assistant Drill Instructor	3
		C409.06	Instruct a 30-Minute Drill Lesson	3
		C309.04	Identify Formations for Drill Instruction	1
		C309.05	Describe Drill Instructional Techniques	2
		C309.06	Instruct a 15 Minute Drill Lesson	3
		PO 409 - Total Mandatory		10
		PO 409 - Total Complementary		22
311	Participate in a Recreational Summer Biathlon Activity	C311.01	Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity	3
		C311.02	Participate in a Recreational Summer Biathlon Activity	6
		C211.01	Identify Civilian Biathlon Opportunities	1
		C211.02	Run on Alternate Terrain	1
		C211.03	Fire the Cadet Air Rifle using a Sling Following Physical Activity	1
		C211.04	Participate in a Competitive Summer Biathlon Activity	6
		C111.01	Participate in a Biathlon Briefing	1
		C111.02	Run Wind Sprints	1
		C111.03	Fire the Cadet Air Rifle Following Physical Activity	1
		C111.04	Participate in a Recreational Summer Biathlon Activity	6
		PO 311 - Total Mandatory		0
		PO 311 - Total Complementary		27

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd		
X20	Participate in Canadian Armed Forces (CAF) Familiarization Activities	MX20.01A	Participate in a CAF Activity	-		
		MX20.01B	Participate in a CAF Familiarization Tour	-		
		MX20.01C	Fire the C7 Rifle	-		
		MX20.01D	Participate in a Mess Dinner	-		
		MX20.01E	Attend a CAF Presentation	-		
		MX20.01F	Attend a CAF Commemorative Ceremony	-		
		MX20.01G	Participate in CAF Video Activities	-		
		MX20.01H	Participate in CAF Learning Stations	-		
		CX20.01	Participate in CAF Familiarization Activities	18		
					PO X20 - Total Mandatory	6
			PO X20 - Total Complementary	18		
421	Perform Ropework	C421.01	Make a Boatswain's Belt	3		
		C421.02	Make a Round Mat	3		
		C421.03	Make a Net Hammock	3		
		C320.02	Rig a Standing Derrick	6		
		C320.03	Rig a Gyn	6		
		C320.04	Make a Monkey's Fist	3		
		C320.05	Make a Turk's Head	3		
					PO 421 - Total Mandatory	0
			PO 421 - Total Complementary	27		
422	Attain the Restricted Operator's Certificate (Maritime) (ROC[M]) With Digital Selective Calling (DSC) Endorsement	C422	Attain the Restricted Operator's Certificate (Maritime) (ROC[M]) With Digital Selective Calling (DSC) Endorsement	16		
		N/A	ROC(M) Written Test	2		
					PO 422 - Total Mandatory	0
					PO 422 - Total Complementary	18
423	Locate a Position on a Chart	M423.01	Identify Aspects of a Chart	2		
		M423.02	Use Navigation Instruments	2		
		M423.03	Describe Latitude and Longitude	4		
		M423.04	Plot a Fix	2		
		423 PC		2		
		C423.01	Plot a Position Using a Three-Bearing Fix	2		
		C423.02	Plot a Position Using a Horizontal-Angle Fix	2		
		C323.01	Communicate Using Flags and Pennants	4		
		C323.02	Pipe Wakey Wakey	2		
		C323.03	Pipe Hands to Dinner	3		
					PO 423 - Total Mandatory	12
			PO 423 - Total Complementary	13		
X24	Sail a Sailboat IAW Sail Canada CANSail Level 1	X24.01	Prepare for a Sail Weekend	1		
		X24.02	Participate in a Sail Weekend	N/A (Wknd)		
					PO X24 - Total Mandatory	Wknd
			PO X24 - Total Complementary	0		

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd	
X25	Participate in a Nautical Training Weekend	CX25.01	Prepare for a Nautical Training Weekend	1	
		CX25.02	Participate in a Nautical Activity	N/A (Wknd)	
		PO X25 - Total Mandatory			0
		PO X25 - Total Complementary			1
N/A	Prepare for the Seamanship Inter-Divisional Competition			1	
N/A	Participate in the Annual Ceremonial Review (ACR)			3	

TRAINING DAY / WEEKEND ALLOCATION

MANDATORY

Activity	Description	Time
Mandatory Training Periods	18 periods of instruction (9 per day) chosen from the mandatory EOs to be delivered during a full day of training. POs 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.).	2 Days
Sail	One weekend of sail training to be conducted IAW PO X24.	1 Weekend
Seamanship Inter-Divisional Competition	A two-day competition in support of POs 403 and POs 421 to X24. This activity is to be conducted over two full days IAW the associated lesson specification and instructional guide.	2 Days
Total Mandatory		6 Days

COMPLEMENTARY

Activity	Description	Time
Complementary Training Periods	18 periods of instruction (9 per day) chosen from the complementary EOs to be delivered during a full day of training. POs 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.).	2 Days
Nautical Training	One weekend of nautical training to be conducted IAW PO X25.	1 Weekend
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.

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

THIS PAGE INTENTIONALLY LEFT BLANK

ANNEX D

REFERENCES

Texts Held by Corps

A-DH-201-000/PT-000 DHH3-2 (2001). *The Canadian Forces Manual of Drill and Ceremonial*. Ottawa, ON: National Defence.

A-CR-005-001/AG-001 Director Cadets 4 (2006). *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON: Department of National Defence.

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

ISBN 0-920232-17-5 / A-CR-CCP-009/PT-001 Donaldson, Sven (2001). *Basic Sailing Skills*. Kingston, ON: Canadian Yachting Association.

0-662-42286-4 Office of Boating Safety (2006). *Safe Boating Guide*. Ottawa, ON: Her Majesty the Queen of Right of Canada, as represented by Transport Canada.

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

Additional References Used During Development

PO X01

Citizenship and Immigration Canada. (2012). *Discover Canada: The Rights and Responsibilities of Citizenship*. Retrieved March 26, 2013 from <http://www.cic.gc.ca/english/resources/publications/discover/index.asp>.

Citizenship and Immigration Canada. (2011). *Host a Citizenship Ceremony*. Retrieved March 26, 2013 from <http://www.cic.gc.ca/english/celebrate/ceremony.asp>.

www.elections.ca > teacher > *Canada at the Polls!* (Elections Canada. (2010). *Canada at the Polls!* Retrieved March 13, 2013 from <http://elections.ca/content.aspx?section=vot&dir=yth/stu/gui&document=index&lang=e>.)

Historica Dominica Institute. (2013). *Canadian Citizenship Challenge*. Retrieved March 26, 2013 from <http://www.citizenshipchallenge.ca/>.

Historica Dominion Institute. (2013). *Heritage Minutes Videos*. Retrieved March 13, 2013 from <https://www.historica-dominion.ca/content/videos>.

PO X02

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

PO 403

A-PA-005-000/AP-004 Canadian Defence Academy–Canadian Forces Leadership Institute. (2005). *Leadership in the CF Conceptual Foundations*. Ottawa, ON: Department of National Defence.

A-PA-005-000/AP-003 *Canadian Defence Academy–Canadian Forces Leadership Institute*. (2005). *Leadership in the CF Doctrine Foundations*. Ottawa, ON: Department of National Defence.

A-CR-CCP-910/PT-001 Director Cadets 6. (1989). *Training School Leadership*. Ottawa, ON: Department of National Defence.

ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.

The ASPIRA Association. (2009). Module #5: *Defining leadership styles*. Retrieved on February 12, 2009, from http://www.aspira.org/files/documents/youthdev08/U_V_M_5_dls.pdf

University of Arkansas, Division of Agriculture, *Cooperative Extension Service*. (2006). 4-H volunteer leaders' series: The enabler—A leadership style. Retrieved February 18, 2009, from http://www.uaex.edu/other_areas/publications/PDF/4HCD2.pdf

ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.

ISBN 0-7879-6068-3 Hesselbein, F., & Johnston, R. (2002). *A leader to leader guide: On mission and leadership*. San Francisco, CA: Jossey-Bass Publishing.

Dweck, C. S. (2007). *The perils and promises of praise*. *Education Leadership*, 65(2), 34-39.

Bainbridge, C. (2009). *About.com: Gifted children. Extrinsic Motivation*. Retrieved on February 26, 2009, from <http://giftedkids.about.com/od/glossary/g/extrinsic.htm>

Bainbridge, C. (2009). *About.com: Gifted children. Intrinsic Motivation*. Retrieved on February 26, 2009, from <http://giftedkids.about.com/od/glossary/g/intrinsic.htm>

ISBN 978-1-59869-450-5 Nigro, N. (2008). *The everything coaching and mentoring book*. (2nd ed.). Avon, MA: F+W Publications Company.

Peeling, G. (2000). *Feedback techniques: 7 things to know about giving feedback: Trainers Guide*. Cambridgeshire, England: Fenman Limited.

Mochal, T. (2006). *Follow these six steps when providing constructive performance feedback*. Retrieved February 5, 2009, from http://articles.techrepublic.com.com/5100-10878_11-6102736.html

ISBN 978-0-87425-495-2 Tulgan, B. (1999). *Fast feedback (2nd ed)*. Amherst, MA: HRD Press, Inc.

Taylor, J. S. (2003). *Training new mentees: A manual for preparing youth in mentoring programs*. USA: The National Mentoring Center.

ISBN 0-7879-6294-5 Rhodes, J. (2002). *New directions for youth development: A critical view of youth mentoring*. New York, NY: Jossey-Bass.

ISBN 0-02-863656-2 Pell, A. R. (1999). *The complete idiot's guide to team building*. Indianapolis, IN: Alpha Books.

Clark, D. (2007). *After action reviews*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leadaar.html>.

Clark, D. (2007). *Leadership & direction*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leaddir.html>.

ISBN 0-14-024272-4 Rosen, R. H., & Brown, P. B. (1997). *Leading people*. New York, NY: Penguin Books.

ISBN 0-7894-4862-9 Heller, R. (1999). *Learning to lead*. New York, NY: DK Publishing, Inc.

ISBN 0-7894-8006-9 Bruce, A., & Langdon, K. (2001). *Do it now!* New York, NY: DK Publishing, Inc.

ISBN 0-7894-3244-7 Heller, R. (1998). *Communicate clearly*. New York, NY: DK Publishing, Inc.

ISBN 0-7645-5408-5 Brounstein, M. (2002). *Managing teams for dummies*. Indianapolis, IN: Wiley Publishing, Inc.

- ISBN 0-7894-4863-7 Heller, R. (1999). *Achieving excellence*. New York, NY: DK Publishing, Inc.
- ISBN 0-02864-207-4 Cole, K. (2002). *The complete idiot's guide to clear communication*. Indianapolis, IN: Alpha Books.
- ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- Shurdington Scouts Resource. (1999). *NASA exercise: Survival on the moon*. Retrieved April 14, 2009, from <http://www.shurdington.org/Downloads/NASA%20Exercise.pdf>
- Mindtools: Essential skills for an excellent career. (2009). *Stepladder technique: Making better group decisions*. Retrieved April 14, 2009, from http://www.mindtools.com/pages/article/newTED_89.htm
- Mindtools: Essential skills for an excellent career. (2009). *Six thinking hats*. Retrieved April 14, 2009, from http://www.mindtools.com/pages/article/newTED_07.htm
- Mindtools: Essential skills for an excellent career. (2009). *Why do we procrastinate*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_96.htm
- Mindtools: Essential skills for an excellent career. (2009). *Preparing a to-do list*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_05.htm
- Mindtools: Essential skills for an excellent career. (2009). *Simple prioritization*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_92.htm
- PedagoNet: Brainteasers. (2009). *Problem solving: Do you have the answer?* Retrieved April 15, 2009, from <http://www.pedagonet.com/brain/brainers.html>
- Discovery Education. (2009). *Brain boosters*. Retrieved April 15, 2009, from <http://school.discoveryeducation.com/brainboosters/>
- Total success: A different type of training. (2009). *Time management: Manage yourself, not your time*. Retrieved March 31, 2009, from <http://www.tsuccess.dircon.co.uk/timemanagementtips.htm>
- About.com: Small Business: Canada. (2009). *11 Time management tips*. Retrieved March 30, 2009, from <http://sbinfoCanada.about.com/cs/timemanagement/a/timemgtips.htm>
- College Board: Inspiring Minds (2009). Time management tips for high school students. Retrieved March 31, 2009, from <http://www.collegeboard.com/student/plan,college-success/116.html>
- Department for Community Development, Government of Western Australia. (2008). *Supervision of children*. Retrieved April 1, 2009, from <http://www.pscwa.org.au/documents/DCDGUIOSHCFactSheetSupervisionofChildren.pdf>

PO X04

- Canadian Society for Exercise Physiology. (2011). *Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>
- CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.
- The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.
- ISBN 0-662-44467-1 Health Canada. (2007). *Canada's food guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- Health Canada. (2011). *Eat well and be active education toolkit*. Retrieved September 29, 2011, from <http://hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/plan-3a-eng.php>

Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.

Panicucci, J. (2008). *Achieving fitness: An adventure activity guide*. Beverly, MA: Project Adventure, Inc

ParticipACTION. (2011). *Get moving*. Retrieved November 28, 2011 from www.participaction.com/en-us/Get-Moving/Easy-Ways-To-Start.aspx

ISBN 978-0-316-11350-2 Ratey, J. MD. (2008). *Spark: The revolutionary new science of exercise and the brain*. New York, NY: Little, Brown and Company.

PO X05

A-CR-CCP-150/PT-001 Chapman, J.R. Major, M.B.E. (1968). *Orienteering: An aid to training*. London, England: Hillside Printing & Publishing Co.

A-CR-CCP-151/PT-001 Canadian Orienteering Federation (1983). *Orienteering level 1 coaching certification*. Ottawa, ON: Canadian Orienteering Federation.

A-PD-050-015/PT-002 Directorate of Physical Education, Recreation and Amenities. (1989). *Physical fitness training in the Canadian Forces* (Vol. 2). Ottawa, ON: Department of National Defence.

About ultimate. (2006). Retrieved 27 April 2006, from www.upa.org/ultimate

ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.

0-3955-2808-9 Alter, J (1986). *Stretch and strengthen*. US: Judith Alter.

Body Bar. (2010). *Programs & education*. Retrieved October 5, 2011, from <http://www.bodybar.com/Programs-Education>

Canadian Orienteering Federation (1985). *Orienteering level two coaching certification*. Ottawa, ON: Canadian Orienteering Federation.

City of Saskatoon, Community Services Department. (2006). *Stretch your limits: A smart guide to stretching for fitness*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

0-7360-4602-X Clark, N (2003). *Nancy Clark's sports nutrition guidebook*. US: Nancy Clark.

ISBN 978-0-7360-6675-4 Corbin, C., & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. Windsor, ON: Human Kinetics.

ISBN 0-88011-807-5 Hanlon, Thomas (1998). *The sports rules book: essential rules for 54 sports*. USA: Human Kinetics Publishers.

The HealthCentral Network. (2007). *MyDietExercise.com: Winds sprint your way to fitness*. Retrieved April 17, 2007, from <http://www.healthcentral.com/diet-exercise/fitness-survival-guides-81076-137.html>

Hansen, B. (1999). *Moving on the spot: Fun and physical activity: A collection of 5 minute stretch and movement sessions*. Retrieved October 26, 2006, from <http://lin.ca/resource/html/dn3.htm#1>

ISBN 0-02-029265-1 Kjellstrom, Bjorn (1994). *Be expert with map & compass: The complete orienteering handbook*. New York, NY: Hungry Minds, Inc.

ISBN 0-88962-630-8 LeBlanc, Janet and Dickson, Louise (1997). *Straight talk about children and sport: Advice for parents, coaches, and teachers*. Oakville, ON and Buffalo, NY: Mosaic Press.

Livestrong.com. (2011). Beginner's *pilates exercises*. Retrieved October 4, 2011, from <http://www.livestrong.com/article/452265-beginner-pilates-exercises/>

Men's Health. (2011). *The 5-minute six-pack abs*. Retrieved October 5, 2011, from <http://www.menshealth.com.sg/fitness/5-minute-six-pack-abs>

ISBN 0-88011-463-0 Nideffer, R. PhD. (1992). *Psyched to win: How to master mental skills to improve your physical performance*. Champaign, IL: Leisure Press.

Norris, G. (Ed.). (1998). *National Football Federation: Touch football rule book 2004*. Ottawa, ON: National Football Federation.

Orienteering. (2006). Retrieved 25 May 2006, from www.orienteeing.org

Panicucci, J. (2008). *Achieving fitness: An adventure activity guide*. Beverly, MA: Project Adventure, Inc.

Popovic, Srdjan. (2011). *10 skipping rope exercises for a better body*. Retrieved October 6, 2011, from <http://www.bloomtofit.com/10-skipping-rope-exercises-for-a-better-body>

Ringette Canada. (2006). Retrieved 27 April 2006, from www.ringette.ca

Roadcycling.com - Cycling info as it should be. (2006). Retrieved 25 April 2006, from www.roadcycling.com

Shelter Online. (2006). Retrieved 25 April 2006, from www.shelterpub.com

Sports Fitness Advisor. (n.d.). *Medicine ball exercises*. Retrieved October 5, 2011, from <http://www.sport-fitness-advisor.com/medicine-ball-exercises.html>

Stott, Winifred (1987). *Armchair ORIENTEEring II: A practical guide to route planning*. Winnipeg, MB: Manitoba Orienteering Association.

Waehner, P. (n.d.). *Resistance band workout for beginners*. Retrieved October 5, 2011 from <http://exercise.about.com/library/bltotalresistancebeginners.htm>

A walking club - Walkablock club of america. (2006). Retrieved 25 April 2006, from www.walkablock.com

What is ultimate frisbee? (2006). Retrieved 27 April 2006, from www.whatisultimate.com

PO 406

CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles, and ammunitions*. Ottawa, ON: Department of National Defence.

CATO 14-41 Director Cadets 4. (2009). *Authorized rifle training*. Ottawa, ON: Department of National Defence.

CATO 14-43 Director Cadets 4. (2009). *Marksmanship program*. Ottawa, ON: Department of National Defence.

PO 407

CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

CATO 31-03 Director Cadets Senior Staff Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

CATO 14-21 Director Cadets 3. (2004). *Music training and education with the Canadian cadet organizations*. Ottawa, ON: Department of National Defence.

CATO 13-02 Director Cadets 3. (2008). *Cadet rank promotions*. Ottawa, ON: Department of National Defence.

Air Cadet League of Canada BC Committee (2009). *Sponsoring committee resources: Mock boards*. Retrieved March 4, 2009, from http://www.aircadetleague.bc.ca/SponCommResources/Mock_Boards.PDF

PO 408

ISBN 978-0674-5023-07 McNeill, W. (1997). *Keeping together in time: Dance and drill in human history*. Cambridge, MA: Harvard University Press.

PO 409

A-P9-050-000/PT-006 *Canadian Forces individual training and education system. (1997). conduct of instructional programmes (Vol. 6)*. Ottawa, ON: Department of National Defence.

A-PD-050-001-PF-001 Chief of Defence Staff. (2001). *Central flying school flight instructors handbook*. Winnipeg, MB: Department of National Defence.

Kizlik, R. (2009). *Education Information for new and future teachers*. Retrieved February 26, 2009 from www.adprima.com

Director Cadets 3. (2007). *Youth reference guide*. Ottawa, ON: Department of National Defence.

ISBN 978-0-7360-6675-4 Corbin, C. & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. Windsor: Human Kinetics.

ISBN 978-1-879097-10-0 Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente, CA: Kagan Publishing.

ISBN 0-7619-4626-8 Earle, L. M. (2003). *Assessment as learning*. Thousand Oaks, CA: Corwin Press, Inc.

Scott, E. (2008). *Cortisol and stress: how to stay healthy*. Retrieved February 25, 2009, from <http://www.Stress.about.com/od/stresshealth/a/cortisol.htm?p=1>

McDonald, E. (2006). *How to involve and engage students*. Retrieved March 4, 2009, from http://www.education-world.com/a_curr/columnists/mcdonald/mcdonald007.shtml

Bear, TC. (2009). *Quiet signals for getting attention and control of your classroom*. Retrieved February 27, 2009, from <http://www.teachercreated.com/blog/?tag=attention-signals>

Bell, A. (2007). *Creating a learning centered environment - Introduction*. Retrieved February 23, 2009, from <http://www.dialogueonlearning.tc3.edu/model/environment/Introductiongrp.Htm>

Handy, K. (2009). *Classroom management plan*. Retrieved February 27, 2009, from <http://www.katiehandy.wordpress.com/classroom-management-plan/>

Boudreau, D. (2008). *Creating the ideal learning environment - Emotional*. Retrieved February 25, 2009, from <http://ezinearticles.com/?Creating-the-Ideal-Learning-Environment---Emotional&aid=1536435>

Belding, S. (2004). *Stickiness: Skills retention and synthesis*. Retrieved March 23, 2009 from http://www.airs.org/files/public/Making_Training_Stick.pdf

ISBN I-57517-344-1 Burke, K. (2000). *What to do with the kid who....* Arlington Heights, IL: Skylight Professional Development

A-CR-CCP-603/PG-001 Director Cadets 3. (2008). *Phase three qualification standard and plan*. Ottawa, ON: Department of National Defence.

ISBN 0-7619-4626-8 Guskey, T., & Marzano, R. (2003). *Assessment as learning*. Thousand Oaks, CA: Corwin Press, Inc

C0-377 Canadian Yachting Association. (2002). *Level 2 technical coach manual*. Kingston, ON: Canadian Yachting Association.

- McDonald, E. (2006). *How to involve and engage students*. Retrieved March 4, 2009, from http://www.education-world.com/a_curr/columnists/mcdonald/mcdonald007.shtml
- Bell, A. (2007). *Creating a learning centered environment—Introduction*. Retrieved February 23, 2009, from <http://www.dialogueonlearning.tc3.edu/model/environment/Introduction-grp.htm>
- Exalted Living. (2009). *Creativity on demand*. Retrieved March 3, 2009, from <http://www.exaltedliving.com/creativity.htm>
- International Forum of Educational Technology & Society. (2006). *Integrating creativity into online university courses*. Retrieved February 11, 2009, from http://ifets.ieee.org/discussions/discuss_september2006.html
- Beals, G. (1998). *Thomas Edison "Quotes"*. Retrieved March 9, 2009, from <http://www.thomasedison.com/index.html>
- Schoenherr, N. (2007). *Being more creative in everyday life is simple, says author of 'Group Genius'*. Retrieved March 10, 2009, from <http://news-innfo.wustl.edu/tips/page/normal/9421.html>
- Soria, R. (2009). *How to think like a genius*. Retrieved March 09, 2009, from <http://www.creativity-portal.com/howto/a/davinci/genius.html>
- MindTools. (2009). *Approaches to creativity*. Retrieved March 16, 2009, from http://www.mindtools.com/pages/article/newCT_00.htm

PO X20

- A-AD-200-000/AG-000 Director Honours and Recognition. (1999). *The honours, flags and heritage structure of Canadian Forces*. Ottawa, ON: Department of National Defence.
- A-AD-262-000/AG-000 Director of Physical Education, Recreation and Amenities. (1984). *Mess administration*. Ottawa, ON: Department of National Defence.
- A-CR-050-801/PH-001 Directorate of Cadets 6. (2009). *Training plan DP1 Cadet Instructors Cadre: Basic Officer Training Course*. Ottawa, ON: Department of National Defence.
- B-GL-317-018/PT-001 Canadian Forces. (1987). *Weapons: The rifle 5.56 mm C7 and the carbine 5.56 mm C8* (Vol. 18). Ottawa, ON: Department of National Defence.
- CFACM 1-900 Air Command. (2007). *Air command mess dinner procedures*. Ottawa, ON: Department of National Defence.
- DVD Video Chadderton, H. C. (Producer) (2005). *The boys of Kelvin High: Canadians in Bomber Command*. Ontario: The War Amps of Canada.
- DVD Video Chadderton, H. C. (Producer) (2000). *A WAR OF THEIR OWN: The Canadians in Sicily and Italy*. Ontario: The War Amps of Canada.
- DVD Video (2010). *The international fleet reviews of the Canadian navy centennial 2010*. Canada: Department of National Defence.
- DVD Video Gimblett, R. H. (Author) (2004). *Operation Apollo: The Canadian Navy in the war against terrorism – 2001-2003*. Canada: Magic Light Publishing.
- DVD Video Guilmain, C. (Director) (2012). *The Van Doos in Afghanistan*. National Film Board of Canada.
- HMCS Queen Regina's Naval Reserve Division. (2009). *Chief Petty Officers & Petty Officers mess dinner naval customs*. Retrieved April 28, 2009, from <http://www.hmcsqueen.ca/cpomessdinner.pdf>.
- Love, D.W. (1990). *Manual of Canadian naval etiquette*. Victoria, BC: VENTURE, The Naval Officer Training Centre.

ReadyAyeReady (2009). *Naval Toasts of the Day – Customs and Traditions: Naval toasts of the day*. Retrieved April 1, 2009 from <http://www.readyayeready.com/tradition/naval-toasts-of-theday.htm>.

PO 421

ISBN 0-385-04025-3 Ashley, C. (1993). *The Ashley book of knots*. New York, NY: Doubleday.

ISBN 1-55267-986-1 Budworth, G. (2001). *The ultimate encyclopedia of knots & ropework*. London, England: Anness Publishing Limited.

Fukahara, D. (2002). *Fancy knotting: An Introduction*. Vancouver, BC: David Fukahara.

Earth Guild: A Netshops Company. (1998). *How to make your own hammock*. Retrieved February 16, 2009, from <http://www.hammocks.com/howtomakeyourownhammockarticle.cfm>

PO 422

ISBN 0-662-42286-4 Office of Boating Safety (2006). *Safe boating guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada, as represented by Transport Canada.

ISBN 0-920232-19-1 / A-CR-CCP-013/PT-001 Donaldson, S. (1992). *Advanced sailing skills*. Gloucester, ON: Canadian Yachting Association.

ISBN 0-920232-15-9 Neff, D. (1990). *Basic power boating skills*. Gloucester, ON: Canadian Yachting Association.

PO 423

ISBN 1-57409-052-6 Larkin, F. (1998). *Basic coastal navigation*. Dobbs Ferry, NY: Sheridan House Inc.

ISBN 0-07-137226-1 Brogdon, B. (1995). *Boat navigation for the rest of us (2nd ed.)*. Camden, ME: International Marine.

C-57-007-002/AF-001 Royal Navy. (1987). *Admiralty manual of navigation (Vol. 1)*. (Rev. 1987). London, England: Her Majesty's Stationery Office.

ISBN 0-9694958-0-3 Saunders, A. E. (1990). *Small craft piloting & coastal navigation*. Halifax, NS: Binnacle Navigation Instruments.

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, conducts, 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

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

THIS PAGE INTENTIONALLY LEFT BLANK

ANNEX B

ASSESSMENT OF LEARNING PLAN – PHASE FOUR

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
<i>PO X01 – Participate in Citizenship Activities</i>								
X01 PC	PO X01	To have the cadet participate in a citizenship activity.	Nil.	Nil.	The cadet is observed participating in a minimum of one citizenship activity.	Anytime.	Nil.	Nil.
<i>PO X02 – Perform Community Service</i>								
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.
<i>PO 403 – Act as a Team Leader</i>								
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	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.
<i>PO X04 – Track Participation in Physical Activities</i>								
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.
<i>PO X05 – Participate in Physical Activities</i>								

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
X05 PC	PO X05	To have the cadet participate in physical activity	Nil.	Nil.	The cadet is observed participating in a minimum of one physical activity.	Anytime.	Nil.	Nil.
<i>PO 406 – Fire the Cadet Air Rifle During Recreational Marksmanship</i>								
406 PC	PO 406	To assess the cadet's ability to fire the cadet air rifle during a recreational marksmanship activity.	Nil.	Nil.	The cadet is observed firing the cadet air rifle during a recreational marksmanship activity.	Anytime.	Nil.	Nil.
<i>PO 407 – Serve in a Sea Cadet Corps</i>								
407 PC	PO 407	To have the cadet participate in Phase Four training.	Nil.	Nil.	The cadet is observed participating in a minimum of 60% of mandatory / complementary Phase Four training.	Anytime.	Nil.	Nil.
<i>PO 408 – Command a Division on Parade</i>								
408 PC	PO 408	To assess the cadet's ability to command a division.	Skills	Performance Assessment	The cadet is observed as they command a division on parade by: identifying parade sequence and inspecting a cadet on parade.	During division parades.	Chapter 3, Annex B, Appendix 3 checklist.	Nil.

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 409 – Instruct a Lesson								
409 PC	PO 409	To assess the cadet's ability to prepare and instruct a 30-minute lesson.	Reasoning proficiency and skills	Performance Assessment	The cadet's lesson plan is reviewed and they are observed while instructing a 30-minute lesson.	Ongoing during the conduct of lessons related to EO M409.05 or during any opportunity there after.	Chapter 3, Annex B, Appendix 4.	Assistance is denied.
PO 311 – Participate in a Recreational Summer Biathlon Activity								
Nil.								
PO X20 – Participate in CAF Familiarization Activities								
X20 PC	PO X20	To have the cadet participate in CAF familiarization activities.	Nil.	Nil.	The cadet is observed participating in a minimum of one CAF familiarization activity.	Anytime.	Nil.	Nil.
PO 421 – Perform Ropework								
Nil.								
PO 423 – Locate a Position on a Chart								
423 PC	PO 423	The purpose of this PC is to assess the cadet's ability to locate a position on a chart.	Knowledge and Skills	Selected Response and Short Answer	Cadets are required to complete a fixing paper.	Upon completion of lessons related to PO 423.	Chapter 3, Annex B, Appendix 5	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.								

THIS PAGE INTENTIONALLY LEFT BLANK

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**

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

**403 PC ASSESSMENT RUBRIC
LEADERSHIP APPOINTMENT**

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

THIS PAGE INTENTIONALLY LEFT BLANK

**403 PC ASSESSMENT CHECKLIST
 LEADERSHIP ASSIGNMENT**

Cadet's Name: _____

Corps: _____

Date: _____

Division: _____

	Assessment (circle one)	Notes
Select a leadership approach.	I D C E	
Communicate as a team leader.	I D C E	
Supervise team members.	I D C E	
Solve problems.	I D C E	
Motivate team members.	I D C E	
Provide feedback to team members.	I D C E	
Meet expectations of team members.	I D C E	
Complete the leadership assignment.	I C	
Perform self-assessment.	I C	

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**

Cadet's Name: _____

Corps: _____

Date: _____

Division: _____

	Assessment (circle one)	Notes
Select a leadership approach.	I D C E	
Communicate as a team leader.	I D C E	
Supervise team members.	I D C E	
Solve problems.	I D C E	
Motivate team members.	I D C E	
Provide feedback to team members.	I D C E	
Meet expectations of team members.	I D C E	
Perform self-assessment.	I C	

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
 OVERALL ASSESSMENT**

The PO 403 Overall Assessment includes the evaluation of both the leadership assignment and the leadership appointment.

Assessor's Feedback:

PO 403 Overall Assessment						
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty	Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by not successfully completing either the leadership assignment or the leadership appointment.		The cadet has 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.		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.	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.

Assessor's Name:	Position:
Assessor's Signature:	Date:

This form shall be reproduced locally.

THIS PAGE INTENTIONALLY LEFT BLANK

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:

PO 404 Assessment Results					
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard	
Overall Performance	The cadet did not complete a minimum of 60 minutes of MVPA daily for at least 20 days over four consecutive weeks.		The cadet has achieved the performance standard by completing a minimum of 60 minutes of MVPA daily for 20 days over four consecutive weeks.	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.	

Assessor's Name:	Position:
Assessor's Signature:	Date:

This form shall be reproduced locally.

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 of 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

Cadet's Name: _____

Corps: _____

Date: _____

Division: _____

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Analytical Performance Assessment:	The skill was not attempted or not completed even with assistance.	The skill was completed with some difficulty / assistance or with heavy reliance on the parade sequence aide mémoire card.	The skill was completed without difficulty / assistance or required only occasional reference to the parade sequence aide mémoire card.	The skill was completed without any difficulty / assistance and required no use of the parade sequence aide mémoire card.
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.				

The cadet saluted (if required) and asked for permission to carry on.				
The cadet returned to the front of the division, centred and three paces in front.				
The cadet ordered the division to close order march and stand at ease.				
The cadet executed an about turn and stood at ease.				
March Past				
The cadet executed all commands given by the parade commander.				
The cadet assumed the correct position in front of the division throughout the march past.				
The cadet correctly delivered all required commands throughout the march past.				
Once commanded to advance, the cadet turned and wheeled into position in front of the division.				
Fall Out				
Once commanded to dismiss, the cadet observed the standard pause, saluted if an officer was present and then marched off the parade square.				

This form shall be reproduced locally.

Assessor's Feedback:

PO 408 Overall Assessment						
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty	Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by not completing at least one of the required areas.		The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty.		The cadet has achieved the performance standard by completing all objectives without difficulty.	The cadet has achieved the performance standard by exceeding the standard on all objectives.

Assessor's Name:	Position:
Assessor's Signature:	Date:

This form shall be reproduced locally.

THIS PAGE INTENTIONALLY LEFT BLANK

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 a 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.

POST ASSESSMENT INSTRUCTIONS

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

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Lesson Preparation				
Lesson plan	The lesson plan was not submitted, it had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP.	The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs are to be presented.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.
Instructional aids	The instructional aids were not developed, not relevant or were of poor quality.	The instructional aids were relevant, but their ease of use and effectiveness were questionable.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content. In addition, instructional aids were creative, well thought-out and extra effort on the cadet's part was evident.
Classroom / training area set up	Set-up of the classroom / training area was not 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: <ul style="list-style-type: none"> • functional seating formation, • lighting, and • instructional aids were easily accessible and ready to use, and • distractions were minimized. 	N/A
Lesson Introduction				
Review of previous lesson (if applicable)	The cadet did not review previous lesson.	The cadet stated the topic of the previous lesson.	The cadet stated the topic of the previous lesson and provided a brief summary of the content.	N/A
Introduction of lesson	The cadet did not provide an introduction to the lesson.	The cadet stated what will be learned, but was unclear in the description of why it is important or where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied in a creative and engaging way.
Lesson Body				
Method(s) of instruction	The cadet's choice of method was not appropriate to the content or the audience.	The cadet's choice of method was appropriate but they displayed some difficulty using the method.	The cadet's choice of method was appropriate and they displayed no difficulty using the method.	N/A

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Learning environment	The cadet did not ensure the physical safety of the class, and/or the cadet made no attempt to employ stress and classroom management techniques, as described in EO M409.02.	The cadet ensured the physical safety of the class at all times. The cadet attempted to employ stress and classroom management techniques, however experienced difficulty using them effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet employed stress classroom management techniques, as necessary, in an effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet always controlled positive and negative stress, and displayed excellent classroom management techniques.
Effective use instructional aids	The cadet did not use instructional aids.	The instructional aids were difficult to see / use, or were introduced at an ineffective time.	The instructional aids were clearly displayed and were appropriately introduced.	N/A
Satisfaction of learner needs	The lesson was delivered in a way that was inappropriate for the developmental period of the audience and did not present visual, auditory or kinesthetic learning opportunities.	Some aspects of the lesson delivery were not appropriate for the developmental period of the audience. The cadet included little variety with regard to providing visual, auditory or kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included some variety of visual, auditory and kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included many visual, auditory and kinesthetic learning opportunities throughout the lesson.
Accuracy of lesson content	The cadet displayed limited understanding of the lesson content and was unable to provide accurate explanations, demonstrations and/or clarification.	The cadet displayed a general understanding of the lesson content but struggled with the explanation, demonstration and/or clarification of some of the content.	The cadet displayed a sound understanding of lesson content and provided accurate explanations, demonstrations and/or clarification without difficulty.	The cadet displayed a mastery of the lesson content.
TP confirmation	The cadet did not use questions or an activity to confirm the understanding of the TP content; and did not adjust the instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, however made little effort to adjust instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, and as necessary, attempted to adjust instruction based on audience comprehension.	The questions or activity cadet creatively confirmed understanding at the end of each TP and easily adjusted instruction based on audience comprehension.
End of lesson confirmation	The knowledge or skills covered in the lesson were not confirmed using questions or an activity.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills, however all teaching points were not covered.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills and all teaching points were covered.	All knowledge or skills covered in the lesson were confirmed in a creative and engaging way.
Lesson Conclusion				
Lesson summary	The cadet did not re-state the objective of the lesson and did not summarize important points / areas for improvement.	The cadet re-stating the objectives of the lesson however struggled to summarize important points / areas for improvement.	The cadet re-stating the objectives of the lesson and concisely summarized important points / areas for improvement.	N/A
Re-motivate	The cadet did not attempt re-motivate the cadets.	N/A	The cadet attempted to re-motivate the cadets.	N/A

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded the Standard (E)
Description of next lesson	The cadet did not describe the next lesson.	The cadet stated the topic of the next lesson.	The cadet stated the topic of the next lesson and provided a brief and accurate description of the lesson content.	N/A
Communication				
Voice control	The cadet did not speak clearly or consistently spoke to too quickly or quietly to be understood.	The cadet was understood, however struggled with the use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made clear attempts to control pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made excellent use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.
Body language, dress and deportment	The cadet exhibited inappropriate body language and/or poor dress and deportment.	The cadet attempted to use body language to help communicate and emphasis points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasis points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasis points and exhibited a high standard of dress and deportment.
Questioning techniques	The cadet did not use any questions or apply the questions sequence (pose, pause, pounce, ponder and praise).	The cadet used appropriate types of questions but inconsistently applied the question sequence (pose, pause, pounce, ponder and praise).	The cadet used a variety questions and consistently applied the question sequence (pose, pause, pounce, ponder and praise).	N/A
Time Management				
Time Management	The lesson was not completed within the allotted time, with more than 5 minutes deviation.	Time planned for and/or spent on individual TPs / activities was somewhat inaccurate or insufficient however the lesson was completed within the allotted time (+ / - 5 minutes).	Time planned for and/or spent on individual TPs / activities was appropriate and the lesson was completed within the allotted time (+ / - 5 minutes).	N/A

409 PC ASSESSMENT CHECKLIST

Cadet's Name: _____

Corps: _____

Date: _____

Division: _____

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

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

	Assessment (circle one)	Notes
Communication		
Voice control	I D C E	
Body language	I D C E	
Questioning techniques	I D C	
Time Management		
Time management	I D C	

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

Assessor's Feedback:

PO 409 Overall Assessment				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by receiving an "incomplete" on more than three of the criteria listed on the assessment checklist.	The cadet has achieved the performance standard by receiving an "incomplete" on not more than three of the criteria and a minimum of "completed with difficulty" on all other criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on 10 or more of the criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria listed and "exceeded standard" on 7 or more of the criteria:

Assessor's Name:	Position:
Assessor's Signature:	Date:

This form shall be reproduced locally.

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 : 40 000**

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:

Number	From	To	Distance
1.	Dock I. light 48° 40.50' N 123° 21.40' W	Canoe Rk. Light 48° 44.00' N 123° 20.43' W	3.88 NM
2.	Gowlland Pt. light 48° 44.15' N 123° 11.05' W	Turn Pt. light 48° 41.34' N 123° 14.25' W	3.6 NM

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

Number	Latitude	Longitude	Symbol
1.	48° 41.34' N	123° 14.25' W	Turn Pt. light
2.	48° 45.9' N	123° 18.3' W	Beddis Rk.

Section D— Plot the following fixes complete with navigational track and two DRs (at 6 and 12 minutes):

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

**** **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: _____ %

PO 423 Overall Assessment				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by completing the PC with a mark of less than 60 percent in three attempts or did not attempt the PC.	The cadet has achieved the performance standard by completing the PC with a mark of 60 percent or more but required more than one attempt.	The cadet has achieved the performance standard by completing the PC with a mark of 60 percent but less than 90 percent on the first attempt.	The cadet has achieved the performance standard by completing the PC with a mark of 90 percent or more on the first attempt.

Assessor's Name:	Position:
Assessor's Signature:	Date:

This form shall be reproduced locally.

THIS PAGE INTENTIONALLY LEFT BLANK

PHASE FOUR QUALIFICATION RECORD

Cadet's Name: _____ Corps: _____

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

Qualification Achieved	Yes	No	Training Officer	Date: _____
			Signature: _____	

THIS PAGE INTENTIONALLY LEFT BLANK

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.

THIS PAGE INTENTIONALLY LEFT BLANK

ANNEX D, APPENDIX 1
CADET INTERVIEW FORM

Name:	Rank:
Phase:	Division:
SECTION 1– INITIAL INTERVIEW	
<ol style="list-style-type: none">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:

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:

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

Cadet's Signature:

Officer's Signature:

Date:

THIS PAGE INTENTIONALLY LEFT BLANK

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.

THIS PAGE INTENTIONALLY LEFT BLANK

ANNEX E, APPENDIX 1

TRAINING COUNSELLING SESSION FORM

SECTION 1 – BACKGROUND INFORMATION	
Name:	Rank:
Phase:	Division:
Circumstances requiring TCS:	
Overall training progress (eg, seriousness of failure, performance in related POs, any previous difficulty and action taken, performance / behaviour, etc.):	
SECTION 2 – SESSION FINDINGS	
<ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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.

Cadet Signature:

Training Officer's Signature:

Date:

SECTION 4 – COMMANDING OFFICER REVIEW

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

Commanding Officer's Signature:

Date:

CHAPTER 4
PERFORMANCE OBJECTIVES 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.
4. **Remarks:** Nil.

THIS PAGE INTENTIONALLY LEFT BLANK

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*.

THIS PAGE INTENTIONALLY LEFT BLANK

SECTION 4

PO X02 – COMMUNITY SERVICE

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

THIS PAGE INTENTIONALLY LEFT BLANK

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).

THIS PAGE INTENTIONALLY LEFT BLANK

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:**

TP	Description	Method	Time	Refs
TP1	Describe the needs of team members, to include: <ol style="list-style-type: none"> a. acceptance of and by other team members, b. acceptance and understanding of leaders, c. approval of leaders, and d. opportunities to try different tasks and roles. 	Interactive Lecture	5 min	C0-115 (pp. 12–13)

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

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:**

- An interactive lecture was chosen for TP 1 to orient the cadets to team members' needs.
- 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.
- 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:

- a. A0-047 A-PA-005-000/AP-004 Canadian Defence Academy–Canadian Forces Leadership Institute. (2005). *Leadership in the CF conceptual foundations*. Ottawa, ON: Department of National Defence.
 - b. A0-048 A-PA-005-000/AP-003 Canadian Defence Academy–Canadian Forces Leadership Institute. (2005). *Leadership in the CF doctrine foundations*. Ottawa, ON: Department of National Defence.
 - c. A0-131 A-CR-CCP-910/PT-001 Director Cadets 6. (1989). *Training school leadership*. Ottawa, ON: Department of National Defence.
 - d. C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
 9. **Learning Aids:** Needs and Expectations of Team Members handout.
 10. **Test Details:** This EO is assessed IAW Chapter 3, Annex B, 403 PC.
 11. **Remarks:** Nil.

THIS PAGE INTENTIONALLY LEFT BLANK

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:**

TP	Description	Method	Time	Refs
TP1	Describe transactional and transformational leadership.	Interactive Lecture	5 min	C0-115 (pp. 8–10) C0-410
TP2	Describe the outcomes that occur as a result of the team leader focussing on the team members and the goal.	Interactive Lecture	10 min	C0-413
TP3	Describe leadership approaches, to include: <ol style="list-style-type: none"> a. the key aspects of each approach, to include: <ol style="list-style-type: none"> (1) control, (2) coach, and (3) empower; and b. selecting an approach based on the: <ol style="list-style-type: none"> (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:**

- a. C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- b. C0-410 The ASPIRA Association. (2009). *Module #5: Defining leadership styles*. Retrieved on February 12, 2009, from http://www.aspira.org/files/documents/youthdev08/U_V_M_5_dls.pdf
- c. C0-413 University of Arkansas, Division of Agriculture, Cooperative Extension Service. (2006). *4-H volunteer leaders' series: The enabler—A leadership style*. Retrieved February 18, 2009, from http://www.uaex.edu/other_areas/publications/PDF/4HCD2.pdf

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:**

TP	Description	Method	Time	Refs
TP1	Conduct an in-class activity where the cadets will explain to each other the advantages and disadvantages of extrinsic and intrinsic motivators.	In-Class Activity	20 min	C0-245 (pp. 30–35) C0-415
TP2	Explain why team leaders should encourage intrinsic motivation.	Interactive Lecture	5 min	C0-401 (pp. 55–58)
TP3	Conduct a group discussion about when and how team leaders motivate team members, to include: <ol style="list-style-type: none"> a. praising effort and perseverance during a task; b. praising the use of different strategies during a task; c. praising improvement during a task; d. encouraging the development of knowledge and skills; e. praising the completion of a task; f. thanking team members for their endeavours; and g. giving credit for the completion of tasks to the team rather than yourself. 	Group Discussion	25 min	C0-411

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:**

- a. C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.
- b. C0-401 ISBN 0-7879-6068-3 Hesselbein, F., & Johnston, R. (2002). *A leader to leader guide: On mission and leadership*. San Francisco, CA: Jossey-Bass Publishing.
- c. C0-411 Dweck, C. S. (2007). The perils and promises of praise. *Education Leadership*, 65(2), 34-39.
- d. C0-414 Bainbridge, C. (2009). About.com: Gifted children. *Extrinsic Motivation*. Retrieved on February 26, 2009, from <http://giftedkids.about.com/od/glossary/g/extrinsic.htm>
- e. C0-415 Bainbridge, C. (2009). About.com: Gifted children. *Intrinsic Motivation*. Retrieved on February 26, 2009, from <http://giftedkids.about.com/od/glossary/g/intrinsic.htm>

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:**

TP	Description	Method	Time	Refs
TP1	Have the cadets brainstorm and prepare a list of times when feedback should be provided.	In-Class Activity	5 min	C0-258
TP2	Explain the principles of effective feedback, to include: <ol style="list-style-type: none"> a. frequent, b. accurate, c. specific, and d. timely. 	Interactive Lecture	10 min	C0-412 (pp. 3–10, pp. 111–113)
TP3	Explain the ground rules for providing feedback, to include: <ol style="list-style-type: none"> a. focusing on what is observed; b. focusing on behaviour; c. keeping it neutral; d. using it to inform; e. making it supportive; and f. keeping it simple. 	Interactive Lecture	10 min	C0-403 (pp. 11–15, pp. 111–116)

TP	Description	Method	Time	Refs
TP4	<p>Explain the steps for providing feedback, to include:</p> <ul style="list-style-type: none"> a. planning what to say; b. providing examples of behaviours; c. allowing time for feedback; d. motivating; and e. setting a timeline for action and follow-up. <p>Explain the steps for receiving feedback, to include:</p> <ul style="list-style-type: none"> a. seeing each feedback session as a learning opportunity; b. actively listening to the sender's ideas; c. asking for more information if the ideas are not understood; d. being honest about how the feedback is affecting one's emotions; and e. remaining open-minded about future learning opportunities. 	Interactive Lecture	10 min	C0-404
TP5	Using scenarios, have the cadets practice providing feedback to team members.	In-Class Activity	15 min	

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:**

- a. C0-258 ISBN 978-1-59869-450-5 Nigro, N. (2008). *The everything coaching and mentoring book*. (2nd ed.). Avon, MA: F+W Publications Company.
- b. C0-403 Peeling, G. (2000). *Feedback techniques: 7 things to know about giving feedback: Trainers Guide*. Cambridgeshire, England: Fenman Limited.
- c. C0-404 Mochal, T. (2006). *Follow these six steps when providing constructive performance feedback*. Retrieved February 5, 2009, from http://articles.techrepublic.com.com/5100-10878_11-6102736.html

- d. C0-412 ISBN 978-0-87425-495-2 Tulgan, B. (1999). *Fast feedback* (2nd ed). Amherst, MA: HRD Press, Inc.
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.

THIS PAGE INTENTIONALLY LEFT BLANK

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:**

TP	Description	Method	Time	Refs
TP1	Review the mentoring relationship, to include: <ol style="list-style-type: none"> a. recognizing the purpose of a mentoring relationship; b. identifying the benefits of participating in a mentoring relationship; c. contributing to a mentoring match; d. being open to new things; e. being responsive to suggestions and constructive criticism; f. providing feedback to the mentor; g. learning from the mentor's example; h. participating in mentoring activities; and i. appreciating the mentoring relationship. 	Interactive Lecture	5 min	C0-258 (pp. 15–21, 37–48, 70–73)
TP2	Discuss the difference between formal and informal mentoring.	Group Discussion	5 min	C0-258 (p. 20, p. 64, pp. 78–79, 174–178, 182–187) C0-405 (pp. 9–18, 59–87)

TP	Description	Method	Time	Refs
TP3	Describe the steps of a formal mentoring session, to include: a. getting acquainted; b. setting goals; c. meeting goals and expectations; and d. concluding the mentoring session.	Interactive Lecture	10 min	C0-258 (pp. 260–265)
TP4	Demonstrate and explain a mentoring session, to include: a. keeping the mentoring relationship professional; b. keeping the conversation during the mentoring session in confidence; and c. using the ground rules for feedback during a mentoring session.	Demonstration	10 min	C0-258 (pp. 260–265) C0-324 (pp. 21–26, p. 31, p. 32)
TP5	Have the cadets role-play a mentoring session based on two given scenarios. Cadets will role-play the mentor in one scenario, and the cadet being mentored in another scenario.	Role-Play	20 min	C0-258 (pp. 260–265) C0-324 (pp. 21–26, p. 31, p. 32)

5. **Time:**

a. Introduction / Conclusion:	10 min
b. Interactive Lecture:	15 min
c. Group Discussion:	5 min
d. Demonstration:	10 min
e. Role-Play:	20 min
f. Total:	60 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:

- a. C0-258 ISBN 978-1-59869-450-5 Nigro, N. (2008). *The everything coaching and mentoring book*. (2nd ed.). Avon, MA: F+W Publications Company.
- b. C0-324 Taylor, J. S. (2003). *Training new mentees: A manual for preparing youth in mentoring programs*. USA: The National Mentoring Center.
- c. C0-405 ISBN 0-7879-6294-5 Rhodes, J. (2002). *New directions for youth development: A critical view of youth mentoring*. New York, NY: Jossey-Bass.

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.

THIS PAGE INTENTIONALLY LEFT BLANK

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:**

TP	Description	Method	Time	Refs
TP1	Describe a leadership assignment and a leadership appointment.	Interactive Lecture	5 min	
TP2	Describe the leadership appointments that may be assigned at the corps.	Interactive Lecture	5 min	

TP	Description	Method	Time	Refs
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.	Interactive Lecture	15 min	C0-114 (p. 16, p. 36, p. 99) C0-243 C0-245 (pp. 70–71) C0-247 (pp. 133–136) C0-248 (p. 20, p. 21) C0-253 (p. 24) C0-254 (p. 34, p. 35) C0-255 (pp. 86–89) C0-256 (p. 54, p. 55)

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:**
 - a. C0-114 ISBN 0-02-863656-2 Pell, A. R. (1999). *The complete idiot's guide to team building*. Indianapolis, IN: Alpha Books.
 - b. C0-243 Clark, D. (2007). *After action reviews*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leadaar.html>
 - c. C0-243 Clark, D. (2007). *Leadership & direction*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leaddir.html>
 - d. C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.
 - e. C0-247 ISBN 0-14-024272-4 Rosen, R. H., & Brown, P. B. (1997). *Leading people*. New York, NY: Penguin Books.
 - f. C0-248 ISBN 0-7894-4862-9 Heller, R. (1999). *Learning to lead*. New York, NY: DK Publishing, Inc.
 - g. C0-253 ISBN 0-7894-8006-9 Bruce, A., & Langdon, K. (2001). *Do it now!* New York, NY: DK Publishing, Inc.
 - h. C0-254 ISBN 0-7894-3244-7 Heller, R. (1998). *Communicate clearly*. New York, NY: DK Publishing, Inc.
 - i. C0-255 ISBN 0-7645-5408-5 Brounstein, M. (2002). *Managing teams for dummies*. Indianapolis, IN: Wiley Publishing, Inc.
 - j. C0-256 ISBN 0-7894-4863-7 Heller, R. (1999). *Achieving excellence*. New York, NY: DK Publishing, Inc.
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.

THIS PAGE INTENTIONALLY LEFT BLANK

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:**
 - a. C0-022 ISBN 0-02864-207-4 Cole, Kris (2002). *The complete idiot's guide to clear communication*. Indianapolis, IN: Alpha Books.
 - b. C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.
 - c. C0-425 Shurdington Scouts Resource. (1999). *NASA exercise: Survival on the moon*. Retrieved April 14, 2009, from <http://www.shurdington.org/Downloads/NASA%20Exercise.pdf>
 - d. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Stepladder technique: Making better group decisions*. Retrieved April 14, 2009, from http://www.mindtools.com/pages/article/newTED_89.htm

- e. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Six thinking hats*. Retrieved April 14, 2009, from http://www.mindtools.com/pages/article/newTED_07.htm
 - f. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Why do we procrastinate*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_96.htm
 - g. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Preparing a to-do list*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_05.htm
 - h. C0-477 Mindtools: Essential skills for an excellent career. (2009). *Simple prioritization*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_92.htm
 - i. C0- 479 PedagoNet: Brainteasers. (2009). *Problem solving: Do you have the answer?* Retrieved April 15, 2009, from <http://www.pedagonet.com/brain/brainers.html>
 - j. C0-480 Discovery Education. (2009). *Brain boosters*. Retrieved April 15, 2009, from <http://school.discoveryeducation.com/brainboosters/>
 - k. C0-481 Total success: A different type of training. (2009). *Time management: Manage yourself, not your time*. Retrieved March 31, 2009, from, <http://www.tsuccess.dircon.co.uk/timemanagementtips.htm>
 - l. C0-482 About.com: Small Business: Canada. (2009). *11 Time management tips*. Retrieved March 30, 2009, from, <http://sbinfocanada.about.com/cs/timemanagement/a/timemggtips.htm>
 - m. C0-483 College Board: Inspiring Minds (2009). *Time management tips for high school students*. Retrieved March 31, 2009, from, <http://www.collegeboard.com/student/plan,college-success/116.html>
 - n. C0-487 Department for Community Development, Government of Western Australia. (2008). *Supervision of children*. Retrieved April 1, 2009, from <http://www.pscwa.org.au/documents/DCDGUIOSHCFactSheetSupervisionofChildren.pdf>
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 ACTIVITIE

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*.

THIS PAGE INTENTIONALLY LEFT BLANK

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*.

THIS PAGE INTENTIONALLY LEFT BLANK

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:**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.
- b. A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles and ammunition*. Ottawa ON: Department of National Defence.

8. **Training Aids:**

- a. Cadet air rifle,
- b. Cadet air rifle sling,
- c. Air rifle pellets,
- d. Target frame,
- e. 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).

THIS PAGE INTENTIONALLY LEFT BLANK

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:**

TP	Description	Method	Time	Refs
TP1	Discuss ways to assist the RSO, to include: <ol style="list-style-type: none"> a. setting up an air rifle range, to include: <ol style="list-style-type: none"> (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: <ol style="list-style-type: none"> (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; 	Group Discussion	25 min	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)

TP	Description	Method	Time	Refs
	<p>c. controlling pellets, to include:</p> <ul style="list-style-type: none"> (1) maintaining possession of the pellets at all times; (2) distributing pellets; (3) disposing of pellets; (4) recording the number of pellets used during the activity; and (5) recording the number of pellets used for each rifle; <p>d. performing the role of a range sentry, to include:</p> <ul style="list-style-type: none"> (1) restricting access to the range during firing; (2) controlling range warning signals; and (3) notifying the RSO of safety concerns inside / outside the range area; <p>e. assisting on the firing point, to include:</p> <ul style="list-style-type: none"> (1) supervising firers responding to range commands; (2) assisting firers as necessary; (3) correcting errors; and (4) notifying the RSO of safety concerns; and <p>f. scoring targets.</p>			

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:**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Cadet marksmanship program: Reference manual*. Ottawa, ON: Department of National Defence.
- b. A0-041 CATO 14-41 Director Cadets 4. (2009). *Authorized rifle training*. Ottawa, ON: Department of National Defence.

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).

THIS PAGE INTENTIONALLY LEFT BLANK

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:**

TP	Description	Method	Time	Refs
TP1	Describe air rifle marksmanship targets, to include: <ol style="list-style-type: none"> a. CCM air rifle grouping targets, b. CCM competition targets, and c. non-standard targets. 	Interactive Lecture	5 min	A0-027 (p. 1-9-1)
TP2	Explain, demonstrate and have the cadets score the CCM Air Rifle Grouping Target by: <ol style="list-style-type: none"> a. determining there are five shots in the grouping; b. aligning the air rifle grouping template over the five-shot grouping so that all shots are within a scoring ring; c. determining if the grouping will fit within the next smallest ring without touching the scoring ring; d. repeating as required until the grouping will not fit within the next smallest scoring ring without touching the scoring ring; e. recording the grouping size on the target; and f. determining the classification category. 	Demonstration and Performance	10 min	A0-027 (pp. 1-9-1 to 1-9-2) A0-041 (p. C-3/6)

TP	Description	Method	Time	Refs
TP3	<p>Explain, demonstrate and have the cadets score the CCM Competition Target by:</p> <p>a. determining the score on each diagram by:</p> <p style="padding-left: 40px;">(1) determining the value by inspecting with the naked eye; and</p> <p style="padding-left: 40px;">(2) determining the value using the .177-scoring magnifier by:</p> <p style="padding-left: 80px;">(a) aligning a scoring magnifier over the pellet hole;</p> <p style="padding-left: 80px;">(b) awarding the higher value where a shot touches a scoring ring or breaks a scoring ring; and</p> <p style="padding-left: 80px;">(c) awarding the lower value where a gap exists between the shot and a scoring ring;</p> <p>b. calculating any penalties; and</p> <p>c. recording the score on the target.</p> <p>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.</p>	Demonstration and Performance	10 min	A0-027 (pp. 1-9-2 to 1-9-4)

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:**

- a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Cadet marksmanship program: Reference manual*. Ottawa, ON: Department of National Defence.
- b. A0-148 CATO 14-43 Director Cadets 4. (2009). *Marksmanship program*. Ottawa, ON: Department of National Defence.

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.
11. **Remarks:** Nil.

THIS PAGE INTENTIONALLY LEFT BLANK

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.

THIS PAGE INTENTIONALLY LEFT BLANK

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:**

TP	Description	Method	Time	Refs
TP1	Conduct an in-class activity to identify Phase Four mandatory training opportunities, to include: <ol style="list-style-type: none"> a. training common to the sea, army, and air elements of the CCO, to include: <ol style="list-style-type: none"> (1) citizenship, (2) community service, (3) leadership, (4) personal fitness and healthy living, (5) recreational sports, (6) air rifle marksmanship, (7) general cadet knowledge, (8) drill, (9) instructional techniques, and (10) biathlon; and b. sea elemental training, to include: <ol style="list-style-type: none"> (1) Canadian Navy and maritime community, (2) ship's operations, (3) sailing, and (4) seamanship inter-divisional competition. 	In-Class Activity	10 min	A0-096 A1-066
TP2	Identify Phase Four complementary training opportunities.	Interactive Lecture	10 min	See Remarks para. 11
TP3	Discuss leadership appointment opportunities at the corps.	Group Discussion	5 min	

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:**
 - a. A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.
 - b. A1-066 CATO 31-03 Director Cadets Senior Staff Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.
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:**

TP	Description	Method	Time	Refs
TP1	Conduct a group discussion where the cadets will review specialty areas for year four CSTC training, to include: <ol style="list-style-type: none"> a. air rifle marksmanship, b. fitness and sports, c. music, d. sail, e. seamanship, and f. drill and ceremonial. 	Group Discussion	5 min	A0-033 A0-096 A1-066
TP2	Describe year four CSTC courses, to include: <ol style="list-style-type: none"> a. common courses: <ol style="list-style-type: none"> (1) Air Rifle Marksmanship Instructor, (2) Fitness and Sports Instructor, and (3) Military Band–Intermediate Musician and Advanced Musician; and b. elemental courses: <ol style="list-style-type: none"> (1) Intermediate Sail, (2) Sail Coach, (3) Ship’s Boat Operator, (4) Chief Boatswain’s Mate, and (5) Drill and Ceremonial Instructor. 	Interactive Lecture	10 min	A0-033 A0-096 A1-066

TP	Description	Method	Time	Refs
TP3	Describe staff cadet employment opportunities.	Interactive Lecture	10 min	

5. **Time:**

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

6. **Substantiation:**

- 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.
- 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:**

- A0-033 CATO 14-21 Director Cadets 3. (2004). *Music training and education with the Canadian cadet organizations*. Ottawa, ON: Department of National Defence.
- A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.
- A1-066 CATO 31-03 Director Cadets Senior Staff Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

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:**

- This EO must be conducted before the summer training application deadline.
- 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:**

TP	Description	Method	Time	Refs
TP1	Identify occasions for a merit review board, to include: <ol style="list-style-type: none"> a. promotion requirements for: <ol style="list-style-type: none"> (1) Chief Petty Officer Second Class, and (2) Chief Petty Officer First Class; and b. other possible occasions, to include: <ol style="list-style-type: none"> (1) awards, (2) scholarships, (3) senior appointments within the corps (eg, coxswain), (4) Cadet Summer Training Centre (CSTC) training opportunities, and (5) staff appointments at a CSTC. 	Interactive Lecture	5 min	A1-003 A0-126 C0-416

TP	Description	Method	Time	Refs
TP2	Describe: a. the merit review board process; b. how to prepare for a merit review board for promotion; and c. tips for a successful interview. Note: The cadets will be given scenarios to prepare for a merit review board at the end of this TP.	Interactive Lecture	20 min	A1-003 A0-126 C0-416
TP3	Have the cadets participate in a practice merit review board based on the scenario given.	Role-Play	55 min	A0-126

5. **Time:**

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

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1–2 to introduce merit review boards and to summarize the teaching points.
- 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:**

- A1-003 A-CR-005-001/AG-001 Director Cadets 4 (2006). *Royal Canadian Sea Cadets dress instructions*. Ottawa, ON: Department of National Defence.
- A0-126 CATO 13-02 Director Cadets 3. (2008). *Cadet rank promotions*. Ottawa, ON: Department of National Defence.
- C0-416 Air Cadet League of Canada BC Committee (2009). *Sponsoring committee resources: Mock boards*. Retrieved March 4, 2009, from http://www.aircadetleague.bc.ca/SponCommResources/Mock_Boards.PDF

8. **Training Aids:**

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

THIS PAGE INTENTIONALLY LEFT BLANK

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:**

TP	Description	Method	Time	Refs
TP1	Discuss commanding a division on parade, to include: <ol style="list-style-type: none"> 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. 	Group Discussion	25 min	A0-002 (p. 1-1-1, pp. 1-1-3 to 1-1-8) A1-003

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:**

- a. A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
- b. A1-003 A-CR-005-001/AG-001 D Cdts (2006). *Royal Canadian sea cadets dress instructions*. Ottawa, ON: Department of National Defence.

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

9. **Learning Aids:** 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:**

TP	Description	Method	Time	Refs
TP1	Discuss the roles of the following parades within the Cadet Program: <ol style="list-style-type: none"> a. parade night, b. ACR, c. Remembrance Day, and d. special ceremonial parades. 	Interactive Lecture	5 min	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)
TP2	Describe the parade night sequence, to include: <ol style="list-style-type: none"> a. opening parade, to include: <ol style="list-style-type: none"> (1) forming up; (2) calling the roll; (3) inspecting; (4) marching past; (5) making announcements; and (6) dismissing; and b. closing parade, to include: <ol style="list-style-type: none"> (1) forming up; (2) making announcements; (3) advancing in review order; and (4) dismissing. 	Interactive Lecture	10 min	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)

TP	Description	Method	Time	Refs
TP3	Describe the ACR sequence, to include: a. form up; b. reception of the reviewing officer (RO); c. inspection by the RO; d. march past; e. awards and presentations; f. address by the RO; g. advance in review order; h. departure of the RO; and i. dismissal.	Interactive Lecture	10 min	A0-002 (pp. 7-1-1 to 8-7-4, p. 9-2-1)

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.
7. **References:** A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.
9. **Learning Aids:** 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:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets command a squad, to include: <ol style="list-style-type: none"> a. falling in; b. greeting the Reviewing Officer (RO) to complete the inspection; c. leading the squad on the march past; and d. falling out. 	Demonstration and Performance	25 min	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)

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.
7. **References:** A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** 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:**

TP	Description	Method	Time	Refs
TP1	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: <ol style="list-style-type: none"> a. headdress; b. clothes on the upper body; c. clothes on the lower body; d. footwear; and e. overall personal appearance. 	In-Class Activity	15 min	A1-003
TP2	Explain, demonstrate and have the cadets perform an individual inspection, to include: <ol style="list-style-type: none"> a. inspecting the front of a cadet from head to toe; b. inspecting the back of a cadet from head to toe; and c. correcting errors verbally. 	Demonstration and Performance	35 min	A0-002 (p. 1-1-12, p. 7-3-17)

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:**

- a. A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
- b. A1-003 A-CR-005-001/AG-001 D Cdts (2006). *Royal Canadian sea cadets dress instructions*. Ottawa, ON: Department of National Defence.

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:**

TP	Description	Method	Time	Refs
TP1	Discuss the origins of drill, to include: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. Swiss, b. Dutch, c. Germans, d. British, to include: <ol style="list-style-type: none"> (1) march, (2) quick march, (3) wheeling step, and (4) double march; and e. Canadian, to include: <ol style="list-style-type: none"> (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:**
 - a. A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
 - b. C2-249 ISBN 978-0674-5023-07 McNeill, W. (1997). *Keeping together in time: Dance and drill in human history*. Cambridge, MA: Harvard University Press.

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:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity where the cadets will review methods of instruction, to include: <ol style="list-style-type: none"> a. interactive lecture, b. demonstration and performance, c. in-class activity, d. practical activity, e. game, and f. field trip. 	In-Class Activity	10 min	A0-055 (pp. 17–22)
TP2	Conduct an activity where the cadets will describe methods of instruction, to include: <ol style="list-style-type: none"> a. group discussion, b. guided discussion, c. role-play, d. experiential learning, e. problem-based learning, and f. case study. 	In-Class Activity	20 min	A0-055 (p. 16, p. 19, p. 21) A0-123 (pp. 5–17) C0-379

TP	Description	Method	Time	Refs
TP3	Conduct a group discussion on the application of methods of instruction, to include: <ol style="list-style-type: none"> interactive lecture, demonstration and performance, in-class activity, practical activity, game, field trip, group discussion, guided discussion, role-play, experiential learning, problem-based learning, and case study 	Group Discussion	20 min	A0-055 (pp. 17–22) A0-123 (p. 3)

5. **Time:**

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

6. **Substantiation:**

- 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.
- 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:**

- A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces individual training and education system* (Vol. 6). Ottawa, ON: Department of National Defence.
- A0-123 A-PD-050-001-PF-001 Chief of Defence Staff. (2001). *Central flying school flight instructors handbook*. Winnipeg, MB: Department of National Defence.
- C0-379 Kizlik, R. (2009). *Education Information for new and future teachers*. Retrieved February 26, 2009 from www.adprima.com

8. **Training Aids:**

- Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- Teaching = learning handouts,
- Methods of instruction worksheets,
- 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.

THIS PAGE INTENTIONALLY LEFT BLANK

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:**

TP	Description	Method	Time	Refs
TP1	Describe the importance of a physically and emotionally safe learning environment.	Interactive Lecture	15 min	A0-118 (p. 5, p. 7, p. D 1) C0-376 (p. 39, p. 103) C0-383 C0-385
TP2	Conduct a group discussion on stress management techniques, to include: <ol style="list-style-type: none"> a. creating positive stress to encourage learning; and b. controlling negative stress by: <ol style="list-style-type: none"> (1) informing cadets of expectations; (2) providing necessary resources; (3) providing adequate time to accomplish tasks; (4) incorporating physical activity; (5) providing time to process information; and (6) practicing relaxation techniques. 	Group Discussion	15 min	A0-055 (pp. 44–47) A0-118 (p. 12, p. L 1) C0-191 (p. 293, p. 294, p. 300, p.301) C0-375 C0-380 (pp. 8.14–8.16, p. 4.4) C0-191

TP	Description	Method	Time	Refs
TP3	Identify classroom / training area management techniques, to include: a. attention signals; b. correcting behaviour; c. providing positive reinforcement; d. engaging the learner; and e. managing distractions.	Interactive Lecture	20 min	A0-055 (pp. 44–47) C0-375 (p. 5.6, p. 5.7) C0-381 C0-382 C0-384

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:**

- a. A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces individual training and education system* (Vol. 6). Ottawa, ON: Department of National Defence.
- b. A0-118 Director Cadets 3. (2007). *Youth reference guide*. Ottawa, ON: Department of National Defence.
- c. C0-191 ISBN 978-0-7360-6675-4 Corbin, C. & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. Windsor: Human Kinetics.
- d. C0-375 ISBN 978-1-879097-10-0 Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente, CA: Kagan Publishing.
- e. C0-376 ISBN 0-7619-4626-8 Earle, L. M. (2003). *Assessment as learning*. Thousand Oaks, CA: Corwin Press, Inc.
- f. C0-380 Scott, E. (2008). *Cortisol and stress: how to stay healthy*. Retrieved February 25, 2009, from <http://www.Stress.about.com/od/stresshealth/a/cortisol.htm?p=1>
- g. C0-381 McDonald, E. (2006). *How to involve and engage students*. Retrieved March 4, 2009, from http://www.education-world.com/a_curr/columnists/mcdonald/mcdonald007.shtml
- h. C0-382 Bear, TC. (2009). *Quiet signals for getting attention and control of your classroom*. Retrieved February 27, 2009, from <http://www.teachercreated.com/blog/?tag=attention-signals>

- i. C0-383 Bell, A. (2007). *Creating a learning centered environment - Introduction*. Retrieved February 23, 2009, from <http://www.dialogueonlearning.tc3.edu/model/environment/Introduction-grp.htm>
 - j. C0-384 Handy, K. (2009). *Classroom management plan*. Retrieved February 27, 2009, from <http://www.katiehandy.wordpress.com/classroom-management-plan/>
 - k. C0-385 Boudreau, D. (2008). *Creating the ideal learning environment - Emotional*. Retrieved February 25, 2009, from <http://ezinearticles.com/?Creating-the-Ideal-Learning-Environment---Emotional&id=1536435>
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.

THIS PAGE INTENTIONALLY LEFT BLANK

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:**

TP	Description	Method	Time	Refs
TP1	Describe the importance of: <ol style="list-style-type: none"> a. making material relevant and meaningful; and b. providing information processing time. 	Interactive Lecture	5 min	A0-118 (p. 10, p. G 1, p. G 2, p. K 1) C0-397 (p. 1) C0-398 (p. 31, p. 38)
TP2	Describe and identify the needs of the developmental periods (DP), to include: <ol style="list-style-type: none"> a. DP 1, b. DP 2, and c. DP 3. 	Interactive Lecture	10 min	A0-118 (pp. 5–7, p. 10, p. H 1, p. H 2)

TP	Description	Method	Time	Refs
TP3	Conduct an activity where the cadets will describe and identify the needs of the different learning styles, to include: a. visual, b. kinaesthetic, and c. auditory.	In-Class Activity	20 min	A0-118 (pp. 5–7, p. 10, p. G 1, p. G 2, p. H 1, p. H 2, p. K 1)
TP4	Conduct an activity where the cadets will describe how to structure a lesson to meet the needs of the different types of learners.	In-Class Activity	15 min	A0-118 (p. 10, p. G 1, p. G 2, p. K 1)

5. **Time:**

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

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1 and 2 to introduce, provoke thought and stimulate the cadet's interest in learner needs.
- 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:**

- A0-118 Director Cadets 3. (2007). *Youth reference guide*. Ottawa, ON: Department of National Defence.
- C0-397 Belding, S. (2004). *Stickiness: Skills retention and synthesis*. Retrieved March 23, 2009 from http://www.airs.org/files/public/Making_Training_Stick.pdf
- C0-398 ISBN I-57517-344-1 Burke, K. (2000). *What to do with the kid who....* Arlington Heights, IL: Skylight Professional Development.

8. **Training Aids:**

- Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- Tiger comic slide,
- Learning pyramid handouts,
- Developmental periods confirmation strips,
- Learning styles information sheets,
- Learning styles surveys,
- Instructions to make a jumping frog,
- Instructions to make a triangle box,
- 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.

THIS PAGE INTENTIONALLY LEFT BLANK

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:**

TP	Description	Method	Time	Refs
TP1	Explain types of assessment, to include: <ol style="list-style-type: none"> a. assessment of learning, and b. assessment for learning. 	Interactive Lecture	10 min	A0-124 (p. 3-1, p. 3-2) C0-376 (pp. 21–28)
TP2	Describe assessment instructions and instruments.	Interactive Lecture	15 min	A0-124 (p. 3-3, p. 3-4, pp. 3B-1 to 3B-3, pp. 3B1-4 to 3B1-12)

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:**
 - a. A0-124 A-CR-CCP-603/PG-001 Director Cadets 3. (2008). *Phase three qualification standard and plan*. Ottawa, ON: Department of National Defence.
 - b. C0-376 ISBN 0-7619-4626-8 Guskey, T., & Marzano, R. (2003). *Assessment as learning*. Thousand Oaks, CA: Corwin Press, Inc.

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.

THIS PAGE INTENTIONALLY LEFT BLANK

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:**

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

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:**

- a. C0-375 ISBN 978-1-879097-10-0 Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente, CA: Kagan Publishing.
- b. C0-377 Canadian Yachting Association. (2002). *Level 2 technical coach manual*. Kingston, ON: Canadian Yachting Association.
- c. C0-381 McDonald, E. (2006). *How to involve and engage students*. Retrieved March 4, 2009, from http://www.education-world.com/a_curr/columnists/mcdonald/mcdonald007.shtml
- d. C0-383 Bell, A. (2007). *Creating a learning centered environment–Introduction*. Retrieved February 23, 2009, from <http://www.dialogueonlearning.tc3.edu/model/environment/Introduction-grp.htm>
- e. C0-385 Exalted Living. (2009). *Creativity on demand*. Retrieved March 3, 2009, from <http://www.exaltedliving.com/creativity.htm>
- f. C0-386 International Forum of Educational Technology & Society. (2006). *Integrating creativity into online university courses*. Retrieved February 11, 2009, from http://ifets.ieee.org/discussions/discuss_september2006.html
- g. C0-387 Beals, G. (1998). *Thomas Edison "Quotes"*. Retrieved March 9, 2009, from <http://www.thomasedison.com/index.html>
- h. C0-388 Schoenherr, N. (2007). *Being more creative in everyday life is simple, says author of 'Group Genius'*. Retrieved March 10, 2009, from <http://news-innfo.wustl.edu/tips/page/normal/9421.html>
- i. C0-389 Soria, R. (2009). *How to think like a genius*. Retrieved March 09, 2009, from <http://www.creativity-portal.com/howto/a/davinci/genius.html>
- j. C0-395 MindTools. (2009). *Approaches to creativity*. Retrieved March 16, 2009, from http://www.mindtools.com/pages/article/newCT_00.htm

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. Picture 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. Picture 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).

THIS PAGE INTENTIONALLY LEFT BLANK

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.
7. **References:** A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Drill Instructional Techniques Assessment Form.
9. **Learning Aids:** Drill Instructional Techniques Assessment Form.
10. **Test Details:** 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 EOs are located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*.

THIS PAGE INTENTIONALLY LEFT BLANK

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.

THIS PAGE INTENTIONALLY LEFT BLANK

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:**

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

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.

7. **References:** C1-158 ISBN 0-385-04025-3 Ashley, C. (1993). *The Ashley book of knots*. New York, NY: Doubleday.
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:**

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

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:**

- a. C1-064 ISBN 1-55267-986-1 Budworth, G. (2001). *The ultimate encyclopedia of knots & ropework*. London, England: Anness Publishing Limited.
- b. C1-102 David Fukuhara. (2002). *Fancy knotting: An introduction*. Vancouver, BC: David Fukuhara.

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:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets make two hammock harnesses.	Demonstration and Performance	30 min	C1-186
TP2	Explain, demonstrate and have the cadets prepare hammock materials, to include; <ol style="list-style-type: none"> a. cutting netting to size; b. attaching side chains to the net; c. attaching harnesses to body of hammock; d. trimming ends; and e. hanging the hammock. 	Demonstration and Performance	50 min	C1-186

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.
7. **References:** C1-186 Earth Guild: A Netshops Company. (1998). *How to make your own hammock*. Retrieved February 16, 2009, from <http://www.hammocks.com/howtomakeyourownhammockarticle.cfm>
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.*

THIS PAGE INTENTIONALLY LEFT BLANK

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:**

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

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.

7. **References:** C1-165 ISBN 1-57409-052-6 Larkin, F. (1998). *Basic coastal navigation*. Dobbs Ferry, NY: Sheridan House Inc.

8. **Training Aids:**

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

THIS PAGE INTENTIONALLY LEFT BLANK

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:**

TP	Description	Method	Time	Refs
TP1	Demonstrate and have the cadets practice using the following navigation instruments: <ol style="list-style-type: none"> a. pencil, b. eraser, c. parallel ruler, d. dividers, e. drafting compass, and f. speed-time-distance calculator. 	Demonstration and Performance	50 min	C1-163 (pp. 61–64)

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.
7. **References:** C1-163 ISBN 0-07-137226-1 Brogdon, B. (1995). *Boat navigation for the rest of us* (2nd ed.). Camden, ME: International Marine.
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:**

TP	Description	Method	Time	Refs
TP1	Describe latitude and longitude.	Interactive Lecture	20 min	C1-165 (pp. 2–3)
TP2	Conduct an activity where the cadets will: <ol style="list-style-type: none"> a. determine the latitude and longitude of a given point; and b. plot position on a chart using a given latitude and longitude. 	Practical Activity	50 min	C1-165 (pp. 85–89)
TP3	Explain, demonstrate and have the cadets measure distances on a chart.	Demonstration and Performance	40 min	C1-165 (pp. 103–106)

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.

7. **References:** C1-165 ISBN 1-57409-052-6 Larkin, F. (1998). *Basic coastal navigation*. Dobbs Ferry, NY: Sheridan House Inc.

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:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets plot a position on a chart using a line of position fix.	Demonstration and Performance	10 min	C1-164 (pp. 207–208, pp. 224–229)
TP2	Explain, demonstrate and have the cadets plot a navigational track on a chart.	Demonstration and Performance	10 min	C1-165 (p. 211)
TP3	Explain, demonstrate and have the cadets plot a dead reckoning position on a chart.	Demonstration and Performance	10 min	C1-170 (pp. 91–101)
TP4	Conduct an activity where the cadets will plot a fix by using: <ol style="list-style-type: none"> a. line of position fix, b. navigational track, and c. dead reckoning. 	Practical Activity	20 min	C1-164 (pp. 207–208, pp. 224–229) C1-165 (p. 211) C1-170 (pp. 91–101)

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:**

- a. C1-164 C-57-007-002/AF-001 Royal Navy. (1987). *Admiralty manual of navigation* (Vol. 1). (Rev. 1987). London, England: Her Majesty's Stationery Office.
- b. C1-165 ISBN 1-57409-052-6 Larkin, F. (1998). *Basic coastal navigation*. Dobbs Ferry, NY: Sheridan House Inc.
- c. C1-170 ISBN 0-9694958-0-3 Saunders, A. E. (1990). *Small craft piloting & coastal navigation*. Halifax, NS: Binnacle Navigation Instruments.

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:**

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

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.

7. **References:** C1-164 C-57-007-002/AF-001 Royal Navy. (1987). *Admiralty manual of navigation* (Vol. 1). (Rev. 1987). London, England: Her Majesty's Stationery Office.
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:**

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

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.

7. **References:** C1-164 C-57-007-002/AF-001 Royal Navy. (1987). *Admiralty manual of navigation* (Vol. 1). (Rev. 1987). London, England: Her Majesty's Stationery Office.
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*.

THIS PAGE INTENTIONALLY LEFT BLANK

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*.

THIS PAGE INTENTIONALLY LEFT BLANK

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:

- a. A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.
- b. A1-013 The Navy. www.navy.gc.ca.
- c. C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.
- d. C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.
- e. C1-005 ISBN 0-07-134984-7 West, E. (1999). *The Big Book of Icebreakers: Quick, fun activities for energizing meetings and workshops*. New York: McGraw-Hill, Inc.
- f. C1-006 ISBN 0-8403-5682-X Rohnke, K. (1984). *A Guide to Initiative Problems, Adventure Games and Trust Activities: Silver Bullets*. Iowa: Kendall/Hunt Publishing Company.

8. Training Aids:

- a. Heaving line:
 - (1) heaving line
 - (2) target X 2;
 - (3) whistle;
 - (4) Scoring sheet; and
 - (5) Pencil.
- b. Whipping and Splicing:
 - (1) Whistle;
 - (2) Scoring sheet; and
 - (3) Pencil; and
- c. Trivia:
 - (1) OPTION 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::

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

INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

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

METHOD	DEVELOPMENTAL PERIOD ONE AGES 12 – 14 EXPERIENCE-BASED	DEVELOPMENTAL PERIOD TWO AGES 15 – 16 DEVELOPMENTAL	DEVELOPMENTAL PERIOD THREE AGES 17 – 18 COMPETENCY
Case Study	Not applicable	Applicable	Applicable
Demonstration and Performance	Applicable	Applicable	Applicable
Experiential Learning	Applicable	Applicable	Applicable
Field Trip	Applicable	Applicable	Applicable
Game	Applicable	Applicable	Applicable
Group Discussion	Applicable	Applicable	Applicable
Guided Discussion	Not applicable	Not applicable	Applicable
In-class Activity	Applicable	Applicable	Applicable
Interactive Lecture	Applicable	Applicable	Applicable
Lecture	Applicable	Applicable	Applicable
On-the job Training (OJT)	Not applicable	Not applicable	Applicable
Peer Learning	Not applicable	Not applicable	Applicable
Practical Activity	Applicable	Applicable	Applicable
Role Play	Not applicable	Applicable	Applicable
Self-Study	Not applicable	Not applicable	Applicable
Simulation	Not applicable	Not applicable	Applicable
Tutorial	Not applicable	Not applicable	Applicable

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

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>DEMONSTRATION AND PERFORMANCE Cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor.</p> <p>Demonstration Method A method of instruction where the instructor, by actually performing an operation or doing a job, shows the cadet what to do, how to do it and through explanations brings out why, where and when it is done.</p> <p>Performance Method A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.</p>	<p>Demonstration Method</p> <ol style="list-style-type: none"> 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. <p>Performance Method</p> <ol style="list-style-type: none"> 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. 	<p>Demonstration Method</p> <ol style="list-style-type: none"> 1. Minimizes damage and waste. 2. Saves time. 3. Can be presented to large groups. <p>Performance Method</p> <ol style="list-style-type: none"> 1. Builds confidence. 2. Enables learning evaluation. 3. Reduces damage and waste. 4. Promotes safety. 	<p>Demonstration Method</p> <ol style="list-style-type: none"> 1. Requires careful preparation and rehearsal. 2. Requires special classroom arrangements. 3. Requires equipment and aids. <p>Performance Method</p> <ol style="list-style-type: none"> 1. Requires tools and equipment. 2. Requires large blocks of time. 3. Requires more instructors.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>EXPERIENTIAL LEARNING Learning in the cadet program is centred on experiential learning. This involves learning knowledge and skills from direct experience. People learn best from their own experiences and can then apply the knowledge and skills in new situations. The four stages of the cycle may be considered and applied to all activities within the Cadet Program, regardless of methodology chosen.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Note: The cycle is ongoing as each learning experience builds on another.</p>	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 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. 4. Student centred. 	<ol style="list-style-type: none"> 1. Resource intensive. 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.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>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.</p>	<ol style="list-style-type: none"> 1. To introduce / illustrate and confirm topics. 2. To allow for familiarization activities. 	<ol style="list-style-type: none"> 1. Immerses cadets in a specific environment. 	<ol style="list-style-type: none"> 1. May require additional staff to ensure adequate supervision. 2. Requires significant planning, preparation and organization prior to activity. 3. May have cost implications.
<p>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.</p>	<ol style="list-style-type: none"> 1. To introduce a topic. 2. To discover concepts and principles. 3. To review and confirm. 	<ol style="list-style-type: none"> 1. Fun and interesting. 2. Creates ownership. 3. Highly participative. 	<ol style="list-style-type: none"> 1. May stratify the group by creating a winner and a loser. 2. May be difficult in providing instructor feedback.
<p>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.</p>	<ol style="list-style-type: none"> 1. To develop imaginative solutions to problems. 2. To stimulate thinking and interest and to secure cadet participation. 3. To emphasize main teaching points. 4. To supplement lectures and seminars. 5. To determine how well cadets understand the concepts and principles. 6. To prepare cadets for application of theory or procedure. 7. To summarize, clarify points or review. 8. To prepare cadets for instruction that will follow. 9. To determine cadet progress and effectiveness of prior instruction. 	<ol style="list-style-type: none"> 1. Increases cadet interest. 2. Increases cadet acceptance and commitment. 3. Utilizes cadet knowledge and experience. 4. Results in more permanent learning because of the high degree of cadet participation / cognitive involvement. 	<ol style="list-style-type: none"> 1. Requires highly skilled instructors. 2. Time consuming. 3. Restricts size of group. 4. Requires selective group composition.

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

THIS PAGE INTENTIONALLY LEFT BLANK