National Defence Défense nationale

A-CR-CCP-605/PG-001

ROYAL CANADIAN SEA CADETS

PHASE FIVE
QUALIFICATION STANDARD AND PLAN

(ENGLISH)

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

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

Issued on Authority of the Chief of the Defence Staff

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OPI: D Cdts & JCR 4 – Senior Staff Officer Youth Programs Development **2016-08-29**

Canada

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Dates of issue for original and changed pages are:

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FOREWORD AND PREFACE

1. **Issuing Authority.** This Qualification Standard and Plan (QSP) A-CR-CCP-605/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 Five, as outlined in CATO 11-04, *Cadet Program Outline* and CATO 31-03, *Sea Cadet Program Outline*.

4. **Suggested Changes.** Suggested changes to this document may be sent directly to cadettraining@canada.ca.

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CHAPTER 1

GENERAL

AIM

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

PROGRAM DESIGN

2. The Phase Five Program has been designed:

   a. assuming that the majority of Phase Five cadets are between 16 and 18 years of age;

   b. assuming that the majority of cadets have successfully completed Phase Four;

   c. considering that youth at this age have increased demands on their time outside of the CP such as work, school, sports and other extracurricular activities;

   d. considering that these cadets are now taking on much more responsibility with regard to the operation of their corps including instruction, planning, organizing and conducting corps activities and working in admin, supply, etc;

   e. using age-appropriate learning strategies;

   f. using 30 minutes as a standard period of instruction;

   g. by providing a programming mix consisting of limited mandatory and more flexible complementary training including on-the-job training where the cadet is assigned duties to aid in the delivery of the local cadet program and independent learning where the cadet seeks out practical opportunities to develop their own knowledge and skills;

   h. including training which is experiential and skill-based, with a lesser focus on theoretical knowledge; and

   i. 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 level (eg, ‘X’ represents Phase 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 501 to 519) and the POs specific to Phase Five:

a. **Citizenship.** PO 501 – Reflect Upon What it Means to be a Good Citizen. The aim of this PO is to encourage the cadet to be an informed and active citizen in their daily lives.

b. **Community Service.** PO 502 – Perform Community Service. The aim of this PO is to encourage the cadet to be an active citizen through participation in local community service activities.

c. **Leadership.** PO 503 – Lead Cadet Activities. The aim of this PO is to provide the cadet with knowledge and skills to practice activity leadership during naturally occurring leadership assignments, structured leadership appointments, and a team project.

d. **Personal Fitness and Healthy Living.** PO 504 – Track Participation in Physical Activities. The aim of this PO is to encourage the cadet to set and pursue personal goals that contribute to an active lifestyle.

e. **General Cadet Knowledge.** PO 507 – Serve in a Sea Cadet Corps. The aim of this PO is to provide the cadet with information on the opportunities inherent in the Sea Cadet Program and prepare the cadet for Phase Five assessment of learning requirements.

f. **Instructional Techniques.** PO 509 – Instruct Cadets. The aim of this PO is to refine the cadet's skills in instructing a 30-minute lesson.

g. **Personal Development.** PO 513 – Attend Workshops. The aim of this PO is to provide the cadet with professional development to enhance common training skills. Workshops are intended to provide an opportunity for the cadet to participate in consolidated training with peers from different corps and squadrons on a variety of topics related primarily to leadership and instructional techniques.

h. **Personal Development.** PO 514 – Pursue Individual Learning. The aim of this PO is to provide the cadet an opportunity to pursue a Sea Cadet Program topic area using a personal learning plan to develop specialist skills. The participation and / or performance requirements are defined through an individual learning plan (ILP) that outlines a series of objectives to be met within the cadet's area of interest. The ILP is developed by the cadet in consultation with the Course Officer and Coprs Training Officer and approved by the Commanding Officer (CO). The provision of a goal setting opportunity allows the cadet to pursue an area of personal interest related to the CP.

ON-THE-JOB TRAINING (OJT)

7. OJT is a structured yet flexible aspect of training intended to provide the cadet with practical opportunities to continue developing knowledge and skills in the areas of leadership and instructional techniques. Infusing OJT into Phase Five provides the cadet with authentic and challenging leadership and instructional experiences. Phase Five OJT contributes directly to the achievement of the program aim of developing the attribute of leadership and the participant outcomes of social and cognitive competence. Details regarding Phase Five OJT are further outlined in Chapter 2 and Chapter 3.

TRAINING PREREQUISITES

8. To participate in Phase Five, 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

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

10. Phase Five shall be conducted using this QSP as the training control document in conjunction with A-CR-CCP-605/PF-001, *Royal Canadian Sea Cadets Phase Five Instructional Guides*.

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CHAPTER 2

TRAINING MANAGEMENT DETAILS

RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

1. The Managing Authority for the Sea Cadet Phase Training 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 31-01, *Sea Cadet Program Outline*, the phase program is conducted between 1 September and 30 June of each training year through a combination of training sessions and supported training days / weekends. Phase Five is divided into three 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 Program. Mandatory training consists of periods allocated to provide cadets with the front-end knowledge they will require to participate in OJT and satisfy the Assessment of Learning Plan (Chapter 3, Annex B). Phase Five Mandatory Training includes two POs unique to this training level:

(1) **PO 513 (Attend Workshops).** The cadet shall attend 4 tri-elemental workshops planned and conducted by the RCSU to enhance the cadet's skills, primarily but not exclusively, in leadership and / or instructional technique; and

(2) **PO 514 (Pursue Individual Learning).** The cadet shall select a specialization component from a Sea Cadet Program activity / program area and demonstrate that they have dedicated extra time and effort toward bettering their own skills and / or contributing to that program area.

b. **Complementary Training.** Complementary training is a scheme of activities that is requisite for the corps to conduct and for cadets to accomplish in order to complete the phase program. These activities complement mandatory activities and form an integral part of the phase program. Complementary packages are designed to be self-directed (self-study) and three periods (90 min) in length. The cadet shall be required to complete a minimum of three complementary packages of which a minimum of one package shall be elementally-specific content (POs numbered 520 or higher). While the packages are self-study, they are not intended to be treated as take home assignments. Instead, cadets shall be given time during a regular training session or day to complete the packages, eg, on a parade night when the cadet is not scheduled to instruct or lead an activity. However, there is nothing precluding a cadet from completing additional self-study packages at any time, should they choose to do so.

c. **OJT.** OJT is a structured but flexible activity intended to provide the cadet with practical opportunities to continually develop knowledge and skills in the areas of leadership and instructional techniques. OJT is described in more detail in Chapter 2, Annex B.

3. **Duration of Training.** Phase Five is programmed to be conducted over two training years consisting of sixty sessions (three periods per session) and two training days / one weekend (nine periods per day). Cadets

may also participate in training days / weekends in support of other phases. Phase Five shall commence in September of the year following Phase Four, provided a cadet has qualified Phase Four or been granted a waiver.

4. **Phase Five Assessment at the CSTC.** Because Phase Five spans two training years, an opportunity exists for cadets to complete some components of the Assessment of Learning Plan, Chapter 3 Annex B, at a CSTC. Such opportunities are outlined in the Assessment of Learning Plan and are amplified in the individual assessment instructions.

5. **Phase Five Training Outline.** The distribution of mandatory, complementary and on-the-job training in Phase Five is as follows:

a. Mandatory Training:

(1) Twenty-one periods of instruction to be conducted during training sessions or days; and

(2) Four regionally-facilitated workshops;

b. Complementary Training: Nine periods of self-study to be conducted during training sessions or days; and

c. All other time available within the thirty sessions and ten days construct of the corps program is allocated to OJT and completion of the different components of the Assessment of Learning Plan, Chapter 3 Annex B.

6. **Period Allocation.**Periods are 30 minutes in duration. A detailed period allocation is located at Chapter 2, Annex A.

7. **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. Cadets participating in Phase Five shall participate in all approved training days / weekends.

c. The planning and conducting of PO 513 (Attend Workshops) is the responsibility of the RCSU. Cadets are to be given adequate warning of scheduled workshops to allow them to submit their names for workshops that interest them from a range of options.

d. Where support of mandatory or complementary days / weekends is required, requests shall be forwarded to the appropriate RCSU. Refer to CATO 31-01, *Sea Cadet Program Outline*, and regional orders for amplified information on support available from RCSUs.

8. **Scheduling.** When planning training, Trg Os are to be familiar with the lesson specifications found in Chapter 4. Some things to consider when developing the annual training schedule are:

a. the requirement to complete EO M507.01 (Develop a Personalized Schedule) in the first few sessions of the training year to ensure cadets understand the requirements of Phase Five;

b. the requirement to complete mandatory periods in PO 503 (Lead Cadet Activities) early in the training year to ensure cadets are prepared for the requirements of project management;

c. the requirement to complete EO M504.01 (Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness) twice; once early in the training year, and again at a later date so cadets can compare their results;

d. the requirement for the cadet to complete three complementary training self-study packages, with the option to complete more if the cadet desires, to include a minimum of one elemental EO;

e. the option of grouping cadets together to guide the cadets through a complementary training self-study package, replacing short answer questions with group discussion;

f. the benefits of completing EO C507.03 (Reflect Upon the Cadet Experience), if selected, near the conclusion of Phase Five;

g. the requirement to structure OJT time such that the cadet has adequate time to plan and prepare for PO 503 (Lead Cadet Activities) and to complete the requirements of Chapter 3, Annex B (Assessment of Learning Plan – Phase Five);

h. the logical grouping and sequencing of EOs to take advantage of interrelationships that exist within the instructional material; and

i. the availability of a technical specialist, if required to conduct the activity.

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

10. **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 Five Course Officer (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.

11. **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 Five are:

a. Regionally-recognized facilitation staff in support of PO 513 (Attend Workshops); and

b. Specialists as required to mentor cadets undertaking PO 514 (Pursue Individual Learning).

Resource Requirements.

12. RCSU COs are responsible for ensuring that required equipment and supplies are available. The resources required in support of mandatory lessons are limited to the equipment used for the Cadet Fitness Assessment and normal presentation aids. Some complementary self-study packages do have specific resource requirements and the Crse O should refer to the associated instructional guides for details.

TRAINING ADMINISTRATION

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

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

15. **Phase Five Logbook.** As Phase Five is intended to be largely self-directed in nature, A-CR-CCP-605/PW-001, *Royal Canadian Sea Cadets Phase Five Logbook*, is provided to the cadet as a tool to help guide and track their progress. The content of A-CR-CCP-605/PW-001 consists of a summary of pertinent information regarding OJT and requirements of the Assessment of Learning Plan and Assessment Instruments (Chapter 3, Annex B).

QUALIFICATION

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

RELATED DOCUMENTS

17. This QSP is to be used in conjunction with:

a. CATOs;

b. A-CR-CCP-605/PF-001, *Royal Canadian Sea Cadets Phase Five Instructional Guides*;

c. A-CR-CP-900/PF-001, *Canadian Cadet Organizations, Phase Five / Master Cadet / Proficiency Level Five Workshop Facilitation Guides*; and

d. A-CR-CCP-605/PW-001, *Royal Canadian Sea Cadets Phase Five Logbook*.

REFERENCES

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

ANNEX A

PHASE FIVE TRAINING SUMMARY AND TIME ALLOCATION

PERIOD ALLOCATION

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd
501	Reflect Upon What it Means to be a Good Citizen	C501.01	Reflect Upon What it Means to be a Good Canadian Citizen	3
		C501.01	Reflect Upon Individual Global Citizenship	3
		C501.02	Analyze a Global Issue	3
			PO 501 – Total Mandatory	**0**
			PO 501 – Total Complementary	**9**
502	Perform Community Service	M502.01	Perform 45 Hours of Individual Community Service	3
		502 PC		0
			PO 502 – Total Mandatory	**3**
			PO 502 – Total Complementary	**0**
503	Lead Cadet Activities	M503.01	Create a Proposal	1
		M503.02	Prepare an Exercise	3
		M503.03	Conduct an Exercise	1
		M503.04	Conclude an Exercise	1
		503 PC		0
		C503.01	Examine Meeting Procedures	3
			PO 503 – Total Mandatory	**6**
			PO 503 – Total Complementary	**3**
504	Track Participation in Physical Activities	M504.01	Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness	6
		504 PC		0
		C504.01	Reflect Upon Personal Fitness and Healthy Living	3
			PO 504 – Total Mandatory	**6**
			PO 504 – Total Complementary	**3**
507	Serve in a Sea Cadet Corps	M507.01	Develop a Personalized Schedule	3
		C507.01	Identify Service Opportunities for a Cadet Instructors Cadre (CIC) Officer	3
		C507.02	Identify Volunteer Opportunities With the Navy League of Canada (NLC)	3
		C507.03	Reflect Upon the Cadet Experience	3
			PO 507 – Total Mandatory	**3**
			PO 507 – Total Complementary	**9**
509	Instruct Cadets	509 PC		0
		C509.01	Monitor Instruction	3
			PO 509 – Total Mandatory	**0**
			PO 509 – Total Complementary	**3**
513	Attend Workshops	513 PC		0
			PO 513 – Total	**N/A***
514	Pursue Individual Learning	514 PC		0
			PO 514 – Total	**N/A***

PO	Performance Objective	EO No.	Enabling Objective	No. of Pd
			Annual Ceremonial Review	3
			Mandatory Training Day / Weekend Activities	N/A**
			Complementary Training Day / Weekend Activities	N/A**

TRAINING DAY / WEEKEND ALLOCATION

MANDATORY

Activity	Description	Time
Mandatory Training Periods	Eighteen periods of instruction (nine per day) chosen from the mandatory EOs to be delivered during full days of training. PO 102 (Community Service), PO 105 (Physical Activities), or PO 106 (Air Rifle Marksmanship) are best suited for delivery during training days; however, the flexibility does exist for corps to deliver the POs that best suit their circumstances (e.g. infrastructure, resource availability, etc.).	2 Days
Small Craft Operation	One weekend of on-water training to be conducted in accordance with PO X24	1 Weekend
Seamanship Inter-divisional Competition	A two-day competition in support of POs 103 and POs 120 to 123. This activity is to be conducted over two full days IAW the associated lesson specification and instructional guide.	1 Weekend
	Total Mandatory	**6 Days**

COMPLEMENTARY

Activity	Description	Time
Complementary Training Periods	Eighteen periods of instruction (nine per day) chosen from the complementary EOs to be delivered during full days of training. PO 102, PO 105 and/or PO 106 are best suited for delivery during training days; however, the flexibility does exist for corps to deliver the POs that best suit their circumstances (i.e. infrastructure, resource availability, etc.).	2 Days
Nautical Training	One weekend of nautical training to be conducted IAW PO X25. **Note**: Should sailing dinghies be the small craft of choice, the weekend will be conducted in accordance with PO X24.	1 Weekend
	Total Complementary	**4 Days**

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ANNEX B

ON-THE-JOB TRAINING (OJT)

1. For the cadet to be successful in the qualitative assessments related to the performance objectives for leadership and instructional techniques, the cadet must be provided with adequate programmed opportunities to prepare and practice skills.

2. To provide a suitably flexible and dynamic structure to OJT, the traditional period allocation and scheduling employed in previous levels of the program cannot apply. The cadet will participate in authorized sessions and training days / weekends with the cadet corps, within the 30 sessions and 10 day construct of the corps program. All time beyond that required to complete mandatory and complementary training is allocated to OJT and completion of the different components of the Assessment of Learning Plan, Chapter 3, Annex B. In addition, a cadet may be selected to participate in additional OJT opportunities, such as:

   a. optional training activities,

   b. regionally conducted RDA / NDA activities, and / or

   c. technical TE conducted activities.

3. Under the supervision of the Crse O or designated representative, the cadet completing OJT will be responsible for performing a variety of leadership appointments, assignments and projects and instructional responsibilities. Cadets may also be assigned general administrative, support and supervision roles and responsibilities. The unique nature of each cadet corps will dictate the exact OJT experience a cadet will have. At a minimum, the cadet shall be provided with suitable assessment for learning and assessment of learning opportunities as outlined in the Assessment of Learning Plan, Chapter 3, Annex B.

4. The nature of the tasks assigned during OJT should be consistent with the abilities and the areas of interest demonstrated by the cadet. The cadre of senior cadets at a cadet corps should not be viewed as a hierarchy, but as a team of competent young people where each cadet is assigned tasks suited to their particular skills. Involving the cadets in the assigning of tasks and clearly and fairly distributing OJT tasks based on the cadet's time commitment and skills will help to build a strong leadership team at the cadet corps.

5. Cadets participating in OJT are undertaking training to develop leadership and instructional skills. It is unrealistic to expect perfect performance from cadets under training. Mistakes will occur and each should be viewed as a teachable moment to help the cadet learn from the experience and improve in the future. The Crse O has a responsibility to ensure that realistic expectations of performance are communicated and that the cadet feels they are in a safe environment where making a mistake is an accepted part of the learning process.

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ANNEX C

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CHAPTER 3

CADET EVALUATION

PURPOSE

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

LEARNER EVALUATION

2. During Phase Five, 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 Five 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 Five qualification. The Assessment of Learning Plan will:

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

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

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

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

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

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

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

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

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

(2) **Extended Written Response.** A cadet is required to construct a written answer in response to a question or task rather than select one from a list. An extended written response is one that is at least several sentences in length;

(3) **Performance Assessment.** This assessment method is based on observation and judgment; performance or product is observed and a determination is made as to its quality; and / or

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

ASSESSMENT INSTRUMENTS

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

OJT ASSESSMENT FOR LEARNING

14. There is no formal assessment tool associated with OJT. However, the assessment instruments used for assessment of learning for PO 503 (Lead Cadet Activities) and PO 509 (Instruct Cadets) may be used for assessment for learning during OJT. Additionally, the Crse O is expected to monitor the progress of the cadet as outlined in Chapter 3 to include regular feedback on OJT performance. When providing feedback on OJT performance review with the cadet the following:

a. the tasks the cadet was assigned to complete since the last feedback session;

b. the cadet's feedback on how they felt they did in the accomplishment of those tasks;

c. the cadet's performance in completing the tasks assigned, identifying one or two areas where the cadet could improve and several areas where the cadet has done well or shown improvement;

d. the cadet's attendance and the cadet's schedule over the next reporting period; and

e. the cadet's short- and long-term goals with the cadet corps.

15. The cadet shall contribute to the feedback session by completing a self-assessment of their performance in their various leadership and instructional roles since their last feedback session and being prepared to discuss their development and experience.

16. To aid in continuity between feedback sessions, the Crse O should maintain notes on the progress of the cadet and areas identified where the cadet could improve. It is recommended that feedback sessions being conducted at a minimum of once every two months.

APPROVAL OF ACTIVITY PLANS

17. Unique to Phase Five, the cadet will have to complete some requirements of the Assessment of Learning Plan, Chapter 3, Annex B, as self-directed performance outside of normal authorized cadet activities. In such cases, the Crse O and cadet shall agree on an activity plan to be followed. The Corps Commanding Officer shall be the approving authority for all activity plans.

MONITORING CADET PROGRESS

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

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

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

TRAINING COUNSELLING SESSION

21. 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

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

PHASE FIVE QUALIFICATION STANDARD

23. The minimum standard for Phase Five qualification is:

a. Phase Four qualified;

b. 60 percent overall attendance in all scheduled mandatory and complementary training as calculated by the corps; and

c. successful completion of each PO as outlined in the Phase Five Qualification Record located at Chapter 3, Annex C.

24. There is no minimum or maximum timeframe in which the cadet must achieve Phase Five. Normally a cadet will be capable of achieving Phase Five in less than the two years allocated to the training level and may be awarded the Phase Five qualification at that time. However, there shall be no penalty assigned to a cadet who requires additional time to complete Phase Five.

CADETS NOT MEETING THE QUALIFICATION STANDARD

25. 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.

26. Where a cadet requires more than two training years to achieve the qualification standard, the CO may grant additional training time to the cadet. All POs achieved up to that point shall continue to be recognized. In such a case, the attendance requirement shall be calculated based on the most recent 12 months of attendance. Cadets may not receive a waiver for any Phase Five PO requirements.

RECORDING AND REPORTING CADET ACHIEVEMENT

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

PHASE FIVE CERTIFICATE OF QUALIFICATION

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

UPGRADING OF PROFICIENCY ACHIEVEMENT

29. The timeframe for completion of Phase Five is flexible, allowing a cadet who has qualified Phase Five the option to pursue the upgrading of any assessment result at any time following achievement of the qualification standard. Therefore, as an example, subsequent to the awarding of the Phase Five qualification Cadet Certificate of Qualification, a cadet could choose to pursue enhanced proficiency in a PO in which they had previously achieved baseline proficiency. If successful, the higher standard would replace the previous achievement on the *Phase Five Qualification Record*

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ANNEX A

CHARACTERISTICS OF CADET PROGRAM DEVELOPMENTAL PERIODS

Developmental Period (DP)	Developmental Period 1(DP1)		Developmental Period 2 (DP2)		Developmental Period 3(DP3)
Ages	**12 - 14**		**15 - 16**		**17 - 18**
Years	**Y1**	**Y2**	**Y3**	**Y4**	**Y5+**
DP Overview	*Learning in the CP is designed around three progressive, DPs. The mental, physical, emotional, and social development of a cadet are considered in these age-appropriate DPs. The cadet develops and ultimately refines higher-level thinking skills (reasoning, reflective thinking, problem solving) as they progress through each DP.*				
Age-Appropriate Learning	**Experience-based**		**Developmental**		**Competency**
DP Description	*The cadet has well-developed automatic responses however, the area of the brain that processes higher-level thinking is not yet mature. Effective learning is active and interactive with lots of practical experiences.*		*The cadet starts developing higher-level thinking skills such as problem-solving skills. Effective learning is interactive and practical, allowing cadets to start making decisions within their learning process.*		*The cadet is refining higher level thinking skills. Effective learning is interactive and allows for increased individual responsibility and independent learning.*
Assessment Expectation	**Participatory**		**Baseline Proficiency**		**Enhanced Proficiency**
Assessment Purpose	• Stimulation and maintenance of an enhanced interest in the CP NOTE: 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 NOTE: 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.		• 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		• Development of an enhanced knowledge, reasoning or skill proficiency in a targeted specialty area – related to interest, capability and CP 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

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ANNEX B

ASSESSMENT OF LEARNING PLAN – PHASE FIVE

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 501 – Reflect Upon What it Means to be a Good Citizen								
Nil.								
PO 502 – Perform Community Service								
502 PC	PO 502	To assess the cadet's level of involvement in community service activities.	Attitudinal / Dispositional Changes	Performance Assessment	The cadet tracks hours of community service in their logbook and submits for review.	Ongoing as the cadet participates in community service activities initiated by the cadet corps, community organizations or individually by the cadet.	Chapter 3, Annex B, Appendix 1.	Nil.
PO 503 – Lead Cadet Activities								
503 PC 01	PO 503	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 proficiency level.	Chapter 3, Annex B, Appendix 2 leadership assignment checklist and rubric.	Nil.
503 PC 02	PO 503	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 proficiency level.	Chapter 3, Annex B, Appendix 2 leadership project checklist.	Nil.
503 PC 03	PO 503	To assess the cadet's ability to complete a leadership project as a member of a team.	Reasoning Proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed completing a leadership project as a member of a team.	Ongoing throughout the training year.	Chapter 3, Annex B, Appendix 2 leadership project checklist.	Nil.
PO 504 – Track Participation in Physical Activities								

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
504 PC	PO 504	To assess the cadet's participation in regular physical activity.	Attitudinal / Dispositional Changes	Performance Assessment	The cadet's physical activity tracker is reviewed.	Ongoing as the cadet participates in physical fitness activities throughout the proficiency level.	Chapter 3, Annex B, Appendix 3.	Nil.
PO 507 – Serve in a Sea Cadet Corps								
507 PC	PO 507	To assess the cadet's participation in Phase Five training.	Nil.	Nil.	The cadet is observed participating in a minimum of 60% of mandatory / complementary training.			
PO 509 – Instruct Cadets								
509 PC	PO 509	To assess the cadet's ability to prepare and instruct a lesson.	Reasoning Proficiency and Skills	Performance Assessment	The cadet's lesson plan is reviewed and they are observed while instructing a lesson.	During lessons instructed by the cadets as part of regularly scheduled training.	Chapter 3, Annex B, Appendix 4.	Assessment may take place at the cadet corps, TE, or CSTC.
PO 513 – Attend a Workshop								
513 PC	PO 513	To have the cadet participate in workshops.	Reasoning Proficiency	Personal Communication	The cadet participates in a minimum of four workshops.	During regionally scheduled workshop training.	Chapter 3, Annex B, Appendix 5.	Nil.
PO 514 – Pursue Individual Learning								
514 PC	PO 514	To assess the cadet's participation in individualized learning.	Reasoning Proficiency	Performance Assessment	The cadet creates an Individual Learning Plan which is reviewed periodically as they progress.	Ongoing throughout the phase.	Chapter 3, Annex B, Appendix 6.	Nil.

Note: In addition to the requirements laid out in the Assessment of Learning Plan, each cadet is required to complete a minimum of three complementary self-study packages.

ANNEX B, APPENDIX 1

502 PC – COMMUNITY SERVICE ASSESSMENT INSTRUCTIONS

GENERAL

No time is allotted for this PC as it is to be administered whenever the cadet completes the activities listed in their community service plan.

PRE-ASSESSMENT INSTRUCTIONS

1. Gather the 502 PC Community Service Assessment Form.
2. Provide the cadet with a copy of 502 PC Community Service Assessment Form so they can familiarize themselves with the assessment criteria.

CONDUCT OF ASSESSMENT

1. Review the cadet's record of community service in their logbook to determine their level of participation.
2. Evaluate the cadet's demonstration using the 502 PC Community Service Assessment Form. (*Note*: The cadet may complete their demonstration about one or more of their community service activities prior to full completion of their community service time.)
3. Complete the 502 PC Community Service Assessment Form.
4. Conduct a debriefing. Ask the cadet about the value of their experiences and whether these experiences have encouraged them to make community service a regular part of their lives.
5. Discuss the overall performance results with the cadet and provide them with a copy of the completed 502 PC Community Service Assessment Form.

POST-ASSESSMENT INSTRUCTIONS

1. Place a copy of the 502 PC Community Service Assessment Form in the cadet's training file.
2. Record the overall result on the cadet's Phase Five / Master Cadet / Proficiency Level Five Qualification Record.

502 PC – COMMUNITY SERVICE ASSESSMENT FORM

Cadet's Name: _____ Date: _____

Circle the appropriate description.

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Community Service Time	The cadet did not complete 45 hours of community service.	N/A	The cadet completed 45 hours of community service during Phase Five / Master Cadet / Proficiency Level Five.	The cadet completed 70 hours of community service during Phase Five / Master Cadet / Proficiency Level Five.
Demonstration	The cadet did not complete a demonstration of their community service.	The cadet's demonstration showcased one or more of the community service activities in which they took part.	The cadet's demonstration showcased one or more of the community service activities in which they took part and highlighted one to three of the cadet's major learning outcomes from the experience. The effort the cadet put into creating their demonstration was evident and the demonstration appealed to a public audience.	The cadet's demonstration showcased one or more of the community service activities in which they took part and highlighted one to three of the cadet's major learning outcomes from the experience. The cadet clearly put a great amount of time and effort into completing a high quality demonstration that was very appealing to a public audience.

Assessor's feedback:

Circle 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 the community service time or the demonstration.	The cadet has achieved the performance standard by receiving "completed without difficulty" or "exceeded standard" on the community service time, and "completed with difficulty" on the demonstration.	The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on the community service time and the demonstration.	The cadet has exceeded the performance standard by receiving "exceeded standard" on the community service time and the demonstration.

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

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ANNEX B, APPENDIX 2

503 PC
ASSESSMENT INSTRUCTIONS

PREPARATION

1. **PRE-ASSESSMENT INSTRUCTIONS** Review the assessment plan, assessment instructions, 503 PC Assessment Rubrics and Checklists and become familiar with the material prior to conducting the assessment.

   This PC consists of three parts, a leadership project, a leadership assignment and a leadership appointment. There is no time allotted for the PC as it is to be administered whenever and wherever cadets participating in Phase Five training complete each of the three parts.

   Leadership Assignment. Formal leadership assignments will be given and assessed using the 503 PC Assessment Rubric – Leadership Assignment. The cadet will reflect and self-assess after the leadership assignment using the same rubric. The leadership assignment assessment shall be recorded on the cadet's qualification record.

   Leadership Appointment. Formal leadership appointments will be given and assessed using the 503 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.

   Leadership Project. The cadet, as a member of a team, shall complete a leadership project which will include creating a proposal, preparing for, conducting and concluding an exercise. The team of cadets will be assessed using the Leadership Project Checklist in the 503 PC. Although the Leadership Project Checklist will reflect the overall result the team achieved, comments should be recorded to acknowledge individual cadet's strengths / weaknesses.

In corps where there is limited number of cadets participating in Phase Five training, officers may form the remaining members of the team.

   Photocopy the 503 PC Assessment Rubrics.

   Photocopy the 503 PC Assessment Checklists.

2. **PRE-ASSESSMENT ASSIGNMENT** The cadet shall review the 503 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.

2. **RESOURCES**

   - 503 PC Assessment Checklists and Rubrics, and
   - Pencil / pen.

3. **ASSESSMENT ACTIVITY LAYOUT** Nil.

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, 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, evaluate the cadet's leadership ability by observation throughout the duration of the leadership appointment, 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.

6. **ASSESSMENT ACTIVITY INSTRUCTIONS – LEADERSHIP PROJECT**

1. Have the cadets create a team or assign cadets to a team to organize an exercise.
2. Meet with the team of cadets to discuss the expectations of the leadership project. The Training Officer shall have developed a list of approved project areas (eg, sports, citizenship, etc.) from which they may select.
3. Ensure the cadets understand the expectations of their leadership project.
4. Have the cadets create a proposal for an exercise.
5. Use the Assessment Checklist to evaluate the cadets on the creation of the exercise proposal. Although the cadets are being assessed as a team, separate Assessment Checklists shall be completed for each cadet. Comments should be recorded to acknowledge individual cadet's strengths / weaknesses.
6. Have the cadets prepare for the exercise.
7. Use the Assessment Checklist to evaluate the cadets on the preparation of the exercise. Although the cadets are being assessed as a team, separate Assessments Checklists shall be completed for each cadet. Comments should be recorded to acknowledge individual cadet's strengths / weaknesses.
8. Have the cadets conduct the exercise.
9. Use the Assessment Checklist to evaluate the cadets on the conduct of the exercise. Although the cadets are being assessed as a team, separate Assessments Checklists shall be completed for each cadet. Comments should be recorded to acknowledge individual cadet's strengths / weaknesses.
10. Have the cadets conclude the exercise.
11. Use the Assessment Checklist to evaluate the cadets on the conclusion of the exercise. Although the cadets are being assessed as a team, separate Assessments Checklists shall be completed for each cadet. Comments should be recorded to acknowledge individual cadet's strengths / weaknesses.

POST ASSESSMENT INSTRUCTIONS

1. **RECORDING ASSESSMENT RESULTS**

1. The overall performance assessment for PO 503 is a combined result of the leadership assignment, the leadership appointment and the leadership project assessments. Indicate the overall performance assessment on the Assessment Checklist as:

(a) **Incomplete**. The cadet has not achieved the performance standard by:

(1) having eight or more of the components of the leadership project assessed as incomplete; or

(2) receiving an “incomplete” on more than four (between both the leadership assignment and the leadership appointment assessments) of the criteria;

(b) **Completed With Difficulty**. The cadet has achieved the performance standard by:

(1) having less than eight but more than four components of the leadership project assessed as incomplete; and

(2) receiving an “incomplete” on less than five (between both the leadership assignment and the leadership appointment assessments) of the criteria;

(c) **Completed Without Difficulty**. The cadet has achieved the performance standard by:

(1) having less than five but more than one component of the leadership project assessed as incomplete; and

(2) receiving a minimum of “completed with difficulty” on all criteria and “completed without difficulty” on nine (between both the leadership assignment and the leadership appointment assessments) or more of the criteria; or

(d) **Exceeded Standard**. The cadet has achieved the performance standard by:

(1) having no more than one component of the leadership project assessed as incomplete; and

(2) receiving a minimum of “completed without difficulty” on all criteria and “exceeded standard” on 12 (between both the leadership assignment and the leadership appointment 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 copies of the Assessment Checklists are attached to the cadet's training file.

5. The overall result will be recorded on the Phase Five 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 and the leadership project, feedback needs to be provided on an ongoing basis. Additional time will also need to be scheduled upon the conclusion of the project and appointment for final feedback.

503 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 assignment.	Selected the most appropriate approach with a strong balance of team members and the goal and simplicity and safety of the assignment.
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 assignment. 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 with enthusiasm, with attention at times to both individuals and the team.	Motivated consistently and with enthusiasm, 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.	

503 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 appointment, 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 with enthusiasm, with attention at times to both individuals and the team.	Motivated consistently and with enthusiasm, 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.	

503 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:**

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503 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:**

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503 PC ASSESSMENT CHECKLIST
LEADERSHIP PROJECT

Cadet's Name: _____ Corps: _____

Date: _____ Division: _____

	Assessment (circle one)		Notes
Create a Proposal			
Appropriate type of exercise selected.	**I**	**C**	
More than two activities selected for the exercise.	**I**	**C**	
Each activity had an objective which was in-line with the overall objective of the exercise.	**I**	**C**	
Limitations of the exercise, such as policies, time, personnel, finances, and equipment were considered.	**I**	**C**	
Prepare for an Exercise			
The exercise was appropriate for the participants.	**I**	**C**	
Exercise planning used an appropriate work breakdown structure.	**I**	**C**	
A viable schedule was created for the planning of the exercise.	**I**	**C**	
The exercise was developed considering potential risks.	**I**	**C**	
The exercise used a tracking system to track progress.	**I**	**C**	
A pre-exercise meeting was conducted during the preparation of the exercise.	**I**	**C**	
Conduct an Exercise			
The exercise area was inspected prior to the set up of the exercise.	**I**	**C**	
The exercise area was set up prior to the exercise.	**I**	**C**	
The exercise was introduced to the exercise participants.	**I**	**C**	
The exercise was supervised, to include:			

	Assessment (circle one)		Notes
Ensuring safety.	I	C	
Ensuring the well-being of cadets.	I	C	
Encouraging cadets.	I	C	
Adjusting responsibilities as required.	I	C	
Maintaining control of cadets.	I	C	
Correcting errors as required.	I	C	
Reporting misconduct as required.	I	C	
Ensuring completion of responsibilities assigned to cadets as required.	I	C	
Conclude an Exercise			
A debriefing was conducted with the exercise planning team.	I	C	
An After Action Report was created.	I	C	

I = Incomplete C = Complete

Comments:

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

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503 PC ASSESSMENT CHECKLIST
OVERALL ASSESSMENT

The PO 503 Overall Assessment includes the evaluation of the leadership assignment, the leadership appointment and the leadership project.

Assessor's feedback:

	PO 503 Overall Assessment							
Check One	**Incomplete**		**Completed With Difficulty**		**Completed Without Difficulty**		**Exceeded Standard**	
Overall Performance	The cadet has not achieved the performance standard either by having eight or more of the components of the leadership project assessed as incomplete or by receiving an "incomplete" on more than four (between both the leadership assignment and the leadership appointment assessments) of the criteria.		The cadet has achieved the performance standard by having less than eight but more than four components of the leadership project assessed as incomplete; and by receiving an "incomplete" on less than five (between both the leadership assignment and the leadership appointment assessments) of the criteria.		The cadet has achieved the performance standard by having having less than five but more than one component of the leadership project assessed as incomplete; and by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on nine (between both the leadership assignment and the leadership appointment assessments) or more of the criteria.		The cadet has achieved the performance standard by having no more than one component of the leadership project assessed as incomplete; and by receiving a minimum of "completed without difficulty" on all criteria and "exceeded standard" on 12 (between both the leadership assignment and the leadership appointment assessments) or more of the criteria.	

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

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ANNEX B, APPENDIX 3

504 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 504 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 504 PC Personal Fitness and Healthy Living Assessment Form.

POST ASSESSMENT INSTRUCTIONS

1. Place a copy of the 504 PC Personal Fitness and Healthy Living Assessment Form in the cadet's training file.

2. Record the overall result on the Phase Five Qualification Record.

504 - PC PERSONAL FITNESS AND HEALTHY LIVING ASSESSMENT FORM

Cadet's Name: _____ Date: _____

Assessor's feedback:

	PO 504 – 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 24 days over four consecutive weeks.				The cadet has achieved the performance standard by completing a minimum of 60 minutes of MVPA daily for 24 days over four consecutive weeks.		The cadet has exceeded the performance standard by completing a minimum of 60 minutes of MVPA daily for 28 days over four consecutive weeks.	

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

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ANNEX B, APPENDIX 4

509 PC
ASSESSMENT INSTRUCTIONS

PREPARATION

1. **PRE-ASSESSMENT INSTRUCTIONS** The course officer shall communicate with the training officer to:

    1. incorporate the cadets participating in Phase Five training into the instructor schedules;
    2. ensure the cadets are assigned a 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 509 PC Assessment Rubric and Checklist and become familiar with the material prior to conducting the assessment.

    Photocopy the 509 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 509 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 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 of 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 lesson in a real-life setting, during a regular training session.

2. **RESOURCES** IAW the lesson assigned.

3. **ASSESSMENT ACTIVITY LAYOUT** Classroom or training area large enough to accommodate the entire group.

4. **ASSESSMENT ACTIVITY INSTRUCTIONS** Each cadet 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 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 509 PC Assessment Rubric as a guide, the assessor shall make notes of observations and record results on the 509 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 Five Qualification Record located at Chapter 3, Annex C. Indicate the overall performance assessment on the qualification record as:

      (a) **Incomplete**. The cadet has not achieved the performance standard by receiving an “incomplete” on more than one of the criteria listed on the assessment checklist;

(b) **Completed With Difficulty**. The cadet has achieved the performance standard by receiving an “incomplete” on not more than one 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 10 or more of the criteria; and

(d) **Exceeded Standard**. The cadet has achieved the performance standard by receiving a minimum of “completed without difficulty” on all criteria listed 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 509 PC Assessment Rubric and Checklist.

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

509 PC ASSESSMENT RUBRIC

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Preparation				
Lesson plan	The lesson plan was not submitted, it had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP.	The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs were 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 suitable to the lesson, however some elements were overlooked.	The classroom / training area was well set up, with due consideration given to such things as: • functional seating formation, • lighting, and • instructional aids were easily accessible and ready to use, and • distractions were minimized.	N/A
Lesson Introduction				
Review of previous lesson (if applicable)	The cadet did not review the previous lesson.	The cadet stated the topic of the previous lesson.	The cadet stated the topic of the previous lesson and provided a brief summary of the content.	N/A
Introduction of lesson	The cadet did not provide an introduction to the lesson.	The cadet stated what will be learned, but was unclear in the description of why it is important or where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied in a creative and engaging way.
Lesson Body				
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 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 in an effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet employed stress classroom management techniques, as necessary, in an effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet always controlled positive and negative stress, and displayed excellent classroom management techniques.
Effective use instructional aids	The cadet did not use instructional aids.	The instructional aids were difficult to see / use, or were introduced at an ineffective time.	The instructional aids were clearly displayed and were appropriately introduced.	N/A
Satisfaction of learner needs	The lesson was delivered in a way that was inappropriate for the developmental period of the audience and did not present visual, auditory or kinesthetic learning opportunities.	Some aspects of the lesson delivery were not appropriate for the developmental period of the audience. The cadet included little variety with regard to providing visual, auditory or kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included some variety of visual, auditory and kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included many visual, auditory and kinesthetic learning opportunities throughout the lesson.
Accuracy of lesson content	The cadet displayed limited understanding of the lesson content and was unable to provide accurate explanations, demonstrations and/or clarification.	The cadet displayed a general understanding of the lesson content but struggled with the explanation, demonstration and/or clarification of some of the content.	The cadet displayed a sound understanding of lesson content and provided accurate explanations, demonstrations and/ or clarification without difficulty.	The cadet displayed a mastery of the lesson content.
TP confirmation	The cadet did not use questions or an activity to confirm the understanding of the TP content and did not adjust the instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, however made little effort to adjust instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, and as necessary, attempted to adjust instruction based on audience comprehension.	The cadet creatively used questions or an activity to confirm the understanding at the end of each TP and easily adjusted instruction based on audience comprehension.
End of lesson confirmation	The knowledge or skills covered in the lesson were not confirmed using questions or an activity.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills, however all teaching points were not covered.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills and all teaching points were covered.	All knowledge or skills covered in the lesson were confirmed in a creative and engaging way.
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-stated the objectives of the lesson however struggled to summarize important points / areas for improvement.	The cadet re-stated the objectives of the lesson and concisely summarized important points / areas for improvement.	N/A
Re-motivate	The cadet did not attempt to 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 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 emphasize points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasize points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasize points and exhibited a high standard of dress and deportment.
Questioning techniques	The cadet did not use any questions or apply the questioning sequence (pose, pause, pounce, ponder and praise).	The cadet used appropriate types of questions but inconsistently applied the questioning sequence (pose, pause, pounce, ponder and praise).	The cadet used a variety questions and consistently applied the questioning 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

509 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 previous lesson (if applicable)	I D C	
Introduction of lesson	I D C E	
Lesson Body		
Method(s) of instruction	I D C	
Learning environment	I D C E	
Effective use of 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 509 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 one of the criteria listed on the assessment checklist.	The cadet has achieved the performance standard by receiving an "incomplete" on not more than one 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 and "exceeded standard" on seven or more of the criteria.

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

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ANNEX B, APPENDIX 5

513 PC
ASSESSMENT INSTRUCTIONS

PREPARATION

1. **PRE-ASSESSMENT INSTRUCTIONS** Review the assessment plan, assessment instructions and 513 PC and become familiar with the material prior to conducting the assessment.
2. **PRE-ASSESSMENT ASSIGNMENT** The cadet shall review the 513 PC Assessment Checklist and become familiar with the assessment criteria.
3. **ASSESSMENT METHOD** Personal communication was chosen for this PC as it allows the assessor to interact with the cadet and discuss their learning experience at the regionally facilitated workshops.

CONDUCT OF ASSESSMENT

1. **PURPOSE** The purpose of this PC is to record the cadet's participation in four regionally facilitated workshops.
2. **RESOURCES**
   - 513 PC Assessment Checklist, and
   - Royal Canadian Sea Cadets Phase Five Logbook.
3. **ASSESSMENT ACTIVITY LAYOUT** Nil.
4. **ASSESSMENT ACTIVITY INSTRUCTIONS** Have the cadet attend four regionally facilitated workshops.

POST ASSESSMENT INSTRUCTIONS

1. **RECORDING ASSESSMENT RESULTS**
   1. Indicate the overall performance assessment on the assessment checklist as:
      (a) **Incomplete**. The cadet did not attend a minimum of four regionally facilitated workshops.
      (b) **Completed Without Difficulty**. The cadet attended a minimum of four regionally facilitated workshops.
   2. Sign and date the Assessment Checklist.
   3. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
   4. The overall result will be recorded on the Phase Five 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 assessment.

513 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps: _____

Division: _____

Assessor's Feedback:

	PO 513 Overall Assessment							
Check One	**Incomplete**		**Completed With Difficulty**		**Completed Without Difficulty**		**Exceeded Standard**	
Overall Performance	The cadet did not attend a minimum of four regionally facilitated workshops..				The cadet attended a minimum of four regionally facilitated workshops.			

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

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ANNEX B, APPENDIX 6

514 PC
ASSESSMENT INSTRUCTIONS

PREPARATION

1. **PRE-ASSESSMENT INSTRUCTIONS** Review the assessment plan, assessment instructions and 514 PC and become familiar with the material prior to conducting the assessment.

   There is no time allotted for the PC as it is to be administered whenever the cadet has completed their Individual Learning Plan (ILP).

2. **PRE-ASSESSMENT ASSIGNMENT** The cadet shall review the 514 PC Assessment Checklist and become familiar with the assessment criteria.

3. **ASSESSMENT METHOD** Performance assessment was chosen for this PC as it allows the assessor to determine whether the cadet was involved in individual learning.

CONDUCT OF ASSESSMENT

1. **PURPOSE** The purpose of this PC is to record the cadet's participation in individualized learning.

2. **RESOURCES** 514 PC Assessment Checklist

3. **ASSESSMENT ACTIVITY LAYOUT** Nil.

4. **ASSESSMENT ACTIVITY INSTRUCTIONS**

   1. The Crse O shall guide the cadet to develop an ILP which identifies an Sea Cadet topic that interests the cadet and a series of specific goals (learning needs), from within the CP or external to it, which the cadet would like to pursue. The ILP should identify:

      - **Learning Needs.** Specific statements about what is to be learned.
      - **Learning Activities.** Statements describing how each learning need will be accomplished.
      - **Target Dates.** Timeframes for the completion of each learning activity and the plan as a whole.
      - **Learning Resources.** Specific human and materiel resources needed to achieve each learning activity.
      - **Measures of Success.** Action statements describing how to determine if a learning activity has been successfully accomplished.
      - **Final Report.** A description of how the cadet will demonstrate to others how the individual learning activity has been personally beneficial.

   2. The Crse O shall review the cadet's ILP against Individual Learning Plan Assessment Rubric. If the cadet achieves a score of 12 or higher, the Crse O shall forward the ILP to the CO for approval. If the cadet scores less than 12 points, the Crse O shall identify portions of where the cadet can adjust their ILP and resubmit it.

   3. The CO shall review the ILP and shall be the approving authority.

   4. Once the plan is approved, the cadet may pursue the learning activities as outlined in the ILP. Periodically the Crse O shall meet with the cadet to assess their progress on their ILP. The cadet may amend the ILP with the concurrence of the Crse O and CO.

5. Once the cadet has completed all of the learning activities outlined in the ILP they shall be required to prepare and conduct a presentation explaining how the individual learning activity was personally beneficial. Provided the cadet outlines their individual learning clearly and is able to demonstrate what they feel they learned from the experience, this presentation can take any form, including, but not limited to:

- a report,
- a radio broadcast,
- a PowerPoint presentation,
- a lecture,
- a blog;
- a webpage;
- a video
- a musical composition;
- a photo journal; or
- a visit or tour.

POST ASSESSMENT INSTRUCTIONS

1. **RECORDING ASSESSMENT RESULTS**

   1. Indicate the overall performance assessment on the assessment checklist as:

      (a) **Incomplete.** The cadet did not develop a satisfactory ILP or did not carry it out.

      (b) **Completed Without Difficulty.** The cadet developed a satisfactory ILP and carried it out.

   2. Record notes made in the assessor's feedback section of the Assessment Checklist. Where possible attach the presentation completed by the cadet.

   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 Five 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.

514 PC ASSESSMENT RUBRIC

INDIVIDUAL LEARNING PLAN ASSESSMENT

		SCORE				
		0	1	2	3	4
CRITERIA	POTENTIAL FOR INDIVIDUAL DEVELOPMENT	Considering the cadet, the proposal contains similar experiences to those already experienced by the cadet.	Considering the cadet, the requirements of the ILP provide experiences that are similar to many previous experiences from the CP but are applied in a different manner.	Considering the cadet, the requirements of the ILP provide experiences that progressively build upon CP experiences.	Considering the cadet, the requirements of the ILP provide experiences that progressively build upon CP experiences and may have future applications.	Considering the cadet, the requirements of the ILP provide experiences that progressively build upon CP experiences which apply toward future goals set by the cadet.
	AIMS, MISSION AND PARTICIPANT OUTCOMES (CATO 11-03).	The proposal does not relate well to the aims, mission or participant outcomes of the CP.	The proposal relates to topic areas from the Sea CP.	The proposal uses topic areas from the Sea CP to contribute positively to the transition of the cadet to adulthood.	The proposal uses topic areas from the Sea CP to contribute positively to the transition of the cadet to adulthood and makes reference to targets that relate to the participant outcomes as outlined in CATO 11-03.	The proposal uses topic areas from the Sea CP to contribute positively to the transition of the cadet to adulthood, specifically targeting participant outcomes as outlined in CATO 11-03.
	TIME COMMITMENT	Considering the cadet, the requirements of the ILP will require no change of current time commitment to complete.	Considering the cadet, the requirements of the ILP can be met by modifying what they currently do without much change to their current time commitment.	Considering the cadet, the requirements of the ILP will include a mixture of modified current and new time commitments.	Considering the cadet, the requirements of the ILP will require the cadet to commit additional time.	Considering the cadet, the requirements of the ILP meet both individual and organizational needs in a creative manner that requires an additional time commitment from the cadet.
	DIFFICULTY	Considering the cadet, the ILP offers no challenge or opportunity for skill development.	Considering the cadet, the ILP offers little challenge or opportunity for skill acquisition or refinement.	Considering the cadet, the ILP offers some challenge and opportunity for skill acquisition or refinement.	Considering the cadet, the ILP offers considerable challenge and opportunity for skill acquisition or refinement.	Considering the cadet, the ILP offers considerable challenge and opportunity for the acquisition or refinement of multiple skills.
	VARIETY	The proposal includes only one experience.	The proposal includes two unique experiences.	The proposal includes three unique experiences.	The proposal includes four unique experiences.	The proposal includes more than four unique experiences.

514 PC ASSESSMENT CHECKLIST
OVERALL ASSESSMENT

Cadet's Name: _____ Corps: _____

Division: _____

Assessor's Feedback:

	PO 514 Overall Assessment							
Check One	**Incomplete**		**Completed With Difficulty**		**Completed Without Difficulty**		**Exceeded Standard**	
Overall Performance	The cadet did not complete the requirements by not developing a satisfactory ILP or not carrying it out.				The cadet completed the requirements by developing a satisfactory ILP and carrying it out.			

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

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PHASE FIVE QUALIFICATION RECORD

Cadet's Name: _____ Corps: _____

		PO Assessment			
PO No.	**Performance Statement**	Incomplete	Completed with Difficulty	Completed without Difficulty	Exceeded Standard
502	Perform Community Service				
503	Lead Cadet Activities				
504	Track Participation in Physical Activities				
507	Serve in a Sea Cadet Corps				
509	Instruct Cadets				
513	Attend a Workshop				
514	Pursue Individual Learning				
Nil.	Complementary Training (3 self-study packages)				

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

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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, 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 A PROGRESS INTERVIEW

Tips for a successful interview:

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

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

POST-INTERVIEW INSTRUCTIONS

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

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ANNEX D, APPENDIX 1

CADET INTERVIEW FORM

Name:	Rank:
Phase:	Division:

SECTION 1 – INITIAL INTERVIEW

1. What are your expectations for the 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 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's 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:

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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 / maintaining qualification standards and to create an action plan to assist this cadet.

PRE-COUNSELLING SESSION INSTRUCTIONS

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

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

Complete Section 1 of the TCS Form.

CONDUCT OF COUNSELLING SESSION

Tips for a successful interview:

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

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

POST-COUNSELLING SESSION INSTRUCTIONS

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

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

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ANNEX 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

1. Inform the cadet they are not achieving / maintaining qualification standards and that you are meeting to help them correct the situation.
2. Discuss the following:
   - Circumstances affecting training progress
   - Any previous difficulty and action taken (eg, whether or not help / additional training was provided)
   - Overall performance / behaviour of cadet (eg, attendance, effort, motivation, attitude)

SECTION 3 – SESSION RECOMMENDATIONS (ACTION PLAN)	
With the cadet, create an action plan that highlights the actions required for success. Brief the cadet on the consequences should no improvement be noticed.	
Cadet's Signature:	
Training Officer's Signature:	Date:
SECTION 4 – COMMANDING OFFICER REVIEW	
Record any discussion with parents regarding the progress of the cadet.	
Commanding Officer's Signature:	Date:

CHAPTER 4

SECTION 1

PERFORMANCE OBJECTIVES AND TRAINING PLAN

PURPOSE

1. The purpose of this chapter is to outline the specific POs associated with the Phase Five 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-605/PF-001, *Phase Five 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 toward 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 Five assessment for learning are outlined within the applicable lesson specifications located at Chapter 4.

SECTION 2

PO 501 – REFLECT UPON WHAT IT MEANS TO BE A GOOD CITIZEN

1. **Performance**: Reflect Upon What it Means to be a Good Citizen

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**: Through completion of a self-study package, the cadet will:

   a. reflect upon what it means to be a good Canadian citizen;

   b. reflect upon individual global citizenship; or

   c. analyze a global issue.

4. **Remarks**: Nil.

5. **Complementary Material**:

   a. Complementary material associated with PO 501 is designed to enhance the cadet's knowledge of global citizenship, specifically:

      (1) EO C501.01 (Reflect Upon What it Means to be a Good Canadian Citizen),

      (2) EO C501.02 (Reflect Upon Individual Global Citizenship), and

      (3) EO C501.03 (Analyze a Global Issue).

   b. Only one complementary EO from PO 501 (Reflect Upon What it Means to be a Good Citizen) may be used to satisfy the minimum requirements of Phase Five / Master Cadet / Proficiency Level Five training.

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

1. **Performance**: Reflect Upon What it Means to be a Good Canadian Citizen
2. **Conditions**:
   a. Given:
      (1) Self-study package,
      (2) Supervision, and
      (3) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard**: The cadet shall reflect upon what it means to be a good Canadian citizen by completing a self-study package.
4. **Teaching Points**: Have the cadet complete the self-study package, which includes:
   a. responding to perspectives on what it means to be Canadian;
   b. reflecting upon what it means to be a good Canadian citizen; and
   c. identifying actions to take to become an even better Canadian citizen.
5. **Time**: One session (3 periods) = 90 min.
6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to reflect upon what it means to be a good Canadian citizen at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.
7. **References**: Nil.
8. **Training Aids**: Nil.
9. **Learning Aids**:
   a. Self-study package, and
   b. Pen / pencil.
10. **Test Details**: Nil.
11. **Remarks**: Nil.

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EO C501.02 – REFLECT UPON INDIVIDUAL GLOBAL CITIZENSHIP

1. **Performance**: Reflect Upon Individual Global Citizenship

2. **Conditions**:

   a. Given:

      (1) Self-study package,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area suitable to complete the self-study package.

3. **Standard**: The cadet shall reflect upon what it means to be a good Canadian citizen by completing a self-study package.

4. **Teaching Points**: Have the cadet complete the self-study package, which includes:

   a. examining globalization;

   b. identifying how individual attitudes and actions are influenced by globalization; and

   c. reflecting upon ways to become better global citizens.

5. **Time**: One session (3 periods) = 90 min.

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to reflect upon what it means to be a good Canadian citizen at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7. **References**:

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

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

   c. MyLearning. (2009). *Global citizenship*. Retrieved November 15, 2009, from http://www.mylearning.org/jpage.asp?jpageid=2015&*journeyid=441*

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

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

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

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

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

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

8. **Training Aids**: Nil.

9. **Learning Aids**:

   a. Self-study package,

   b. Globe or digital / hard-copy world map,

   c. National newspaper or printout of current international news stories, and

   d. Pen / pencil.

10. **Test Details**: Nil.

11. **Remarks**: Nil.

EO C501.03 – ANALYZE A GLOBAL ISSUE

1. **Performance**: Analyze a Global Issue
2. **Conditions**:
   a. Given:
      (1) Self-study package,
      (2) Supervision, and
      (3) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Classroom or training area suitable to complete the self-study package.
3. **Standard**: The cadet shall analyze a global issue.
4. **Teaching Points**: Have the cadet complete the self-study package, which includes selecting, reading and completing the self-study questions on:
   a. a United Nations briefing paper on global issues; and / or
   b. an article on a current international Canadian Armed Forces operation.
5. **Time**: One session (3 periods) = 90 min.
6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to examine global issues in greater detail at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.
7. **References**:
   a. Canadian Armed Forces (2013). *Canadian Armed Forces Operations*. Retrieved March 26, 2013, from http://www.forces.gc.ca/site/operations/index-eng.asp
   b. United Nations (n.d.). *Briefing Papers for Students*. Retrieved March 26, 2013, from http://cyberschoolbus.un.org/briefing/index.asp
8. **Training Aids**: Nil.
9. **Learning Aids**:
   a. Self-study package,
   b. National newspaper, and
   c. Pen / pencil.
10. **Test Details**: Nil.
11. **Remarks**: Nil.

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SECTION 3

PO 502 – PERFORM COMMUNITY SERVICE

1. **Performance**: Perform Community Service
2. **Conditions**:
   a. Given:
      (1) Supervision, and
      (2) Assistance.
   b. Denied: Nil.
   c. Environmental: Dependent on the community service activity chosen.
3. **Standard**: The cadet will perform 45 hours of individual community service, to include:
   a. conducting a personal inventory of skills, talents, and interests;
   b. identifying community needs to address and investigating the underlying problems;
   c. performing 45 hours of community service;
   d. reflecting on the community service, to include:
      (1) describing what happened;
      (2) examining the difference made;
      (3) discussing thoughts and feelings; and
      (4) considering future community service opportunities;
   e. preparing and planning a public demonstration of their community service and the effect it has had on them and the community; and
   f. conducting their demonstration by:
      (1) giving a public presentation;
      (2) writing an article;
      (3) publishing on a website or in another publication;
      (4) creating a work of art; or
      (5) completing another appropriate demonstration.
4. **Remarks**:
   a. The aim of this PO is for cadets to participate in meaningful community service that:
      (1) has value, purpose, and meaning;
      (2) uses previously learned and newly acquired skills and knowledge;
      (3) offers unique learning experiences;
      (4) has real consequences; and

(5) offers a safe environment to learn, to make mistakes, and to succeed.

b. Cadets shall apply the five stages of service learning to at least one of their community service activities, to include:

(1) inventory and investigation,

(2) preparation and planning,

(3) action,

(4) reflection, and

(5) demonstration.

c. The community service activity shall not directly benefit the corps / squadron or the sponsor.

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

5. **Complementary Material:** No new complementary training will be added in Phase Five / Master Cadet / Proficiency Level Five.

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

1. **Performance**: Perform 45 Hours of Individual Community Service
2. **Conditions**:
   a. Given:
      (1) Supervision, and
      (2) Assistance.
   b. Denied: Nil.
   c. Environmental: Dependent on the community service activity chosen.
3. **Standard**: The cadet shall perform 45 hours of individual community service, to include:
   a. conducting a personal inventory of skills, talents, and interests;
   b. identifying community needs to address and investigating the underlying problems;
   c. preparing and planning to conduct 45 hours of community service;
   d. performing 45 hours of community service;
   e. reflecting on the community service, to include:
      (1) describing what happened;
      (2) examining the difference made;
      (3) discussing thoughts and feelings; and / or
      (4) considering future community service opportunities; and
   f. conducting a public demonstration of their community service and the effect it has had on them and the community by:
      (1) giving a public presentation;
      (2) writing an article;
      (3) publishing on a website or in another publication;
      (4) creating a work of art; or
      (5) completing another appropriate demonstration.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Provide the cadets with a copy of 502 PC located at Annex B, Appendix 1 and review the requirements of PO 502 (Perform Community Service).	Interactive Lecture	10 min	

TP	Description	Method	Time	Refs
TP2	Explain the five stages of service learning, to include: a. inventory and investigation, b. preparation and planning, c. action, d. reflection, and e. demonstration.	Interactive Lecture	20 min	Para 7
TP3	Have the cadets identify each stage of service learning as they read about a cadet's community service experience and brainstorm alternative methods for completing each stage.	Case Study	25 min	
TP4	Have the cadets complete their personal inventory of skills, talents, and interests.	Practical Activity	10 min	
TP5	Have the cadets brainstorm needs in their community.	In-class Activity	10 min	
TP6	Have the cadets complete an initial plan for the investigation process.	Practical Activity	15 min	

5. **Time**: One session = 90 min.

6. **Substantiation**:

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

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

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

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

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

8. **Training Aids**: Nil.

9. **Learning Aids**: Nil.

10. **Test Details**: Nil.

11. **Remarks**:

    a. The cadets shall complete the 45 hours of individual community service on their own time and during some cadet activities (eg, Royal Canadian Legion Poppy Campaign) throughout Phase Five / Master Cadet / Proficiency Level Five training.

    b. Cadets shall apply the five stages of service learning to at least one of their community service activities, to include:

        (1) inventory and investigation,

        (2) preparation and planning,

        (3) action,

        (4) reflection, and

        (5) demonstration.

    c. The community service activity shall not directly benefit the corps / squadron or the sponsor.

    d. The cadet may complete their demonstration about one or more of their community service activities prior to full completion of their community service time.

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SECTION 4

PO 503 – LEAD CADET ACTIVITIES

1. **Performance**: Lead Cadet Activities

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance.

   b. Denied: Nil.

   c. Environmental: Any.

3. **Standard**: The cadet will lead cadet activities:

   a. as a member of a team, completing a leadership project, to include:

      (1) creating a proposal;

      (2) preparing for an exercise;

      (3) conducting an exercise; and

      (4) concluding an exercise; and

   b. as an individual, completing:

      (1) a leadership assignment; and

      (2) a leadership appointment.

4. **Remarks**:

   a. Corps may use PO 502 (Perform Community Service) as an opportunity for cadets participating in Phase Five training to fulfill the requirements of PO 503 (Lead Cadet Activities).

   b. Leadership assignments have been previously presented in EO M303.07 (Lead Cadets Through a Leadership Assignment).

   c. Leadership appointments have been previously presented in EO M403.06 (Act as a Team Leader During a Leadership Appointment).

   d. This PO is assessed IAW Chapter 3, Annex B, 503 PC.

5. **Complementary Material**: The complementary material associated with this PO is EO C503.01 (Examine Meeting Procedures), designed to enhance the cadet's knowledge of leading cadet activities.

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EO M503.01 – CREATE A PROPOSAL

1. **Performance**: Create a Proposal

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 create a proposal by:

   a. conceiving at least one cadet activity that meets the aims of the Canadian Cadet Organizations (CCO);

   b. determining the goals of the activity or activities;

   c. determining if the activity or activities meet CCO policies;

   d. determining the resources necessary to carry out the activity or activities; and

   e. submitting a proposal for approval.

4. **Teaching Points**:

TP	Description	Method	Time	Refs
TP1	Define project management, to include: a. the definition of project, and b. the five phases of a project.	Interactive Lecture	5 min	C3-252 (pp. 10–22)
TP2	Explain the conceiving phase of a project, to include: a. choosing an exercise, such as: (1) community service, (2) Canadian Forces (CF) familiarization, (3) fitness and sports, (4) marksmanship, (5) seamanship, (6) healthy living, (7) nautical training, (8) leadership, or (9) drill; b. choosing an activity or activities, using the brainstorming technique to generate ideas; c. determining the activity's or activities' goals; and d. determining limitations, such as resources.	Interactive Lecture	10 min	A0-107 C0-249 (p. 36–37) C0-272 (p. 4) C0-273 (pp. 44, 88–90) C0-274 (pp. 19, 32) C0-452 C3-252 (pp. 23–44)

TP	Description	Method	Time	Refs
TP3	Explain the parameters of cadet activities with reference to policies, such as: a. Cadet Administrative Training Orders, b. A-CR-CCP-030/PT-001, Water Safety Orders, and c. A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*.	Interactive Lecture	5 min	A0-003 A1-010 A2-001
TP4	Explain how to write a proposal.	Interactive Lecture	5 min	C3-252 (pp. 23–44)

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 project management and the writing of a proposal.

7. **References**:

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

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

c. A2-001 A-CR-CCP-951/PT-002 Director Cadets 3. (2006). *Royal Canadian Army Cadets adventure training safety standards*. Ottawa, ON: Department of National Defence.

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

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

8. **Training Aids**:

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

b. A-CR-CCP-030/PT-001, *Water Safety Orders*, and

c. A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*.

d. Create a Proposal worksheet,

9. **Learning Aids**:

a. Create a Proposal worksheet,

b. Create a Proposal Aide-Mémoire,

c. List of Cadet Administrative and Training Orders,

d. A-CR-CCP-030/PT-001, *Water Safety Orders*,

e. A-CR-CCP-951/PT-002, *Royal Canadian Army Cadets Adventure Training Safety Standards*, and

f. Pen / pencil.

10. **Test Details**: This EO is assessed IAW Chapter 3, Annex B, 503 PC.

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

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EO M503.02 – PREPARE AN EXERCISE

1. **Performance**: Prepare an Exercise
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 prepare an exercise, to include:
   a. writing an exercise plan;
   b. obtaining approval for an exercise;
   c. communicating the plan, to include:
      (1) assigning team members to all exercise roles;
      (2) explaining tasks;
      (3) announcing the exercise.
4. **Teaching Points**:

TP	Description	Method	Time	Refs
TP1	Explain the concept of a project audience.	Interactive Lecture	5 min	C3-252 (pp. 45–60) C0-453 (pp. 9-1-1 to 9-1-2)
TP2	Explain defining the plan, to include: a. developing a work-breakdown structure (WBS); b. determining precedence; c. developing a schedule; d. determining team members' skills and knowledge; e. defining team members' roles and responsibilities; f. determining and planning non-personnel resources; g. identifying risk; h. preparing a tracking system; and i. confirming team members' participation.	Interactive Lecture	25 min	C3-252 (pp. 61–214)

TP	Description	Method	Time	Refs
TP3	Have the cadets create an exercise plan template.	In-Class Activity	20 min	A0-200 (pp. 9-1-1 to 9-4-11) C0-453
TP4	Explain starting the team, to include: a. announcing the exercise; and b. planning a successful pre-exercise meeting.	Interactive Lecture	20 min	A0-200 (pp. 9-4-6 to 9-4-9) C3-252 (pp. 247–248)
TP5	Have the cadets discuss sustaining motivation during a project.	Guided Discussion	10 min	C3-252 (pp. 255–264)

5. **Time**:

a.	Introduction / Conclusion:	10 min
b.	Interactive Lecture:	50 min
c.	In-Class Activity:	20 min
d.	Guided Discussion	10 min
e.	Total:	90 min

6. **Substantiation**:

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

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

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

7. **References**:

a. A0-200 B-GL-303-002/FP-000 Canadian Forces. (1995). *Operational staff procedures : Staff duties in the field*. (Volume 2). Ottawa, ON: Department of National Defence.

b. C0-453 Doc Stoc. (2009). *Format for activity plan*. Retrieved November 1, 2009, from http://www.docstoc.com/docs/4977554/FORMAT-FOR-ACTIVITY-PLAN

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

8. **Training Aids**:

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

   b. Exercise Plan Example,

   c. Exercise Plan Template, and

   d. Guided Discussion worksheet.

9. **Learning Aids**:

   a. Exercise Plan Example, and

   b. Exercise Plan Worksheet.

10. **Test Details**: This EO is assessed IAW Chapter 3, Annex B, 503 PC.

11. **Remarks**: Cadets shall be given the opportunity to prepare a cadet exercise, as a member of a group, as part of their OJT.

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EO M503.03 – CONDUCT AN EXERCISE

1. **Performance**: Conduct an Exercise
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 conduct an exercise, to include:
   a. starting the exercise, by
      (1) setting up; and
      (2) conducting an introduction;
   b. supervising the conduct of activities, to include:
      (1) comparing the actual performance with the stated goals;
      (2) dealing with problems as they arise; and
      (3) keeping team members informed about progress;
   c. ending the exercise, to include:
      (1) conducting a conclusion;
      (2) tearing down; and
      (3) returning stores.
4. **Teaching Points**:

TP	Description	Method	Time	Refs
TP1	Have the cadets discuss how to begin and end an activity, to include: a. elements of an introduction, and b. elements of a conclusion	Group Discussion	10 min	
TP2	Explain how to begin and end an exercise.	Interactive Lecture	5 min	
TP3	Have the cadets review supervising an activity, to include: a. the purposes of supervision, and b. how to supervise.	Group Discussion	5 min	
TP4	Explain how to supervise an exercise.	Interactive Lecture	5 min	

5. **Time**:

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

6. **Substantiation**:

   a. A group discussion was chosen for TPs 1 and 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, and opinions about beginning and ending activities and supervision an activity.

   b. An interactive lecture was chosen for TPs 2 and 4 to orient the cadets to how to begin and end an exercise and how to supervise an exercise.

7. **References**:

   a. A0-107 CATO 14-31 Director Cadets. (2007). *Director Cadets and Junior Canadian Rangers General Safety Program*. Ottawa, ON: Department of National Defence.

   b. C0-249 ISBN 0-7894-2890-3 Heller, R. (1998). *How to Delegate*. New York, NY: DK Publishing, Inc.

   c. C0-272 Coleridge Education, College of St. Mark and St. John. (2002). *A Consultation of Supervision Provision and Training Requirements Across Connexions Partnerships in England*. Retrieved March 17, 2008 from http://www.connexions.gov.uk/partnerships/publications/uploads/cp/Supervisory%20Skills%20Exec%20Sum.pdf

   d. C0-273 ISBN 978-1-56414-363-1 Ladew, D. P. (1998). *How to Supervise People: Techniques for Getting Results Through Others*. Franklin Lakes, NJ: Career Press.

   e. C0-274 ISBN 1-4134-1294-7 Sargent, G. (2003). *The Little Black Book of Supervision*. USA: Xlibris Corporation.

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

9. **Learning Aids**: Nil.

10. **Test Details**: This EO is assessed IAW Chapter 3, Annex B, 503 PC.

11. **Remarks**: Cadets shall be given the opportunity to conduct an exercise, as a member of a group, as part of their OJT.

EO M503.04 – CONCLUDE AN EXERCISE

1. **Performance**: Conclude an Exercise

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 conclude an exercise, to include:

   a. conducting a debriefing; and

   b. completing and submitting an after action report.

4. **Teaching Points**:

TP	Description	Method	Time	Refs
TP1	Explain the steps in the conclusion of an exercise, to include: a. conducting a debriefing; and b. creating an after action report.	Interactive Lecture	10 min	C3-252 (pp. 265–276, 270, 274–275)
TP2	Conduct an activity where the cadets develop an after action report format.	In-Class Activity	15 min	

5. **Time**:

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

6. **Substantiation**:

   a. An interactive lecture was chosen for TP 1 to orient the cadets to the conclusion of an exercise, the content of an after action report and the conduct of a debriefing.

   b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest about after action report.

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

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

9. **Learning Aids**:

   a. Flip chart paper,

   b. Markers, and

   c. Pen / pencil.

10. **Test Details**: This EO is assessed IAW Chapter 3, Annex B, 503 PC.

11. **Remarks**: Cadets shall be given the opportunity to conclude an exercise, as a member of a group, as part of their OJT.

EO C503.01 – EXAMINE MEETING PROCEDURES

1. **Performance**: Examine Meeting Procedures

2. **Conditions**:

   a. Given:

      (1) Self study package,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet will examine meeting procedures by completing a self study package.

4. **Teaching Points**: Have the cadet complete the self study package, which includes:

   a. identifying types of meetings;

   b. examining how to organize meetings; and

   c. examining how to facilitate meetings.

5. **Time**:

a.	Self Study:	90 min
b.	Total:	90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to examine meeting procedures at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor

7. **References**:

   a. A0-010 CATO 11-03 Director Cadets 2. (2006). *Cadet program mandate*. Ottawa, ON: Department of National Defence.

   b. A0-201 United States Army Medical Department Battle Simulation Center (2003). *Military briefings*. Retrieved February 26, 2010 from http://www.cs.amedd.army.mil/simcenter/military_briefings.htm

   c. C0-004 ISBN 1-58062-577-0 McClain, G., & Romaine, D. S. (2002). *The everything managing people book*. Avon, MA: Adams Media.

   d. C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.

   e. C0-022 ISBN 0-02864-207-4 Cole, K. (2002). *The Complete idiot's guide to clear communications*. USA: Pearson Education, Inc.

   f. C0-112 ISBN 0-8407-6744-7 Maxwell, J. C. (1993). *Developing the leader within you*. Nashville, TN: Thomas Nelson Inc. Publishers.

   g. C0-113 ISBN 1-882664-12-4 Karnes, F. A., & Bean, S. M. (1995). *Leadership for students: A practical guide for ages 8–18*. Waco, TX: Prufrock Press.

h. C0-114 ISBN 0-02-863656-2 Pell, A. R. (1999). *The complete idiot's guide to team building*. Indianapolis, IN: Alpha Books.

i. C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.

j. C0-144 Colver, E., & Reid, M. (2001). *Peacebuilders 3: Peer helping*. Ottawa, ON: YouCAN.

k. C0-245 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.

l. C0-256 ISBN 0-7894-4863-7 Heller, R. (1999). *Achieving excellence*. New York, NY: DK Publishing, Inc.

m. C0-270 Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, Vol. 50*(4), 370–396.

n. C0-271 Farthing, D. (2001). *Peacebuilders 1: Conflict resolution youth reference guide*. Ottawa, ON: YouCAN.

o. 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

p. 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

q. C0-468 ISBN 0-06-091573-0 Hamlin, S. (1989). *How to talk so people listen*. New York, NY: Harper & Row Publishers.

r. C0-469 ISBN 1-57851-143-7 Argyris, C., Bartolomé, F., Bourgeous, L. J., III, Eisenhardt, K. M., Jay, A., Kahwajy, J. L., et al. (1999). *Harvard business review on effective communication*. Boston, MA: Harvard Business School Publishing.

s. C3-251 ISBN 978-0-306-81354-2 Robert, H. M., III, Evans, W. J., & Honemann, D. H. (2004). *Robert's rules of order: Newly revised in brief*. New York, NY: Perseus Books Group.

8. **Training Aids**: Nil.

9. **Learning Aids**:

   a. Self study package, and

   b. Pen / pencil.

10. **Test Details**: Nil.

11. **Remarks**: This self study package shall only be completed after the mandatory component of PO 503 (Lead Cadet Activities).

SECTION 5

PO 504 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES

1. **Performance**: Track Participation in Physical Activities

2. **Conditions**:

   a. Given:

      (1) Physical Activity Tracker,

      (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 will:

   a. track moderate- to vigorous-intensity physical activity time for four weeks using the Physical Activity Tracker;

   b. complete 60 minutes of MVPA daily for 24 days over four consecutive weeks; and

   c. identify strategies to improve personal physical fitness.

4. **Remarks**: The aim of this PO is to encourage cadets to be more physically active in their daily lives.

5. **Complementary Material**: Complementary material associated with this PO is designed to enhance the cadets' knowledge of personal fitness and healthy living, specifically EO C504.01 (Reflect on Personal Fitness and Healthy Living).

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EO M504.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT (CFA) AND IDENTIFY STRATEGIES FOR IMPROVING PERSONAL PHYSICAL FITNESS

1. **Performance**: Participate in the Cadet Fitness Assessment (CFA) and Identify Strategies for Improving Personal Physical Fitness

2. **Conditions**:

   a. Given:

      (1) Physical Activity Tracker,

      (2) *Individual Score Sheet for the 20-m Shuttle Run Test,*

      (3) Cadet Fitness Assessment and Incentive Level Results,

      (4) Supervision, and

      (5) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Training area large enough to accommodate the entire group and suitable for conducting the CFA.

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

   a. participate in the CFA IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*;

   b. identify areas for improvement; and

   c. identify strategies to improve personal physical fitness.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Supervise while the cadets participate in the CFA.	Practical Activity	60 min	7a, 7b, 7c
TP2	Conduct an activity where the cadets identify how to improve their personal physical fitness.	Practical Activity	30 min	

5. **Time**: One session (3 periods) = 90 min

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

7. **References**:

   a. CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.

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

   c. The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.

8. **Training Aids**:

   a. CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,

   b. Leger 20-m Shuttle Run Test CD,

   c. Measuring tape,

   d. CD player,

   e. Pylons,

   f. Gym mats,

   g. 12-cm measuring strip,

   h. Stopwatches,

   i. Paper,

   j. Metre sticks,

   k. Back-saver sit and reach test apparatuses,

   l. *Individual Score Sheet for the 20-m Shuttle Run Test*,

   m. Cadet Fitness Assessment and Incentive Level Results, and

   n. Strategies to Improve My Personal Physical Fitness handout.

9. **Learning Aids**:

   a. Physical Activity Tracker,

   b. Gym mats,

   c. 12-cm measuring strip,

   d. Stopwatches,

   e. Paper,

   f. Metre sticks,

   g. Back-saver sit and reach test apparatuses,

   h. *Individual Score Sheet for the 20-m Shuttle Run Test*,

   i. Cadet Fitness Assessment and Incentive Level Results, and

   j. Strategies to Improve My Personal Physical Fitness handout.

10. **Test Details**: Nil.

11. **Remarks**:

   a. The purpose of the CFA is to have cadets measure their personal fitness to help them set individual goals for improvement. Each of the three components of fitness (cardiovascular, muscular strength, and muscular flexibility) is measured, and cadets are assessed using criterion-referenced standards as to whether they are in the healthy fitness zone (HFZ) within each of these components.

b. The HFZ is the level of fitness needed for good health. Cadets who do not fall within the HFZ for certain components should be coached and encouraged to set goals that will help them improve towards achieving the HFZ in the future.

c. The CFA shall be set up prior to conducting this EO.

d. Assistant instructors will be required for this lesson.

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EO C504.01 – REFLECT ON PERSONAL FITNESS AND HEALTHY LIVING

1. **Performance**: Reflect on Personal Fitness and Healthy Living

2. **Conditions**:

   a. Given:

      (1) Self-study package,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area suitable to complete the self-study package.

3. **Standard**: The cadet shall reflect on personal fitness and healthy living by completing a self-study package.

4. **Teaching Points**: Have the cadet complete the self-study package, which includes examining:

   a. physical fitness, to include:

      (1) SMART goals,

      (2) components of physical fitness,

      (3) *Canadian Physical Activity Guidelines,*

      (4) Canadian Sedentary Behaviour Guidelines, and

      (5) looking to the future;

   b. nutritional fitness, to include:

      (1) calories needed for optimal health,

      (2) making wise food choices, and

      (3) budget shopping for food;

   c. mental fitness, to include:

      (1) self-esteem,

      (2) how to practice mental fitness, and

      (3) motivational quotes.

5. **Time**: One session (3 periods) = 90 min.

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to examine in greater detail elements of personal fitness and healthy living at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7. **References**:

   a. Canadian Mental Health Association (2013). *Your mental health*. Retrieved from http://www.cmha.ca/mental-health/your-mental-health/

b. Dieticians of Canada (2013). *Eat right Ontario: physical activity*. Retrieved from http://www.eatrightontario.ca/en/Articles/Physical-Activity/

c. Health-and-Fitness Source.com. (2012) *3 Ways your body is burning calories*. Retrieved March 15, 2013 from *http://www.health-and-fitness-source.com/burning-calories.html*

d. Health Canada (2011). *Estimated energy requirements*. Retrieved from http://hc-sc.gc.ca/fn-an/food-guide-aliment/basics-base/1_1_1-eng.php

e. Larson, Christian (2007). *Your forces and how to use them: The promise*. Retrieved from http://www.goodreads.com/work/quotes/2208816-your-forces-and-how-to-use-them

f. Mobile & Peruasive. (2008). *A brief survey of physical activity monitoring devices*. Retrieved from http://www.icta.ufl.edu/projects/publications/chao08a.pdf

g. Public Health Agency of Canada (2011). *Obesity in Canada. Determinants and contributing factors*. Retrieved from http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/oic-oac/determ-eng.php

h. United States Department of Agriculture. (2011). *How many calories does physical activity use?* Retrieved from http://www.choosemyplate.gov/food-groups/physicalactivity_calories_used_table.html

i. World Health Organization. (2013). *Physical activity and adults*. Retrieved from http://www.who.int/dietphysicalactivity/factsheet_adults/en/index.html

8. **Training Aids**: Nil.

9. **Learning Aids**:

   a. Self-study package, and

   b. Pen / pencil.

10. **Test Details**: Nil.

11. **Remarks**: Nil.

SECTION 6

PO 507 – 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 Phase Five training;

   b. assisting in the corps' operations; and

   c. completing On-the-Job Practical Requirements (OJPR).

4. **Remarks**: EO M507.01 (Develop a Personalized Schedule) shall be conducted at the beginning of the training year.

5. **Complementary Material**:

   a. Complementary material associated with PO 507 is designed to enhance the cadet's knowledge of serving in a sea cadet corps, specifically:

      (1) EO C507.01 (Identify Service Opportunities for a Cadet Instructors Cadre [CIC] Officer),

      (2) EO C507.02 (Identify Volunteer Opportunities With the Navy League of Canada),

      (3) EO C507.03 (Reflect Upon the Cadet Experience); and

   b. Only one complementary EO from PO 507 (Serve in a Sea Cadet Corps) may be used to satisfy the minimum requirements of Phase Five.

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EO M507.01 – DEVELOP A PERSONALIZED SCHEDULE

1. **Performance**: Develop a Personalized Schedule

2. **Conditions**:

   a. Given:

      (1) Handout of performance objectives (POs) and enabling objectives (EOs) of Phase Five training,

      (2) Phase Five Logbook,

      (3) Current corps training schedule,

      (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:

   a. identify Phase Five mandatory training;

   b. identify Phase Five complementary training;

   c. review summer training opportunities;

   d. review leadership assignment and leadership appointment opportunities at the corps;

   e. explain the On-the-Job Practical Requirements (OJPR) and Phase Five Logbook; and

   f. develop a personalized schedule.

4. **Teaching Points**:

TP	Description	Method	Time	Refs
TP1	Identify Phase Five mandatory training common to the sea, army and air elements of the CCO, to include: a. community service, b. leadership, c. personal fitness and healthy living, d. general cadet knowledge, e. workshops, and f. individual learning.	Interactive Lecture	10 min	A0-096 A1-066
TP2	Identify Phase Five complementary training opportunities, to include: a. common, and b. elemental.	Interactive Lecture	10 min	

TP	Description	Method	Time	Refs
TP3	Review summer training opportunities, to include: a. staff cadet advanced training, and b. Cadet Summer Training Centre (CSTC) courses.	Group Discussion	5 min	A0-035 A1-066
TP4	Review leadership assignment and leadership appointment opportunities at the corps.	Group Discussion	5 min	
TP5	Explain the OJPR and Phase Five Logbook.	Interactive Lecture	20 min	A1-071
TP6	Have the cadets develop a personalized schedule.	In-Class Activity	30 min	

5. **Time**:

a.	Introduction / Conclusion:	10 min
b.	Interactive Lecture:	40 min
c.	Group Discussion:	10 min
d.	In-Class Activity:	30 min
e.	Total:	90 min

6. **Substantiation**:

a. An interactive lecture was chosen for TPs 1, 2 and 5 to orient the cadets to and generate interest in Phase Five mandatory and complementary training opportunities as well as the OJPR and Phase Five Logbook.

b. A group discussion was chosen for TPs 3 and 4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about summer training opportunities, leadership assignments and leadership appointments at the corps.

c. An in-class activity was chosen for TP 6 as it is an interactive way to provoke thought and stimulate interest among the cadets as they develop a personalized schedule.

7. **References**:

a. A0-035 CATO 13-28 Director Cadets 2. (2006). *Advanced training–Staff cadet*. Ottawa, ON: Department of National Defence.

b. A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

c. A1-066 CATO 31-03 Director Cadets Senior Staff Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

d. A1-071 A-CR-CCP-605/PW-001 Director Cadets 3. (2009). *Royal Canadian Sea Cadets phase five logbook*. Ottawa, ON: Department of National Defence.

8. **Training Aids**:

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

b. Phase Five Logbook,

c. Handouts of the POs and EOs for Phase Five training, and

d. Current corps training schedule.

9. **Learning Aids**:

a. Phase Five Logbook,

b. Handout of the POs and EOs for Phase Five training, and

c. Current corps training schedule.

10. **Test Details**: Nil.

11. **Remarks**: This EO should be scheduled as early as possible in the training year. See the sample schedule located at Chapter 2, Annex C.

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EO C507.01 – IDENTIFY SERVICE OPPORTUNITIES FOR A CADET INSTRUCTORS CADRE (CIC) OFFICER

1. **Performance**: Identify Service Opportunities for a Cadet Instructors Cadre (CIC) Officer

2. **Conditions**:

   a. Given:

      (1) Self study package,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet shall identify service opportunities for a Cadet Instructors Cadre (CIC) officer by completing a self study package.

4. **Teaching Points**: Have the cadet complete the self study package, which includes:

   a. enrolment standards for the CIC,

   b. corps / squadron service opportunities, to include:

      (1) employment at a corps / squadron, and

      (2) employment at technical training establishments, such as:

         (a) Nautical Centres,

         (b) Regional Army Cadet Expedition Centres (expedition centres), and

         (c) Regional Cadet Air Operations (gliding centres);

   c. regional service opportunities, to include:

      (1) employment at regionally directed activities, to include:

         (a) non-discretionary,

         (b) discretionary; and

      (2) employment at a cadet detachment / Regional Cadet Support Unit (RCSU), and

      (3) employment at a Regional Cadet Instructor School (RCIS),

   d. Cadet Summer Training Centre (CSTC) service opportunities, and

   e. national service opportunities, to include:

      (1) employment at nationally directed activities, and

      (2) employment at the Directorate Cadets and Junior Canadian Rangers (D Cdts & JCR).

5. **Time**:

   a. Self Study: 90 min

   b. Total: 90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to examine in greater detail service opportunities for a CIC officer at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7. **References**:

   a. A0-096 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

   b. A0-194 CATO 23-01 Director Cadets 6. (2007). *Recruitment / enrollment - Officers of the cadet instructors cadre (CIC)*. Ottawa, ON: Department of National Defence.

   c. A0-195 CATO 21-03 Director Cadets 2. (2007). *Corps / squadron establishments staffing priorities and authorized paid days*. Ottawa, ON: Department of National Defence.

   d. A0-196 CATO 23-11 Director Cadets 6. (2007). *Cadet instructors supporting cadet activities without pay*. Ottawa, ON: Department of National Defence.

   e. A0-197 CATO 23-10 Director Cadets 2. (2006). *Reserve service opportunity selection process*. Ottawa, ON: Department of National Defence.

   f. A0-198 Department of National Defence. (2009). *Reserve service opportunities*. Retrieved October 29, 2009, from http://www.cadets.ca/employment-emploi.aspx

   g. A0-199 Department of National Defence. (2009). *CIC–Cadet instructors cadre*. Retrieved October 29, 2009, from http://www.vcds.forces.gc.ca/cic/index-eng.asp

   h. A1-066 CATO 31-03 Director Cadets Senior Staff Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

   i. A2-031 CATO 40-01 Director Cadets Senior Staff Officer Army Cadets. (2009). *Army cadet program outline*. Ottawa, ON: Department of National Defence.

   j. A3-029 CATO 51-01 Director Cadets Senior Staff Officer Air Cadets. (2009). *Air cadet program outline*. Ottawa, ON: Department of National Defence.

8. **Training Aids**: Nil.

9. **Learning Aids**:

   a. Self study package, and

   b. Pen / pencil.

10. **Test Details**: Nil.

11. **Remarks**: Nil.

EO C507.02 – IDENTIFY VOLUNTEER OPPORTUNITIES WITH THE NAVY LEAGUE OF CANADA (NLC)

1. **Performance**: Identify Volunteer Opportunities With the Navy League of Canada (NLC)

2. **Conditions**:

   a. Given:

      (1) Self study package,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet shall identify volunteer opportunities with the NLC by completing a self study package.

4. **Teaching Points**: Have the cadet complete the self study package, which includes:

   a. reviewing the role and responsibilities of the NLC / local NLC branch, to include:

      (1) fundraising;

      (2) recruiting cadets;

      (3) recruiting officers;

      (4) screening volunteers;

      (5) providing adequate office and training facilities;

      (6) participating in selection boards for senior cadet rank appointments;

      (7) participating in selection boards for sea cadet summer training / exchanges;

      (8) participating in selection boards for honours and awards;

   b. examining examples of support the NLC has provided sea cadets;

   c. attending a meeting with a member of the NLC, to discuss:

      (1) the potential for future involvement with Canadian Cadet Movement (CCM) as a member of the NLC;

      (2) the range of volunteer opportunities available and the amount of time commitment that may be required for each; and

      (3) the screening process and registration process required of all NLC adult volunteers.

5. **Time**:

   a. Self Study: 60 min

   b. Total: 90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to examine in greater detail volunteer opportunities with the NLC at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7. **References**:

   a. A0-040 2005-113124 Director Cadets. (2005). *Memorandum of understanding between the DND and the leagues*. Ottawa, ON: Department of National Defence.

   b. A1-073 CATO 11-09 Director Cadets 2. (2008). *Volunteering with the navy league cadets*. Ottawa, ON: Department of National Defence.

   c. A1-074 Navy League of Canada. (2009). *Navy league news*. Retrieved October 30, 2009, from http://www.navyleague.ca/eng/news/index.asp

   d. C1-068 Navy League of Canada. (2002). *Guide for local branches: Part one*. Ottawa, ON: Navy League of Canada.

   e. C1-069 Navy League of Canada. (2002). *Guide for local branches: Part two*. Ottawa, ON: Navy League of Canada.

   f. C1-097 Navy League of Canada. (2009). *Scholarships & awards*. Retrieved October 30, 2009, from http://www.navyleague.ca/eng/seacadets/awards.asp

8. **Training Aids**: Nil.

9. **Learning Aids**:

   a. Self study package, and

   b. Pen / pencil.

10. **Test Details**: Nil.

11. **Remarks**: The 30-minute meeting between the NLC member and the Phase Five cadet should be scheduled for the third period of the training session in which the cadet is attempting this self study package.

EO C507.03 – REFLECT UPON THE CADET EXPERIENCE

1. **Performance**: Reflect Upon the Cadet Experience

2. **Conditions**:

   a. Given:

      (1) Self Study Package,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet shall reflect upon the cadet experience by completing a self study package.

4. **Teaching Points**: Have the cadet complete the self study package, which includes:

   a. conducting a self-assessment of the cadet experience;

   b. analyzing the relationship between the cadet experience and preparation for adulthood; and

   c. developing an action plan.

5. **Time**:

a.	Self Study:	90 min
b.	Total:	90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to reflect upon how their cadet experience can be used to make a successful transition to adulthood at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7. **References**:

   a. C0-447 Furstenberg, F. F., Kennedy, S., McCloyd, V. C., Rumbaut, R. G., and Settersen, R. A. (2003). *Between adolescence and adulthood: Expectations about the timing of adulthood*. Retrieved October 28, 2009, from http://www.transad.pop.upenn.edu/downloads/between.pdf

   b. C0-448 COMPAS Inc. (2002). *Cadet training focus group study*. Ottawa, ON: Department of National Defence.

   c. C0-449 Arnett, J. J. (2004). *Emerging adulthood: The winding road from the late teens through the twenties* (Chapter 1). Retrieved October 28, 2009, from http://www.jeffreyarnett.com/EmerAdul.chap1.pdf

   d. C0-450 Whitehead, S. (2009). *Emerging adulthood*. Retrieved October 27, 2009, from http://www.Parenthood.com/article-topics/emerging_adulthood.html

   e. C0-451 Grossman, L. (2009). *Grow up? Not so fast*. Retrieved October 28, 2009, from http://www.time.com/time/magazine/article/0,9171,1018089,00.html

8. **Training Aids**: Nil.
9. **Learning Aids**:
    a. Self study package, and
    b. Pen / pencil.
10. **Test Details**: Nil.
11. **Remarks**: Nil.

SECTION 7

PO 509 – INSTRUCT CADETS

1. **Performance**: Instruct Cadets
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. researching the material for the lesson;
   b. preparing for the lesson, to include:
      (1) writing a lesson plan;
      (2) preparing training aids; and
      (3) preparing the learning environment; and
   c. delivering the lesson, to include:
      (1) introducing the lesson;
      (2) presenting the content of the lesson;
      (3) confirming the knowledge / skills learned during the lesson; and
      (4) concluding the lesson.
4. **Remarks**:
   a. Cadets will be assigned lessons from Phases 1–4 to instruct as part of their On- the-Job Training (OJT).
   b. This PO is assessed IAW Chapter 3, Annex B, 509 PC.
5. **Complementary Material**: Complementary material associated with PO 509 is C509.01 (Monitor Instruction) designed to introduce cadets to the process of monitoring instruction.

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EO C509.01 – MONITOR INSTRUCTION

1. **Performance**: Monitor Instruction

2. **Conditions**:

   a. Given:

      (1) Self study package,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area large enough to complete the self study package.

3. **Standard**: The cadet shall monitor instruction by completing a self study package.

4. **Teaching Points**: Have the cadet complete a self study package, which includes:

   a. the purpose of monitoring instruction;

   b. the process of monitoring instruction; and

   c. monitoring instruction.

5. **Time**:

a.	Self Study:	90 min
b.	Total:	90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to develop skills to monitor instruction at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7. **References**:

   a. A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces individual training and education system* (Vol. 6). Ottawa, ON: Department of National Defence.

   b. A0-056 A-CR-CCP-913/PT-001 Cadet Instructors List Training School. (1978). *Technique of instruction*. Ottawa, ON: Department of National Defence.

   c. A0-191 A-CR-CCP-914/PT-001 Cadet Instructors List Training School. (1978). *CIC instructional supervision*. Ottawa, ON: Department of National Defence.

   d. A0-192 A-P9-000-009/PT-000 Canadian Forces Individual Training and Educational System. (2002). *Volume 9 instructional technique*. Ottawa, ON: Department of National Defence.

   e. A0-193 A-P9-000-010/PT-000 Canadian Forces Individual Training and Educational System. (2002). *Volume 10 instructor supervision*. Ottawa, ON: Department of National Defence.

8. **Training Aids**: Nil.

9. **Learning Aids**:

   a. Self study package, and

   b. Pen / pencil.

10. **Test Details**: Nil.

11. **Remarks**: Nil.

SECTION 8

PO 513 – ATTEND WORKSHOPS

1. **Performance**: Attend Workshops
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 attend four workshops.
4. **Remarks**: This PO is assessed IAW Chapter 3, Annex B, 513 PC.
5. **Complementary Material**: Nil.

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SECTION 9

PO 514 – PURSUE INDIVIDUAL LEARNING

1. **Performance**: Pursue Individual Learning
2. **Conditions**:
   a. Given:
      (1) Supervision, and
      (2) Assistance as required.
   b. Denied: Nil.
   c. Environmental: Any.
3. **Standard**: The cadet will pursue individual learning by:
   a. developing an Individual Learning Plan (ILP) to include:
      (1) identifying an area of interest;
      (2) determining learning goals;
      (3) identifying necessary resources;
      (4) identifying measures of success;
      (5) setting target dates;
      (6) discussing the plan with a supervisor; and
      (7) adjusting the plan if necessary;
   b. putting the plan into action;
   c. monitoring the progress and adjusting the plan if necessary;
   d. informing the supervisor of any adjustments; and
   e. following up with the supervisor when all goals have been met.
4. **Remarks**: This PO will be assessed IAW Chapter 3, Annex B, 514 PC.
5. **Complementary Material**: Nil.

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SECTION 10

PO 520 – DESCRIBE ASPECTS OF THE CANADIAN NAVAL AND MARITIME COMMUNITY

1. **Performance**: Describe Aspects of the Canadian Naval and Maritime Community

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 describe aspects of the Canadian naval and maritime community, to include:

   a. naval educational opportunities,

   b. civilian maritime educational opportunities,

   c. naval career opportunities, and

   d. civilian maritime career opportunities.

4. **Remarks**: Nil.

5. **Complementary Material**: PO 520 (Describe Aspects of the Canadian Naval and Maritime Community) is a complementary package designed to enhance the cadet's knowledge of the Canadian naval and maritime community.

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EO C520.01 – EXAMINE CANADIAN NAVAL AND MARITIME EDUCATIONAL AND CAREER OPPORTUNITIES

1. **Performance**: Examine Canadian Naval and Maritime Educational and Career Opportunities

2. **Conditions**:

   a. Given:

      (1) Self study package,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet shall examine Canadian naval and maritime educational and career opportunities by completing a self study package.

4. **Teaching Points**: Have the cadet complete the self study package, which includes:

   a. examining maritime educational opportunities, to include:

      (1) Canadian Forces (CF) educational opportunities, to include:

         (a) Regular Officer Training Program (ROTP),

         (b) Continuing Education Officer Training Program (CEOTP), and

         (c) Non-Commissioned Member Subsidized Education Plan (NCM-SEP);

      (2) Canadian Coast Guard (CCG) educational opportunities, to include:

         (a) CCG Officer Training Program,

         (b) Marine Communications and Traffic Services (MCTS) program, and

         (c) Marine Electronic Technologist (EL) Development (MELDEV) program; and

      (3) civilian educational opportunities; and

   b. examining maritime career opportunities, to include:

      (1) government career opportunities, to include:

         (a) military,

         (b) CCG, and

         (c) Fisheries and Oceans Canada (DFO); and

      (2) private sector career opportunities, to include:

         (a) aquaria-related careers,

         (b) cruise ship careers,

         (c) oceanography and the marine sciences,

         (d) fishing,

(e) commercial diving,

(f) maritime transportation, and

(g) shipbuilding.

5. **Time**:

a.	Self Study:	90 min
b.	Total:	90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to examine in greater detail Canadian naval and maritime educational and career opportunities at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7. **References**:

a. C1-189 Fisheries and Oceans Canada. (2008). *Canadian Coast Guard*. Retrieved October 20, 2009, from http://www.ccg-gcc.gc.ca

b. C1-232 ISBN 0-07-144851-9 Heitzmann, Ray (2006). *Opportunities in marine science and maritime careers*. New York, NY: McGraw-Hill.

c. C1-236 Department of National Defence. (2009). *Canadian Forces Recruiting–Job Explorer*. Retrieved October 20, 2009, from http://www.forces.ca/html/jobexplorer_en.aspx

8. **Training Aids**: Nil.

9. **Learning Aids**:

a. Self study package, and

b. Pen / pencil.

10. **Test Details**: Nil.

11. **Remarks**: Nil.

SECTION 11

PO 521 – COMPLETE A ROPEWORK PROJECT

1. **Performance**: Complete a Ropework Project
2. **Conditions**:
   a. Given:
      (1) Rope,
      (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 will complete one of the following ropework projects:
   a. tying a star knot, or
   b. making a prolong mat.
4. **Remarks**: Nil.
5. **Complementary Material**: PO 521 (Complete a Ropework Project) is a complementary package designed to enhance the cadet's knowledge of ropework.

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EO C521.01 – COMPLETE A ROPEWORK PROJECT

1. **Performance**: Complete a Ropework Project

2. **Conditions**:

   a. Given:

      (1) Self study package,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet shall complete a ropework project by completing a self study package.

4. **Teaching Points**: Have the cadet complete the self study package, which includes:

   a. tying a star knot; or

   b. making a prolong mat.

5. **Time**:

a.	Self Study:	90 min
b.	Total:	90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to complete a ropework project at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

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 Fukuhara, D. (2002). *Fancy knotting: An introduction*. Vancouver, BC: Author.

   c. C1-234 ISBN 0-07-059218-7 Smith, H. (1993). *The marlinspike sailor*. Camden, ME: International Marine

8. **Training Aids**: Nil.

9. **Learning Aids**:

   a. 10 m of 4-mm (3/16-inch) diameter braided line,

   b. Corkboard,

   c. Straight pins,

   d. Cutting tool,

   e. Glue, and

   f. Prolong mat pattern.

10. **Test Details**: Nil.

11. **Remarks**: Cadets are required to complete only one of the two projects described in this EO to satisfy the minimum requirements for PO 521 (Complete a Ropework Project).

SECTION 12

PO 523 – SERVE IN A NAVAL ENVIRONMENT

1. **Performance**: Serve in a Naval Environment

2. **Conditions**:

   a. Given:

      (1) Supervision, and

      (2) Assistance as required.

   b. Denied: Nil.

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

3. **Standard**: The cadet will:

   a. examine naval customs and traditions; or

   b. complete a navigation exercise, by either:

      (1) plotting a fix; or

      (2) completing a fixing paper.

4. **Remarks**: Nil.

5. **Complementary Material**:

   a. PO 523 (Serve in a Naval Environment) is a complementary package designed to enhance the cadet's knowledge of naval customs and traditions / navigation.

   b. Cadets choosing a navigation exercise as complementary training will complete either:

      (1) EO C523.02A (Plot a Fix) if they have only completed mandatory navigation EOs during Phase Four training; or

      (2) EO C523.02B (Complete a Fixing Paper) if they have completed all complementary navigation EOs during Phase Four training.

   c. Only one complementary EO from PO 523 (Serve in a Naval Environment) may be completed to satisfy the minimum requirements of Phase Five training.

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EO C523.01 – EXAMINE NAVAL CUSTOMS AND TRADITIONS

1. **Performance**: Examine Naval Customs and Traditions

2. **Conditions**:

   a. Given:

      (1) Self study package,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet shall examine naval customs and traditions by completing a self study package.

4. **Teaching Points**: Have the cadets complete the self study package, which includes:

   a. examining the origins and history of naval officer ranks;

   b. identifying superstitions and traditions of naval personnel; and

   c. examining the historical laws of the Royal Navy (RN).

5. **Time**:

a.	Self Study:	90 min
b.	Total:	90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to examine in greater detail naval customs and traditions at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

7. **References**:

   a. C1-043 *ReadyAyeReady.com - The Canadian Navy*. (2006). Retrieved October 21, 2009, from http://www.readyayeready.com

   b. C1-238 *Royal Navy & Marine Customs and Traditions*. (2009). Retrieved October, 21, 2009, from http://www.hmsrichmond.org/avast/customs.htm

   c. C1-239 ISBN 0-920852-38-6 Arbuckle, G. (1984). *Customs and traditions of the Canadian Navy*. Halifax, NS: Nimbus Publishing Limited.

8. **Training Aids**: Nil.

9. **Learning Aids**:

   a. Self study package, and

   b. Pen / pencil.

10. **Test Details**: Nil.

11. **Remarks**: Nil.

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EO C523.02A – PLOT A FIX

1. **Performance**: Plot a Fix

2. **Conditions**:

   a. Given:

      (1) Self study package,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet shall plot a fix by completing a self study package.

4. **Teaching Points**: Have the cadets complete the self study package, which includes:

   a. plotting a position using a three-bearing fix; and

   b. plotting a position using a horizontal angle fix.

5. **Time**:

a.	Self Study:	90 min
b.	Total:	90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to examine in greater detail potting a fix at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

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**: Nil.

9. **Learning Aids**:

   a. Self study package,

   b. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*, and

   c. Navigation instruments.

10. **Test Details**: Nil.

11. **Remarks**:

    a. EO C523.02A (Plot a Fix) may be completed by cadets who have not completed complementary navigation EOs during Phase Four training.

    b. This lesson requires the use of a station pointer, which is a navigation instrument that the cadets have not been introduced to previously.

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EO C523.02B – COMPLETE A FIXING PAPER

1. **Performance**: Complete a Fixing Paper

2. **Conditions**:

   a. Given:

      (1) Self study package,

      (2) Supervision, and

      (3) Assistance as required.

   b. Denied: Nil.

   c. Environmental: Classroom or training area suitable to complete the self study package.

3. **Standard**: The cadet shall complete a fixing paper by completing a self study package.

4. **Teaching Points**: Have the cadets complete a fixing paper.

5. **Time**:

a.	Self Study:	90 min
b.	Total:	90 min

6. **Substantiation**: A self study was chosen for this lesson as it allows the cadet to complete a fixing paper at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

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**: Nil.

9. **Learning Aids**:

   a. Self study package,

   b. Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel*, and

   c. Navigation instruments.

10. **Test Details**: Nil.

11. **Remarks**: EO C523.02B (Complete a Fixing Paper) may only be completed by cadets who have completed all complementary navigation EOs during Phase Four training.

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ANNEX A

INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

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

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

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

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
BEHAVIOUR MODELING Under development			
CASE STUDY Cadets are given a written problem, situation or scenario, to which they respond either individually or as a group in order to achieve a performance objective. The problem situation or scenario should match the experience level of the cadets and they should be given enough time either before or during the instructional period to analyze it. Responses to the case should be recorded under four headings: Facts, Assumptions, Problems and Solutions	1. Learning principles, attitudes and concepts.	1. Effective application of teaching principles instead of “preaching”. 2. Cadets can help each other learn. 3. High energy and perfect demonstrations. 4. Can be easily related to a real life situation in the past and for future applications.	1. Must be well organized and facilitated in order to ensure learning takes place.
DEMONSTRATION AND PERFORMANCE Cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor. A good example of this is drill instruction, where cadets are shown a movement and given the opportunity to practice and perform it.			
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.	**Demonstration Method** 1. To teach manipulative hands-on operations or procedures. 2. To teach troubleshooting. 3. To illustrate principles. 4. To teach operation or functioning of equipment. 5. To teach teamwork. 6. To set standards of workmanship. 7. To teach safety procedures.	**Demonstration Method** 1. Minimizes damage and waste. 2. Saves time. 3. Can be presented to large groups.	**Demonstration Method** 1. Requires careful preparation and rehearsal. 2. Requires special classroom arrangements. 3. Requires equipment and aids.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
Performance Method A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.	**Performance Method** 1. To teach manipulative hands-on operations or procedures. 2. To teach operations or functioning of equipment. 3. To teach team skills. 4. To teach safety procedures.	**Performance Method** 1. Builds confidence. 2. Enables learning evaluation. 3. Reduces damage and waste. 4. Promotes safety.	**Performance Method** 1. Requires tools and equipment. 2. Requires large blocks of time. 3. Requires more instructors.
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. **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, reading. **Stage 2: Reflective Observation:** Cadets need to reflect on and examine what they saw, felt and thought while they were having the experience. Sample activities: discussion, journals / logs, and graphs. **Stage 3: Abstract Conceptualization:** Cadets work to understand and make connections from the experience to new or different situations. Sample activities: interview, discussion, model building, analogies and planning. **Stage 4: Active Experimentation:** Cadets look ahead to and plan the application of skills and knowledge acquired to future experience. Sample activities: simulation, fieldwork. Note: The cycle is ongoing as each learning experience builds on another.	1. To teach practical skills. 2. To learn how to learn. 3. To teach transferable skills. 4. To teach the process or principle. 5. To teach problem solving.	1. Knowledge is shared and created by everyone. 2. Everyone is actively involved in the teaching – learning process. 3. Numerous resources are used. 4. Cadet based.	1. Many resources are required (may be expensive). 2. Needs a lot of planning, preparation and organization prior to activity. 3. The instructor must master the subject developed. 4. Instructor needs very good pedagogical skills. 5. May not be a good process for learning details.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
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, hikes or boat trips.	1. Awareness of historical situations. 2. Can be used in conjunction with many other instructional methods. 3. To introduce / illustrate and confirm topics.	1. Immerse cadets in a specific environment.	1. May be difficult to control. 2. Needs much organization and preparation. 3. May have cost involved.
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. Games are a fun and interesting way to introduce a topic, expand cadets' understanding knowledge of topic or review material.	1. Practical situations. 2. Discovery of concepts and principles. 3. Review and confirmation. 4. Games include rules and assessment.	1. Fun, interesting. 2. Creates ownership. 3. Highly participative. 4. Many resources involved.	1. May stratify the group by creating a winner and a loser. 2. May be difficult to providing instructor feedback.
GROUP DISCUSSION Cadets discuss issues, share knowledge, opinions and feelings about a topic in small groups to a specific goal. The instructor's questioning is flexible and minimal, and aims at encouraging cadets to explore their own experiences and opinions through peer interaction.	1. To develop imaginative solutions to problems. 2. To stimulate thinking and interest and to secure cadet participation. 3. To emphasize main teaching points. 4. To supplement lectures. 5. To determine how well cadets understand the concepts and principles. 6. To prepare cadets for application of theory or procedure. 7. To summarize, clarify points or review. 8. To prepare cadets for instruction that will follow. 9. To determine cadet progress and effectiveness of prior instruction.	1. Increases cadet interest. 2. Increases cadet acceptance and commitment. 3. Utilizes cadet knowledge and experience. 4. Results in more permanent learning because of the high degree of cadet participation / cognitive involvement.	1. Requires highly skilled instructors. 2. Required preparation by cadets. 3. Limits contents. 4. Consumes time. 5. Restricts size of group. 6. Requires selective group composition.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
GUIDED DISCUSSION Cadets are guided to reach performance objectives by drawing out their opinions, knowledge, experience and capabilities through a series of open ended lead-off questions, responses and follow-up questions. The instructor summarizes throughout and concludes effectively to ensure the performance objective is met.	1. When cadets are already familiar with the subject. 2. When the instructor wishes the cadets to learn through a series of structured questions.	1. The sharing of information, experiences and opinions by the group leads to the achievement of the teaching points and overall lesson objective.	1. Takes time to prepare. 2. The instructor must ensure that the cadets stay on the subject. 3. Off-topic questions must be handled with tact.
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. Examples of these activities include learning stations, videos, brainstorming / debating.	1. To reinforce instructional topics. 2. To orient cadets to the subject. 3. To introduce a subject. 4. To give direction on procedures. 5. To present basic material. 6. To introduce a demonstration, discussion or performance. 7. To illustrate the application of rules, principles or concepts. 8. To review, clarify, empathize or summarize.	1. To provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives. 2. Permits flexibility with class size. 3. Requires less rigid space requirements. 4. Permits adaptability. 5. Permits versatility. 6. Permits better control over content and sequence.	1. Encourages cadet passiveness. 2. Difficult to gauge cadet reaction. 3. Takes time to prepare.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
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.	1. To orient cadets to the subject. 2. To introduce a subject. 3. To give instruction on procedures. 4. To present basic material. 5. To illustrate the application of rules, principles or concepts. 6. To review, clarify, empathize or summarize.	1. Saves time. 2. Permits flexibility of class size. 3. Requires less rigid space requirements. 4. Permits adaptability. 5. Permits versatility. 6. Permits better control over content and sequence.	1. Involves one-way communication. 2. Poses problems in skill teaching. 3. Encourages passive behaviour. 4. Difficult to gauge cadet reaction. 5. Requires highly skilled instructors. 6. Requires a high level of concentration from the cadets.
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.	1. To orient cadets to the subject. 2. To introduce a subject. 3. To give instruction on procedures. 4. To present basic material. 5. To illustrate the application of rules, principles or concepts. 6. To review, clarify, empathize or summarize.	1. Proficient oral skills are required. 2. Useful for big groups. 3. Saves time because of fewer interruptions.	1. Should have a clear introduction and conclusion. 2. Cadets may be passive and uninvolved.
ON-THE JOB TRAINING (OJT) OJT prepares cadets to perform a job within the cadet program. Cadets learn job related behaviours / skills and the practice them through performance on the job. An instructor facilitates learning and coaches each cadet through the process. All cadets have the opportunity to reflect and provide feedback on their performance. Besides learning the job skills, cadets practice and refine peer and self-evaluation skills and skills in providing feedback.	1. Appropriate for learning leadership positions and learning supervisory responsibilities. 2. Learn to perform numerous tasks and responsibilities that would otherwise be listed.	1. Gives ownership to the learner to learn required skills. 2. Potential for a rewarding a situation. 3. Challenging.	1. Should be used in low risk activity or situations. 2. Extensive supervision is required to ensure proper content is covered. 3. May be a very challenging learning curve. 4. Requires an appropriate debriefing.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
PEER LEARNING Cadets in the same class teach each other. This allows cadets to learn from each other while also developing coaching, feedback and instructional skills.	1. Review. 2. Areas of expertise. 3. Practicing instructional techniques. 4. In practical situations such as leadership development, parade appointments, etc.	1. Teenagers can be especially receptive to learning from their peer group. 2. By instructing, cadets should master the material they are presenting. 3. Offers good opportunity to evaluate instructional techniques and leadership.	1. If cadets do not master the material presented or lack the instructional skills, the class may not be successful. 2. A good debriefing is often required to ensure the learning is correct and emphasis was on the right objectives.
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.	1. Review. 2. In practical situations such as leadership development, parade appointments, etc. 3. To introduce a subject.	1. Encourage participation by cadets. 2. Stimulate interest in the subject. 3. Maintain relevance to the performance objectives. 4. Fun and interesting. 5. Creates ownership. 6. Highly participative in small groups. 7. Many resources involved.	1. Extensive supervision is required to ensure proper content is covered. 2. Takes time to prepare. 3. Not suitable for large groups.
PROBLEM-BASED LEARNING Cadets analyse a problem, apply the steps in the problem solving method and work toward solving the problem in small groups. Problem-based learning requires cadets to participate and interact with each other while developing critical thinking skills. Instructors choose problem that stimulate thought, reinforce learning and relate to the cadets' interest and needs. Throughout the exercise, instructors pose thought-provoking questions and guide cadets without influencing their decisions.	1. Review. 2. In practical situations such as leadership development, parade appointments, etc.	1. Encourage participation by cadets. 2. Stimulate interest in the subject. 3. Maintain relevance to the performance objectives. 4. Many resources involved.	1. Critical thinking skills are required. 2. Broad knowledge of the subject matter is required.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
ROLE PLAY Cadets are assigned roles requiring them to interact with others in responding to various realistic situations. The instructor identifies the purpose of the role-play, provides the cadets with enough background information to help them accurately play their assigned role, and motivates them to become more fully involved in the activity. De-brief after the role-play is essential to connect the activity with the PO / EO.	1. Skills associated with social systems or human interactions; practical situations eg. CHAP, discipline issues, behaviour on the range, leadership, instructional techniques. 2. Attitudinal objectives.	1. High participation, interactive delivery and may lead to discussions. 2. Experience is developed in a supportive environment. 3. Can be very versatile depending on application eg, introduce a topic, mid-stage learning or as confirmation.	1. Participants can be easily side-tracked, need for good preparation and controls must be set appropriately. 2. Competence, experience and prepared instructors required.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
SELF-STUDY In a self-study method, the instructor provides materials and instructions to the cadets, then they learn the topic independently (learning at their own pace) often using a prepared package of information, written content, computer based learning, using videos, tapes (CDs) or models. Self-study does not need to be complex or in-depth; instructors can include self-study components as part of an interactive lesson or as a method on its own.	1. To provide remedial instruction. 2. To provide make-up instruction. 3. To maintain previously learned skills, which are not performed frequently enough. 4. To provide retraining on equipment and procedures that have become obsolete. 5. To upgrade production. 6. To accelerate capable cadets. 7. To provide enough common background among cadets. 8. To provide the review and practice of knowledge and skills.	1. Reduces failure rates. 2. Improves end-of-course proficiency. 3. Saves time. 4. Provides for self-instruction. 5. Improves efficiency and economy for group or individualized instruction. 6. Reduces instructor implication. 7. Allows for very personalized feedback if present.	1. Requires local or commercial preparation. 2. Requires lengthy programmer training. 3. Increases expenses. 4. Requires considerable lead times. 5. Poses administrative problems. 6. Requires follow-up, feedback or evaluation in order to ensure learning is up to standard. 7. Requires a great deal of discipline from the learner.
SEMINAR METHOD This is a tutorial arrangement involving the instructor and group, rather than instructor and individual.	1. To provide general guidance for group working on an advanced study or research project. 2. To exchange information on techniques and approaches being explored by members of a study or research groups. 3. To develop new and imaginative solutions to problems under study by the group.	1. Provides motivation and rapport. 2. Stimulates active participation. 3. Permits adaptive instruction.	1. Requires highly competent instructors. 2. Poses evolution problems. 3. Is more costly than most other methods.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
SIMULATION Simulation is a realistic representation of a situation (that cannot take place in the real environment) used to teach performance objectives without risk or complication. Cadets are active participants in the learning process. Instructor feedback is critical for learning. Many activities can be simulated (eg, first aid, leadership principles, dry firing).	1. Attitudinal objectives.	1. Cadets acquired the skills to conduct activities in the real environment. 2. Cadets receive critical feedback. 3. Allows for exploration of solutions. 4. Provides opportunity to practice skills.	1. Not applicable for large groups. 2. Cadets may be self-conscious.
TUTORIAL The instructor works directly with the cadets to ensure the successful achievements of the learning objectives. This is a useful way to teach highly complex skills, knowledge and procedures, or to provided remedial training to cadets. This method focuses on the cadet's needs and the individualized assistance provided it motivating for the cadet. Tutorials are easily adaptable to the cadet's learning pace and style.	1. To teach highly complex skills and operations or operations involving danger or expensive equipment. 2. To provided individualized remedial assistance. 3. During a debriefing where learning must take place eg, monitoring.	1. Permits adaptive instruction. 2. Stimulates active participation. 3. Promotes safety.	1. Requires highly competent instructors. 2. Demands time and money.