



ROYAL CANADIAN SEA CADETS

PHASE THREE

INSTRUCTIONAL GUIDE



SECTION 1

EO M307.01 – IDENTIFY PHASE THREE TRAINING OPPORTUNITIES

Total Time:	30 min
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PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-603/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy Annex A for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An in-class activity was chosen for TPs 1 and 3 as it is an interactive way to provoke thought and stimulate an interest in Phase Three training opportunities among the cadets.

An interactive lecture was chosen for TP 2 to orient the cadets and generate an interest in Phase Three complementary training opportunities.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have identified the training opportunities they will receive in Phase Three.

IMPORTANCE

It is important for cadets to know what training will be conducted during Phase Three to give them an overview of what the training year will entail. This lesson will prepare the cadets for the training year and help generate interest in the topics.

Teaching Point 1**Identify Phase Three Mandatory Training Opportunities**

Time: 10 min

Method: In-Class Activity

OVERVIEW

The training program is broken into performance objectives (POs), which are the overall subjects, and enabling objectives (EOs), which are the topics within each PO. Training is conducted as mandatory and complementary components.

MANDATORY TRAINING

Mandatory training encompasses the EOs that all cadets must complete throughout the training year.

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets participate in a gallery walk of information for each PO.

RESOURCES

Resources will be IAW with each PO as listed below.

ACTIVITY LAYOUT

Set up a station for each PO with information, pictures, videos and other training aids at each station that will exemplify what the cadet will learn in each PO.

PO 301 – Citizenship (Chapter 1)

Citizenship provides the cadets with an opportunity to identify the role of service groups within Canada.



An example of information/training aids that could be set up at this station is information about local service groups.

PO 302 – Community Service (Chapter 2)

Community service provides the cadets with an opportunity to perform community service. The community service should provide a direct benefit to the community and promote good citizenship.



An example of information/training aids that could be set up at this station is pictures from various community service activities in which the corps has participated.

PO 303 – Leadership (Chapter 3)

Leadership provides the cadets with an opportunity to perform the role of a team leader. The cadets will:

- define the role and responsibilities of a team leader;

- participate in a mentoring relationship;
- practice self-assessment;
- communicate as a team leader;
- supervise cadets;
- solve problems; and
- lead a team through a leadership assignment.



Examples of information/training aids that could be set up at this station include:

- pictures of famous leaders,
- leadership quotes, and
- pictures of cadets from the corps participating in leadership activities/taskings.

PO 304 – Personal Fitness and Healthy Living (Chapter 4)

Personal fitness and healthy living provides the cadets with an opportunity to update their personal physical activity plans (from Phase Two) for the training year. The cadets will:

- describe well-being;
- participate in the Cadet Fitness Assessment;
- set new short-term and long-term goals for the training year; and
- evaluate their personal activity plan.

This PO gives the cadets some of the tools required to make informed choices in order to follow a healthy lifestyle. This is important as physical fitness is one of the aims of the Cadet Program.



Examples of information/training aids that could be set up at this station include:

- the DVD included in The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics,
- a CD/cassette player with the audio recording of the *PACER* beeps, and
- copies of the Cadet Fitness Assessment Scoresheet.

PO 305 – Recreational Sports (Chapter 5)

Recreational sports provide the cadets with an opportunity to participate in organized recreational team sports. This is important as physical fitness is one of the aims of the Cadet Program.



Examples of information/training aids that could be set up at this station include:

- soccer ball,
- volleyball,
- floor hockey ball,
- hockey sticks,

- Frisbees, and
- pictures of cadets at the corps participating in recreational sports.

PO 306 – Air Rifle Marksmanship (Chapter 6)

Air rifle marksmanship provides the cadets with an opportunity to participate in a recreational marksmanship activity.



A miniature range could be set up at this station, to include:

- a mat,
- a cadet air rifle,
- sample targets,
- a scope,
- a sling, and
- safety goggles/glasses.

PO 307 – General Cadet Knowledge

General cadet knowledge provides the cadets with the information required to serve as a member of a sea cadet corps. Cadets will:

- identify the training opportunities available in Phase Three; and
- recognize the partnership between the Navy League of Canada and the Department of National Defence in support of the Canadian Cadet Movement.



Examples of information/training aids that could be set up at this station include:

- information sheets/poster on year three summer training opportunities, and
- information about the Navy League of Canada.

PO 308 – Drill (Chapter 8)

Drill provides the cadets with an opportunity to direct a squad on the parade square. The cadets will:

- prepare a squad for a parade; and
- deliver words of command.



Examples of information/training aids that could be set up at this station include:

- a copy of A-PD-201-000/PT-000, *Canadian Forces Manual of Drill and Ceremonial*,
- a video of cadets participating in drill, and
- pictures of the cadets in the corps participating in drill.

PO 309 – Instructional Techniques (Chapter 9)

Instructional techniques provides the cadets with an opportunity to instruct a lesson. The cadets will:

- explain principles of instruction;
- identify methods of instruction;
- describe effective speaking techniques;
- describe questioning techniques;
- select appropriate instructional aids;
- plan a lesson; and
- instruct a 15-minute lesson.



Examples of information/training aids that could be set up at this station include:

- copies of completed lesson plans, and
- various types of instructional aids.

PO 320 – Canadian Navy and Maritime Community (Chapter 11)

Canadian Navy and maritime community provides the cadets with an opportunity to describe aspects of the Canadian Navy. The cadets will:

- identify classes of Canadian naval ships;
- describe the domestic role of the Canadian Forces; and
- describe the role of the Canadian Forces in international institutions.



Examples of information/training aids that could be set up at this station include:

- pictures of various HMC ships,
- pictures of HMC ship mascots,
- pictures of Canadian naval bases,
- articles about domestic operations in which the Canadian Forces were involved, and
- information about the United Nations, North Atlantic Treaty Organization and the North American Aerospace Defence Command.

PO 321 – Ropework (Chapter 12)

Ropework provides the cadets with an opportunity to rig a lifting device. The cadets will:

- describe safety procedures for operating lifting devices; and
- rig sheers.



A model sheers could be set up at this station.

PO 323 – Ship's Operations (Chapter 14)

Ship's operations provides the cadets with an opportunity to learn to serve in a naval environment. The cadets will perform the duties of the quartermaster.



Examples of information/training aids that could be set up at this station include:

- a description of corps duties, and
- pictures/videos of cadets performing the duties of the quartermaster.

PO 324 – Sailing (Chapter 15)

Sailing provides the cadets with an opportunity to participate in a sailing weekend IAW the Canadian Yachting Association (CYA) White Sail Level II.



Examples of information/training aids that could be set up at this station include:

- pictures/videos of cadets sailing, and
- a model sailboat.

Seamanship Inter-Divisional Competition (Chapter 16)

The seamanship inter-divisional competition (SIDC) provides the cadets with an opportunity to compete with their peers in activities, such as:

- trivia questions from Phase training,
- ropework,
- ship's operations, and
- team building.



Examples of information/training aids that could be set up at this station include:

- a model sheers,
- examples of ropework,
- pictures/models of ships, and
- pictures/videos of cadets participating in the SIDC.

ACTIVITY INSTRUCTIONS

Have the cadets walk around the classroom, visiting each station.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Identify Phase Three Complementary Training Opportunities

Time: 5 min

Method: Interactive Lecture



Discuss the complementary training opportunities that will be taught for each PO. The following information is a summary of the complementary training offered in Phase Three.

PHASE THREE COMPLEMENTARY TRAINING

Complementary training provides corps staff with a variety of EOs they can choose to instruct. These lessons are used to complement mandatory training.

PO 301 – Citizenship (Chapter 1)

Complementary training for citizenship provides the cadets an opportunity to:

- discuss the three branches of the Canadian government;
- discuss current events;
- tour a local community service group; and
- participate in a presentation given by a guest speaker from a local community service group.

PO 302 – Community Service (Chapter 2)

Complementary training for community service provides the cadets an opportunity to:

- participate in a ceremonial parade; and
- perform additional community service.

PO 303 – Leadership (Chapter 3)

Complementary training for leadership provides the cadets an opportunity to:

- lead team-building activities; and
- deliver a presentation about a leader.

PO 304 – Personal Fitness and Healthy Living (Chapter 4)

Complementary training for personal fitness and healthy living provides the cadets an opportunity to:

- participate in the Cadet Fitness Assessment and evaluate a personal activity plan at the mid-point of the training year;
- describe stress; and
- create team goals.

PO 305 – Recreational Sports (Chapter 5)

Complementary training for recreational sports provides the cadets an opportunity to:

- participate in an organized sports tabloid;
- participate in an organized intramural sports event; and
- participate in an orienteering event.

PO 306 – Air Rifle Marksmanship (Chapter 6)

Complementary training for air rifle marksmanship provides the cadets an opportunity to:

- identify civilian marksmanship organizations;
- correct marksmanship error;
- adopt the standing position with the cadet air rifle;
- practice holding techniques;
- practice aiming techniques; and
- practice firing techniques.

PO 307 – General Cadet Knowledge

Complementary training for general cadet knowledge provides the cadets an opportunity to:

- participate in a presentation given by a guest speaker from the Regional Cadet Support Unit;
- participate in a presentation given by the Cadet Liaison Officer; and
- participate in a presentation given by a guest speaker from the Navy League of Canada.

PO 308 – Drill (Chapter 8)

Complementary training for drill provides the cadets an opportunity to:

- execute flag drill;
- practice delivering words of command;
- practice ceremonial drill as a review; and
- execute drill with arms.

PO 309 – Instructional Techniques (Chapter 9)

Complementary training for instructional techniques provides the cadets an opportunity to:

- deliver a one-minute verbal presentation;
- identify formations for drill instruction;
- plan a drill lesson; and
- instruct a 15-minute drill lesson.

PO 311 – Biathlon (Chapter 10)

Complementary training for biathlon provides the cadets an opportunity to:

- practice aiming and firing the cadet air rifle following physical activity;

- participate in a recreational summer biathlon activity;
- identify civilian biathlon opportunities;
- run on alternate terrain;
- fire the cadet air rifle using a sling following physical activity;
- participate in a competitive summer biathlon activity;
- participate in a biathlon briefing;
- run wind sprints; and
- fire the cadet air rifle following physical activity.

PO 320 – Canadian Navy and Maritime Community (Chapter 11)

Complementary training for Canadian Navy and maritime community provides the cadets an opportunity to:

- attend a presentation on a naval commemorative event;
- describe the Women's Royal Naval Services; and
- describe naval aviation.

PO 321 – Ropework (Chapter 12)

Complementary training for ropework provides the cadets an opportunity to:

- rig a standing derrick;
- rig a gyn;
- make a monkey's fist; and
- make a turk's head.

PO 322 – Small Craft Operations (Chapter 13)

Complementary training for small craft operations provides the cadets an opportunity to attain a pleasure craft operator competency card, to include:

- describing acts, codes and regulations;
- describing personal safety;
- describing vessel safety; and
- describing navigation safety.

PO 323 – Ship's Operations (Chapter 14)

Complementary training for ship's operations provides the cadets an opportunity to:

- communicate using flags and pennants;
- pipe Wakey Wakey; and
- pipe Hands to Dinner.

PO 325 – Nautical Training (Chapter 15)

Complementary training for nautical training offers two options that provide the cadets an opportunity to:

- perform small craft/vessel duties while underway; or
- participate in a nautical activity that will reinforce mandatory and/or complementary training, allow cadets to participate in naval aspects of the CF or maritime community/industry, and provide a hands-on opportunity that introduces new skills/knowledge.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What is the purpose of complementary training?
- Q2. What complementary training is associated with PO 303 – Leadership (Chapter 3)?
- Q3. What complementary training is associated with PO 321 – Ropework (Chapter 12)?

ANTICIPATED ANSWERS

- A1. Complementary training is used to complement the mandatory training.
- A2. Complementary training for leadership includes:
- lead team-building activities; and
 - deliver a presentation about a leader.
- A3. Complementary training for ropework includes:
- rig a standing derrick;
 - rig a gyn;
 - make a monkey's fist; and
 - make a turk's head.

Teaching Point 3

Conduct an Activity Where the Cadets Will Identify Phase Three Training Opportunities

Time: 10 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets identify Phase Three training opportunities.

RESOURCES

- Phase Three POs and EOs handout,
- Flip chart paper, and
- Markers/pencil crayons.

ACTIVITY LAYOUT

N/A.

ACTIVITY INSTRUCTIONS



This activity may be conducted in groups of no more than three cadets or individually.

1. Distribute the Phase Three POs and EOs handout located at Annex A.
2. Distribute a piece of flip chart paper and markers/pencil crayons to each group/cadet.
3. Have the cadets design a poster that illustrates what they are most excited to do in Phase Three training.
4. Have each group/cadet present their poster to the class.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' identifying Phase Three training opportunities in the activity in TP 3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Being aware of the topics to be covered during Phase Three training will help generate interest in the training year. Being aware of the opportunities available throughout the training year may stimulate an interest in specific areas of training.

INSTRUCTOR NOTES/REMARKS

For Phase Three complementary training opportunities in TP 2, refer to the corps' annual training plan.

This EO should be scheduled as early as possible in the training year.

REFERENCES

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

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ROYAL CANADIAN SEA CADETS

PHASE THREE

INSTRUCTIONAL GUIDE



SECTION 2

EO M307.02 – IDENTIFY YEAR THREE CSTC TRAINING OPPORTUNITIES

Total Time:	30 min
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PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-603/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review year three CSTC training opportunities found at CATO 31-03, *Sea Cadet Program Outline*, as the prerequisites for courses may change.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their experiences, opinions and feelings about year three CSTC training opportunities.

An interactive lecture was chosen for TP 2 to orient the cadets to year three CSTC training opportunities and to generate interest.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have identified year three CSTC training opportunities.

IMPORTANCE

It is important for cadets to identify year three CSTC training opportunities available to them because they must decide which course they would like to attend.

Teaching Point 1**Conduct a Group Discussion on Specialty Areas for Year Three CSTC Training**

Time: 10 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

The purpose of the group discussion is to draw the following information from the group using the tips for answering/facilitating discussion and the suggested questions provided.

Write the specialty areas on a whiteboard/flip chart and discuss the activities associated with each area. Cadets may already know which area they would like to pursue and have a general idea of the activities.

AIR RIFLE MARKSMANSHIP

Cadets will develop marksmanship and biathlon knowledge and skills. Activities include:

- participating in advanced air rifle marksmanship training;
- participating in recreational marksmanship and biathlon activities;
- performing range assistant duties; and
- learning marksmanship instructional techniques.

FITNESS AND SPORTS

Cadets will improve individual fitness and sports knowledge and skills. Activities include:

- playing and developing skills in sports;
- participating in personal fitness activities; and
- learning fitness and sports instructional techniques.

MUSIC

Cadets will develop music knowledge and skills. Activities include:

- learning music theory;
- playing an instrument as part of an ensemble;
- playing an instrument as part of a military band;
- developing individual music skills; and
- learning music instructional techniques.

SAIL

Cadets will develop sailing skills and knowledge IAW Canadian Yachting Association (CYA) Bronze Sail Level 4. Sailing is the primary activity of this course.

SEAMANSHIP

Cadets will develop seamanship knowledge and skills. Activities include:

- operating small boats;
- communicating in a naval environment;
- performing ropework; and
- performing coastal navigation.

DRILL AND CEREMONIAL

Cadets will develop the knowledge and skills required to improve leadership and drill and ceremonial knowledge and skills. Activities include:

- developing leadership skills;
- performing naval ceremonial drill;
- performing advanced foot drill;
- delivering words of command;
- performing cutlass drill;
- performing flag drill;
- executing ceremonies; and
- learning drill instructional techniques.

GROUP DISCUSSION



TIPS FOR ANSWERING/FACILITATING DISCUSSION

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

SUGGESTED QUESTIONS

- Q1. Which summer training activities interest you?
- Q2. Who is interested in applying for summer training this year? Why?
- Q3. What specialty area are you interested in pursuing? Why?



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



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

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Describe Year Three CSTC Courses

Time: 15 min

Method: Interactive Lecture



A cadet who has attended one of these courses could be asked to speak about their experience during this TP.

COMMON COURSES



Common courses are available to air, army and sea cadets.

Air Rifle Marksmanship Instructor. The aim of this course is to improve the cadets' marksmanship and biathlon knowledge and skills, and to prepare the cadets to assist in the delivery of marksmanship and biathlon training. The prerequisite for this course is completion of the Phase Three qualification.

Fitness and Sports Instructor. The aim of this course is to improve the cadets' fitness and sports knowledge and skills, and to prepare the cadets to assist in the delivery of fitness and sports training. The prerequisite for this course is completion of the Phase Three qualification.

Military Band – Intermediate Musician. The aim of this course is to improve the cadets' music knowledge and skills, and to prepare the cadets to assist in the delivery of music training. The prerequisites for this course are Music Proficiency Level Basic and completion of the Phase Three qualification.

ELEMENTAL COURSES

Intermediate Sail. The aim of this course is for the cadets to become proficient in intermediate sailing skills, to achieve CYA Bronze Sail Level 4, Small Craft Operations (SCOP) Module 2 and SCOP Module 4, and be introduced to CYA Bronze Sail Level 5. The prerequisites for this course are completion of the Phase Three qualification and CYA White Sail Level III.

Ship's Boat Operator. The aim of this course is to introduce the cadets to coastal navigation, to develop naval communication skills and to become a qualified small boat operator. The prerequisite for this course is completion of the Phase Three qualification.

Drill and Ceremonial Instructor. The aim of this course is for the cadets to become proficient in organizing and leading parades and ceremonies, to improve leadership skills and knowledge, and to become a drill and ceremonial instructor. The prerequisite for this course is completion of the Phase Three qualification.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What common CSTC courses are available in year three?
- Q2. What is the prerequisite for the Fitness and Sports Instructor course?
- Q3. What elemental CSTC courses are available in year three?

ANTICIPATED ANSWERS

- A1. Air Rifle Marksmanship Instructor, Fitness and Sports Instructor and Military Band–Intermediate Musician.
- A2. Completion of the Phase Three corps training program.
- A3. Intermediate Sail, Ship's Boat Operator and Drill and Ceremonial Instructor.

END OF LESSON CONFIRMATION

The cadets' participation in the group discussion will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Summer training is a fun and exciting aspect of the Cadet Program, which offers training in specialty areas that may not be accessible at the corps. Summer training centres are places to meet other cadets and to make new friends from across Canada. It is important to be familiar with the summer training courses offered so cadets may apply for the course that interests them and receive the maximum benefit from attending that course.

INSTRUCTOR NOTES/REMARKS

This EO should be conducted before the summer training application deadline.

It is recommended that the summer training application forms be completed during a training session after this EO has been conducted.

REFERENCES

- | | |
|--------|--|
| A0-010 | Director Cadets 2. (2006). CATO 11-03, <i>Cadet Program Mandate</i> . Ottawa, ON: Department of National Defence. |
| A0-033 | Director Cadets 3. (2004). CATO 14-21, <i>Music Training and Education With the Canadian Cadet Organizations</i> . Ottawa, ON: Department of National Defence. |
| A1-019 | Director Cadets 3. (2006). CATO 31-03, <i>Sea Cadet Program Outline</i> . Ottawa, ON: Department of National Defence. |



ROYAL CANADIAN SEA CADETS

PHASE THREE

INSTRUCTIONAL GUIDE



SECTION 3

EO M307.03 – RECOGNIZE THE PARTNERSHIP BETWEEN THE NAVY LEAGUE OF CANADA (NLC) AND THE DEPARTMENT OF NATIONAL DEFENCE (DND) IN SUPPORT OF THE CANADIAN CADET MOVEMENT (CCM)

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-603/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy and cut out the responsibilities cards located at Annex B.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to introduce the cadets to the three levels of the NLC and the responsibilities of the NLC and DND in support of the CCM, as it allows the instructor to deliver new information while encouraging the cadets to become actively involved by asking and responding to questions.

An in-class activity was chosen for TP 3 as it is an interactive way to involve the cadets in describing the partnership between the NLC and DND in support of the CCM.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have recognized the partnership between the NLC and DND in support of the CCM.

IMPORTANCE

It is important for cadets to recognize the partnership between the NLC and DND in support of the CCM because these two organizations work together to ensure the success of the CCM which impacts the cadets directly.

Teaching Point 1**Describe the Three Levels of the NLC**

Time: 5 min

Method: Interactive Lecture

THE NATIONAL LEVEL OF THE NLC

There are a number of components of the NLC at the national level. These include:

- **National Board of Directors.** The governing body of the NLC.
- **National Executive Committee.** Oversees operations between meetings of the Board of Directors.
- **National Advisory Council.** Comprised of three past national presidents, it acts as an advisory group for the president, the nominating committee for the election of officers and members of the board and undertakes projects as requested by the president.
- **National Office.** Located in Ottawa, Ont. and headed by the Executive Director. Its responsibility is to manage the day-to-day affairs of the NLC.

THE DIVISIONS OF THE NLC

With a few exceptions, there is a NLC division for each province. The divisions provide guidance and support to the branches.

THE BRANCHES OF THE NLC

The branches of the NLC are groups of people in local areas who conduct NLC affairs. A Branch Council comprised of a President, one or more Vice-Presidents, a Secretary, a Treasurer and Chairs of committees oversees the various branch activities. Branch Committees may include Sea Cadet, Navy League Cadet, Fundraising or Public Relations. The Sea Cadet Chair is the liaison between the branch and the corps.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. What are two components of the NLC at the national level?
- Q2. What is the purpose of the divisions of the NLC?
- Q3. What is the purpose of the Sea Cadet Chair?

ANTICIPATED ANSWERS

- A1. Components of the NLC at the national level are:
- National Board of Directors,
 - National Executive Committee,
 - National Advisory Council, and
 - National Office.
- A2. The divisions provide guidance and support to the branches.
- A3. The Sea Cadet Chair is the liaison between the branch and the corps.

Teaching Point 2**Describe the Responsibilities of the NLC and DND**

Time: 10 min

Method: Interactive Lecture

RESPONSIBILITIES OF THE NLC

Recruiting Cadets. The Branch Council must organize and implement a plan for recruiting cadets.

Recruiting Cadet Instructor Cadre (CIC) Officers. The NLC is responsible for recommending suitable people to be enrolled into the Canadian Forces (CF) as cadet instructors.

Fundraising. The Branch Council must organize fundraising activities that support the corps.

Providing Awards and Medals. The NLC provides awards to cadets and officers, such as:

- **Navy League Award of Commendation.** Awarded by the National Board of Directors to a navy league/sea cadet who performs an outstanding act or deed in attempting to save the life or property of another.
- **National Sea Cadet of the Year.** Awarded annually by the National Board of Directors to the most proficient sea cadet in Canada.
- **Division Sea Cadet of the Year.** Awarded annually by each division to the most proficient sea cadet in that division.
- **Navy League Medal of Excellence.** Awarded annually by each division to the most proficient navy league/sea cadets in each division (usually one per corps).
- **Sea Cadet Service Medal.** Awarded by each division to sea cadets with continuous cadet service of at least four years.
- **Perfect Attendance (Program).** Awarded by branches to sea cadets with perfect attendance at all training parades during their time as a cadet.
- **Perfect Attendance (Year).** Awarded by branches to sea cadets with perfect attendance at all training parades during the training year.

Providing Corps Training Facilities. The NLC Branch provides office and training facilities for the corps, when not provided by DND.

Organizing/Conducting Recreational Programs. The NLC is responsible for organizing and conducting the Royal Canadian Sea Cadet National Regatta.

Providing Funds for Optional Training Activities. The NLC Branch provides funds for optional training activities.

Providing Equipment to Cadet Corps. The NLC Branch is responsible for providing equipment for optional training activities.

RESPONSIBILITIES OF DND

Training CIC Officers. DND is responsible for analyzing, designing and developing course curriculum, approving training according to regional requirements and consulting with the NLC with respect to CIC officer course content.

Providing Qualification Standards and Plans (QSPs) and Instructional Guides (IGs) for Cadet Training. DND develops and provides QSPs and IGs that direct cadet training.

Providing Funds for Mandatory Training and Support Activities. Mandatory training and support activities are funded by DND.

Developing Policy Regarding CIC Officers, Civilian Instructors (CIs) and Cadets. DND is responsible for developing, implementing and enforcing policy regarding CIC officer, CIs and cadets.

Issuing Equipment to Cadet Corps IAW Scales of Issue. All equipment required for mandatory training, mandatory support activities and directed optional training is provided by DND.

Providing Pay for CIC Officers and CIs. DND is responsible for developing, implementing and enforcing pay policy as well as providing pay for CIC officers and CIs.

Selecting Cadets for Cadet Summer Training Centres (CSTCs). DND is responsible for ensuring that cadets meet prerequisites and selecting cadets for summer training courses.

Providing Facilities and Staff for CSTCs. DND is responsible for ensuring adequate facilities and selecting staff for CSTCs.

RESPONSIBILITIES OF BOTH THE NLC AND DND

Forming or Disbanding Cadet Corps. The NLC and DND work collaboratively to form new cadet corps and disband non-effective cadet corps.

Developing Community and Media Relationships. Media relationships are maintained at all levels of the NLC and DND. DND has regionally and nationally appointed public affairs officers that maintain media relationships at their level. It is the responsibility of the local NLC branch and corps' Commanding Officers to ensure good relations with the local community and media.

Supervising and Administering Cadet Corps. The local NLC branch and corps' staff work collaboratively to ensure that there is adequate supervision and administration within the cadet corps.

Providing Reviewing Parties for Annual Ceremonial Reviews (ACRs). The NLC and DND work collaboratively to provide reviewing parties for corps' ACRs.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are the responsibilities of the NLC?
- Q2. What are the responsibilities of DND?
- Q3. What is one responsibility of both the NLC and DND?

ANTICIPATED ANSWERS

- A1. The NLC is responsible for:
- recruiting cadets;
 - recruiting CIC officers;
 - fundraising;
 - providing awards and medals;
 - providing corps training facilities;
 - organizing/conducting recreational programs;
 - providing funds for directed optional/optional training activities; and
 - providing equipment to cadet corps.

A2. DND is responsible for:

- training CIC officers;
- providing QSPs and IGs for cadet training;
- providing funds for mandatory training and support activities;
- developing policy regarding CIC officers, CIs and cadets;
- issuing equipment to cadet corps IAW with scales of issue;
- providing pay for CIC officers and CIs;
- selecting cadets for CSTCs; and
- providing facilities and staff for CSTCs.

A3. Both the NLC and DND are responsible for:

- forming or disbanding cadet corps;
- developing community and media relationships;
- supervising and administering cadet corps; and
- providing reviewing parties for Annual Ceremonial Reviews (ACRs).

Teaching Point 3

Conduct an Activity Where the Cadets Will Describe the Partnership Between the NLC and DND in Support of the CCM

Time: 10 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets describe the partnership between the NLC and DND in support of the CCM.

RESOURCES

- Flip chart paper,
- Responsibilities cards, and
- Tape.

ACTIVITY LAYOUT

1. Label three flip chart pages, each with one of the following titles:
 - (a) NLC Responsibilities,
 - (b) DND Responsibilities, and
 - (c) Shared Responsibilities.
2. Put the flip chart pages up on the wall.

3. Place the responsibilities cards face down on a table at the front of the room.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two teams.
2. Have a cadet from each team move to the front of the room and take a card from the top of the stack.
3. Provide the groups one minute to discuss where their responsibility belongs (NLC Responsibilities, DND Responsibilities or Shared).
4. Have the cadet place their card under the appropriate category.
5. Keep score for each team. Each correctly placed card is awarded one point.
6. Tally the final score when all the cards are placed on the flip chart pages.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' participation in the activity in TP 3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

Recognizing the partnership between the NLC and DND in support of the CCM is important because these two organizations work together to ensure the success of the CCM.

INSTRUCTOR NOTES/REMARKS

It is recommended that this EO be scheduled early in the training year.

REFERENCES

- | | |
|--------|---|
| A0-040 | 2005-113124 Director Cadets. (2005). <i>Memorandum of Understanding Between DND and the Leagues</i> . Ottawa, ON: Department of National Defence. |
| C1-069 | Navy League of Canada. (2002). <i>Guide for Local Branches: Part Two</i> . Ottawa, ON: Navy League of Canada. |

C1-097 Navy League of Canada. (2008). *Scholarships & Awards*. Retrieved April 7, 2008, from <http://www.navyleague.ca/eng/seacadets/awards.asp>.

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ROYAL CANADIAN SEA CADETS

PHASE THREE

INSTRUCTIONAL GUIDE



SECTION 4

EO C307.04 – PARTICIPATE IN A PRESENTATION ON THE DUKE OF EDINBURGH AWARD PROGRAM

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-603/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Contact the local Duke of Edinburgh Award program division and gather presentation material about the Duke of Edinburgh Award program.

A member of the corps staff may present this lesson if a Duke of Edinburgh Award program representative is unavailable.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for this lesson to introduce, clarify, emphasize and summarize the objectives of the Duke of Edinburgh Award program.

INTRODUCTION

REVIEW

N/A.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a presentation on the Duke of Edinburgh Award program.

IMPORTANCE

It is important for cadets to know all opportunities for growth available to them. The Duke of Edinburgh Award program is one opportunity that is widely available to cadets. By knowing what the program entails and what the rewards are, cadets will have a better understanding of the program and be able to decide if they wish to become a participant.

Teaching Point 1**Outline a Short History of the Award**

Time: 5 min

Method: Interactive Lecture



The material for this lesson will be gathered from the provincial office of the Duke of Edinburgh Award program. Videos, brochures and activities used to present the information can be found at www.dukeofed.org.

The program was founded in 1956 by His Royal Highness Prince Philip, The Duke of Edinburgh K.G. K.T. in London, England, as a means to encourage and motivate youth. The goal of the Duke of Edinburgh Award program is to encourage young people's participation in activities they already enjoy and to develop personal goals and encourage achievement based on individual effort and improvement.

The Duke of Edinburgh Award program is about personal challenge, and aims to encourage and stimulate:

1. self-reliance and self-discipline,
2. perseverance and determination,
3. initiative and creativity,
4. community involvement and social responsibility,
5. value orientation and value-oriented decision making,
6. the spirit of adventure,
7. fitness of body and mind,
8. vocational, cultural and family life skills, and
9. international understanding and awareness.

The award is a lapel pin or brooch, and an inscribed certificate of achievement. Upon completion of the Gold award, the individual will be presented the award by HRH Prince Philip.

More than 30 000 young Canadians are currently participating in the Duke of Edinburgh Award program; many within the Canadian Cadet Movement.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

- Q1. When was the Duke of Edinburgh Award program founded?
- Q2. What is the goal of the program?
- Q3. What does the program aim to encourage?

ANTICIPATED ANSWERS

- A1. The program was founded in 1956.
- A2. The goal of the program is to encourage young people's participation in activities they already enjoy and to develop personal goals and encourage achievement.

A3. The program aims to encourages:

- self-reliance and self-discipline,
- perseverance and determination,
- initiative and creativity,
- community involvement and social responsibility,
- value orientation and value-oriented decision making,
- the spirit of adventure,
- fitness of body and mind;
- vocational, cultural and family life skills, and
- international understanding and awareness.

Teaching Point 2

Describe the Different Levels of the Program

Time: 5 min

Method: Interactive Lecture

There are three levels within the Duke of Edinburgh Award program. Each successive level requires more commitment and becomes more demanding. The levels are Bronze, Silver and Gold. A young person may choose to participate at any time and any level, keeping in mind the prescribed age requirements.

Bronze. For youth over the age of 14. There is a minimum 6-month period of participation.

Silver. For youth over the age of 15. There is a minimum 12-month period of participation.

Gold. For youth over the age of 16. There is a minimum 18-month period of participation.

If a participant has completed a prior level, the period of participation is decreased by six months. (e.g., a cadet who has completed the Bronze level can complete the Silver level in six months).

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

- Q1. What are the three levels of the program?
- Q2. What is the age requirement for the program?
- Q3. When can a person start the Gold level?

ANTICIPATED ANSWERS

- A1. The three levels of the program are Bronze, Silver and Gold.
- A2. The age requirement is a minimum of 14, although each subsequent level has an age minimum if a participant is just beginning the program.
- A3. The Gold level can be started at age 16.

Teaching Point 3**Explain the Five Sections of the Program**

Time: 5 min

Method: Interactive Lecture

The Award's activities are arranged into sections, and within each section there are many choices. There are five sections to the program. The four common sections are:

- service,
- adventurous journey,
- skills, and
- physical recreation.

At the Gold level, participants have to complete a residential project.

SERVICE

Service is a commitment to the needs of others without pay.

The goal of the service section is to encourage participants to realize that as members of a community, they have a responsibility to others and that their help is needed. By helping others, it is hoped that participants will find satisfaction sparking a commitment to community service for life.

ADVENTUROUS JOURNEY

The goal of the adventurous journey is to develop self-reliance by undertaking a journey of discovery. The adventurous journey encourages participants to develop an awareness of the natural environment, and the importance of protecting it.

The distance the cadet must travel and the duration of the journey varies for each level of the Award:

- Bronze – two days including one night away,
- Silver – three days including two nights away, and
- Gold – four days including three nights away.

The hours the cadet must spend on planned activities varies for each level:

- Bronze – an average of six hours per day,
- Silver – an average of seven hours per day, and
- Gold – an average of eight hours per day.

There are three types of journeys that can be undertaken:

- **Explorations.** A purpose with a trip. During this journey, participants must spend a minimum of 10 hours on journeying (moving without motorized assistance). The remainder of the time is spent on a special activity, (e.g., historic site exploration, or studying flora and fauna). Explorations must involve pre-journey research, on-site study, and a report on the findings.
- **Expeditions.** A trip with a purpose. An Expedition is a journey where participants stay at a different campsite each night. The required hours will be spent on journeying, navigating and route finding. This may include tasks related to the purpose of the expedition.
- **Adventurous Projects.** An Adventurous Project is a journey that does not fit the above descriptions exactly, or may be a combination of the two. This type of journey would be used by those with medical restrictions or who require more challenges.

All Explorations, Expeditions and Adventurous Projects must have a clearly defined and a preconceived purpose.

SKILLS

The goal of the skills section is to encourage the discovery of personal interests and development of social and practical skills. Participants are encouraged to take up interests within a range of practical, social and cultural activities. Skills can be either a progressive activity such as stamp collecting, playing a musical instrument, a study of a topic of personal interest such as money matters, or a definite task such as building something.

PHYSICAL RECREATION

The goal of the physical recreation section is to encourage participation in physical activity and provide an opportunity to improve performance and learn to appreciate physical recreation as an important component of a healthy lifestyle.

Participation in one or more physical activities for the required number of weeks:

- Bronze – 30 hours over a minimum of 15 weeks,
- Silver – 40 hours over a minimum of 20 weeks, and
- Gold – 50 hours over a minimum of 25 weeks.

Improvement of overall performance is essential for qualification in this section.

RESIDENTIAL PROJECT

The goal of the residential project is to develop social adaptability through involvement in a group setting. It involves participants in projects or training in the company of peers who are not their everyday companions.

The residential project is applied only at the Gold level, but can be completed at any time during award participation.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

- Q1. What are the five sections of the Duke of Edinburgh Award program?
- Q2. What is the goal of the skills section?
- Q3. When is the residential project completed?

ANTICIPATED ANSWERS

A1. The five sections of the program are:

- service,
- adventurous journey,
- skills,
- physical recreation, and
- residential project.

- A2. The goal of the skills section is to encourage the discovery of personal interests and development of social and practical skills. Participants are encouraged to take up interests within a range of practical, social and cultural activities.
- A3. The residential project can be completed at any time during award participation.

Teaching Point 4**Describe the Relationship Between the Sea Cadet Program and the Duke of Edinburgh Award Program**

Time: 5 min

Method: Interactive Lecture



This TP is designed to inform the cadet about the opportunities within the Award that correspond with activities within the Canadian Cadet Organization (CCO).

The CCO offers many opportunities for participants to work toward completing their respective level.

Within the Sea Cadet program, many opportunities exist for cadets to meet the requirements of the Award. Beyond the opportunities listed, many other opportunities may also exist, especially in very active cadet corps. Some examples of cadet activities that meet the Award requirements are:

- **Service**
 - participating in community service activities as part the Phase Training program;
 - participating in opportunities as a senior cadet when instructing junior cadets during the corps program;
 - helping with the corps newsletter;
 - volunteering to help the Royal Canadian Legion during poppy days; and
 - participating in a band demonstration where the corps does not receive funds in return.
- **Adventurous Journey**
 - participating in a tall ship deployment;
 - participating in overnight whaler/cutter exercises as part of CSTC training; and
 - participating in any other overnight exercise aboard a sailing vessel as part the corps' nautical training weekend or regional/national directed activities.
- **Skill**
 - participating in the sailing team;
 - participating in the corps band;
 - participating in the marksmanship team; and
 - participating in the drill team.
- **Physical Fitness**
 - participating in recreational sports at the corps;
 - participating in cadet fitness assessments; and

- participating in recreational sports as part of the CSTC Program.
- **Residential Project**
 - participation in any qualification at a CSTC.



CATO 13-19, *The Duke of Edinburgh's Award*, outlines the participation requirements of a youth as a member of the Sea Cadet program.

In addition to all the award requirements that are recognized as part of the Cadet Program, many activities cadets participate in outside the corps also count toward the award, such as:

- volunteer activities,
- extracurricular sports teams,
- school clubs, and
- hobbies.



Duke of Edinburgh Award pins may be worn on the cadet uniform in accordance with A-CR-005-001/AG-001, *Royal Canadian Sea Cadets Dress Instructions*.



After cadets have been informed of the Duke of Edinburgh Award program, and displayed interest in participation, discuss participation with the CO.

Contact the divisional office of the Duke of Edinburgh Award program. Contact information for the offices can be found at www.dukeofed.org.

After the Division office has been contacted:

1. Collect the registration fee from each cadet who wants to participate in the program.
2. If there are only a few cadets who wish to participate, register them as individuals.
3. If the corps will be participating as a whole, register as a group.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS

- Q1. What activities at the corps can be completed as part of the service section of the award?
- Q2. What other activities within the Sea Cadet Program can be used for the skill section?
- Q3. When is the residential project completed?

ANTICIPATED ANSWERS

- A1. As part of the service section, the following can be completed at the home corps:

- participating in community service activities as part the Phase Training program;
- participating in opportunities as a senior cadet when instructing junior cadets during the corps program;
- helping with the corps newsletter;
- volunteering to help the Royal Canadian Legion during poppy days; and
- participating in a band demonstration where the corps does not receive funds in return.

A2. Participating in the cadet corps band, the marksmanship team, and the drill team may be used to complete the skill section.

A3. The residential project is completed with any qualification at a CSTC.

Teaching Point 5

Facilitate a Question and Answer Period

Time: 5 min

Method: Interactive Lecture



Allow cadets time to ask questions and discuss participation in the program.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in a question and answer period will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the presentation on the Duke of Edinburgh Award program will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The Duke of Edinburgh Award program is one of the largest award programs for youth across the world. Informing cadets about the program will encourage them to participate in the program. It will give them positive experiences to move toward in both the Cadet Program and in life.

INSTRUCTOR NOTES/REMARKS

Training aids should be determined by contacting the speaker prior to the presentation.

Cadets may participate in the Duke of Edinburgh Award program as an optional activity.

A member of the corps staff may present this lesson if a Duke of Edinburgh Award representative is unavailable.

REFERENCES

- C0-196 Duke of Edinburgh Award. (2008). *The Award*. Retrieved February 12, 2008, from <http://www.dukeofed.org/Award.htm>.
- C0-197 Duke of Edinburgh Award. (2007). *Participant's Record Book*. Markham, ON: Langstaff Reed Printing Ltd.

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PHASE THREE POS AND EOS

PO 301 – Citizenship Recognize the Purpose of Service Groups Within Canada	
M301.01	Discuss Community Service Groups
C301.01	Discuss the Three Branches of the Canadian Government
C301.02	Discuss Current Events
C301.03	Tour a Local Community Service Group
C301.04	Participate in a Presentation Given by a Guest Speaker From a Local Community Service Group
PO 302 – Community Service Perform Community Service	
M302.01	Perform Community Service
C102.01	Participate in a Ceremonial Parade
C102.02	Perform Community Service
PO 303 – Leadership Perform the Role of a Team Leader	
M303.01	Define the Role of a Team Leader
M303.02	Participate in a Mentoring Relationship
M303.03	Practice Self-Assessment
M303.04	Communicate as a Team Leader
M303.05	Supervise Cadets
M303.06	Solve Problems
M303.07	Lead Cadets Through a Leadership Assignment
C303.01	Lead Team-Building Activities
C303.02	Deliver a Presentation About a Leader
C203.01	Record Entries in a Reflective Journal
C203.02	Employ Problem Solving
C203.04	Participate in a Presentation Given by a Leader
C203.05	Participate in Trust-Building Activities
C203.06	Participate in Problem-Solving Activities
C103.03	Participate in Teambuilding Activities

PO 304 – Personal Fitness and Healthy Living Update Personal Activity Plan	
M304.01	Describe the Components of Physical Fitness
M304.02	Participate in the Cadet Fitness Assessment
M304.03	Update Personal Activity Plan
M304.04	Evaluate Personal Activity Plan
C304.01	Participate in the Cadet Fitness Assessment
C304.02	Evaluate Personal Activity Plan
C304.03	Describe Stress
C204.02	Develop a Personal Nutrition Plan
C104.01	Create Team Goals
PO 305 – Recreational Sports Participate in Recreational Sports	
M305.01	Participate in Organized Recreational Team Sports
C105.01	Participate in an Organized Sports Tabloid
C105.02	Participate in an Organized Intramural Sports Event
C105.03	Participate in an Orienteering Event
PO 306 – Air Rifle Marksmanship Fire the Cadet Air Rifle During Recreational Marksmanship	
M306.01	Participate in a Recreational Marksmanship Activity
C306.01	Identify Civilian Marksmanship Organizations
C306.02	Correct Marksmanship Error
C306.03	Fire the Cadet Air Rifle From the Standing Position
C206.01	Practice Holding Techniques
C206.02	Practice Aiming Techniques
C206.03	Practice Firing Techniques
C106.01	Participate in a Recreational Marksmanship Activity
PO 307 – General Cadet Knowledge Serve in a Sea Cadet Corps	
M307.01	Identify Phase Three Training Opportunities
M307.02	Identify Year Three CSTC Training Opportunities
M307.03	Recognize the Partnership Between the Navy League and DND in Support of the CCM

C307.01	Participate in a Presentation Given by a Guest Speaker From the Regional Cadet Support Unit (RCSU)
C307.02	Participate in a Presentation Given by the Cadet Liaison Officer (CLO)
C307.03	Participate in a Presentation Given by a Guest Speaker From the Navy League of Canada (NLC)
<p style="text-align: center;">PO 308 – Drill Direct a Squad Prior to a Parade</p>	
M308.01	Prepare a Squad for Parade
M308.02	Deliver Words of Command
C308.01	Execute Flag Party Drill
C308.02	Deliver Words of Command
C208.01	Practice Ceremonial Drill as a Review
C208.02	Execute Drill With Arms
<p style="text-align: center;">PO 309 – Instructional Techniques Instruct a Lesson</p>	
M309.01	Explain Principles of Instruction
M309.02	Identify Methods of Instruction
M309.03	Describe Effective Speaking Techniques
M309.04	Describe Questioning Techniques
M309.05	Select Appropriate Instructional Aids
M309.06	Plan a Lesson
M309.07	Instruct a 15-Minute Lesson
C309.01	Deliver a One-Minute Verbal Presentation
C309.02	Plan a Lesson
C309.03	Instruct a 15-Minute Lesson
C309.04	Identify Formations for Drill Instruction
C309.05	Plan a Drill Lesson
C309.06	Instruct a 15-Minute Drill Lesson
<p style="text-align: center;">PO 311 – Summer Biathlon Participate in Competitive Summer Biathlon Activities</p>	
C311.01	Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity
C311.02	Participate in a Recreational Summer Biathlon Activity
C211.01	Identify Civilian Biathlon Opportunities

C211.02	Run on Alternate Terrain
C211.03	Fire the Cadet Air Rifle Using a Sling Following Physical Activity
C211.04	Participate in a Competitive Summer Biathlon Activity
C111.01	Participate in a Biathlon Briefing
C111.02	Run Wind Sprints
C111.03	Fire the Cadet Air Rifle Following Physical Activity
C111.04	Participate in a Recreational Summer Biathlon Activity
PO 320 – Canadian Navy and Maritime Community Describe Aspects of the Canadian Navy	
M320.01	Identify Classes of Canadian Naval Ships
M320.02	Describe the Domestic Role of the Canadian Forces (CF)
M320.03	Describe the Role of the CF in International Institutions
C320.01	Participate in a Discussion/Presentation on a Naval Commemorative Event
C320.02	Describe the Women's Royal Canadian Naval Services
C320.03	Describe Canadian Naval Aviation
C220.01	Recognize the Role of the Merchant Navy
C220.02	Recognize Canada's Role in the Battle of the Atlantic
C220.03	Recognize World War Two (WWII) Naval Activities
C120.01	Explore Canadian Naval Websites
C120.02	Identify Types of Civilian Vessels
C120.03	Explore Canadian Naval History
PO 321 – Ropework Rig a Lifting Device	
M321.01	Describe Safety Procedures for Operating Lifting Devices
M321.02	Rig Sheers
C321.01	Rig Sheers
C321.02	Rig a Standing Derrick
C321.03	Rig a Gyn
C321.04	Make a Monkey's Fist
C321.05	Make a Turk's Head
C221.01	Make a Back Splice
C221.02	Make an Eye Splice

C221.03	Make a Long Splice
C121.01	Whip the End of a Line Using West Country Whipping
C121.02	Whip the End of a Line Using a Sailmaker's Whipping
C121.03	Complete a Rolling Hitch
C121.04	Complete a Marlin Hitch
PO 322 – Small Craft Operations Attain a Pleasure Craft Operator Competency Card	
C322.01	Describe Acts, Codes and Regulations
C322.02	Describe Personal Safety
C322.03	Describe Vessel Safety
C322.04	Describe Navigation Safety
N/A	PCOC Written Test
PO 323 – Ship's Operations Serve in a Naval Environment	
M323.01	Perform Corps Duties
C323.01	Communicate Using Flags and Pennants
C323.02	Pipe Wakey Wakey
C323.03	Pipe Hands to Dinner
C223.01	Define Naval Terminology
C223.02	Pipe the Side
C123.01	Read the 24-Hour Clock
C123.02	Recite the Phonetic Alphabet
C123.03	Participate in a Semaphore Exercise
PO 324 – Sailing Sail a Sailboat IAW Canadian Yachting Association (CYA) White Sail Level Two	
M324.01	Prepare for a Sail Weekend
M324.02	Prepare for Sailing
M324.03	Tie a Hitch and a Bend
M324.04	Rig a Sailboat
M324.05	Dock a Sailboat
M324.06	Beach a Sailboat
M324.07	Right a Turtled Sailboat

M324.08	Adjust to Points of Sail
M324.09	Sail Upwind
M324.10	Sail Downwind
M324.11	Moor a Sailboat
PO 325 – Nautical Training Participate in a Nautical Training Weekend	
C225.01	Prepare for a Nautical Training Weekend
C225.02A	Perform Small Craft/Vessel Duties While Underway
C225.02B	Participate in a Nautical Activity

RESPONSIBILITIES CARDS

Recruiting cadets.	Recruiting CIC officers.
Fundraising.	Providing awards and medals.
Providing corps training facilities.	Organizing/conducting recreational programs.
Providing funds for directed optional/optional training activities.	Providing equipment to cadet corps.
Training CIC officers.	Providing QSPs and IGs for cadet training.

Providing funds for mandatory training and support activities.	Developing policy regarding CIC officers and CIs.
Issuing equipment to cadet corps IAW scales of issue.	Providing pay for CIC officers and CIs.
Selecting cadets for CSTCs.	Providing facilities and staff for CSTCs.
Forming or disbanding cadet corps.	Developing community and media relationships.
Supervising and administering cadet corps.	Providing reviewing parties for ACRs.