National Défense
Defence nationale

A-CR-CCP-604/PF-001

ROYAL CANADIAN SEA CADETS

PHASE FOUR
INSTRUCTIONAL GUIDES

(ENGLISH)

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

Issued on Authority of the Chief of the Defence Staff

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FORWARD AND PREFACE

1. **Issuing Authority.** This Instructional Guide (IG) A-CR-CCP-604/PF-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers, and issued on the authority of the Chief of Defence Staff.

2. **Development.** Development of this IG 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 Cadet Organization.

3. **Purpose of the IG.** The IG to be used by Royal Canadian Sea Cadet Corps in conjunction with other resources to conduct Phase Four training. The IG provides instructors with the base means from which to deliver training. Individual IGs are to be reviewed in conjunction with the Lesson Specifications (LSs) found in chapter 4 of A-CR-CCP-604/PG-001, Royal Canadian Sea Cadet Phase Four Qualification Standard and Plan, before instructing, so that each instructor can adequately plan for and prepare each lesson. Instructors may be required to develop instructional materials to support training in addition to any that may be provided, eg, posters, videos, handouts, models, etc, supplemental to training control and support documents. Suggested instructional activities are included in most IGs to maximize learning and fun. Instructors are also encouraged to modify and / or enhance the activities, as long as they continue to contribute to enabling objective achievement.

4. **Use of the IG.** Throughout these instructional guides, a series of information boxes are used to highlight information; they include:

Note to the Instructor.

Key information to pass along to cadets.

Refer to the following CF regulations and policies.

Points of interest or special instructions the instructor should pass along to cadets.

5. **Suggested Changes.** Suggested changes to this document shall be forwarded through the normal chain of command to National Defence Headquarters (NDHQ) Attention: Sea Cadet Program Development Staff Officer (D Cdts 3-2-4), or by e-mail to sea.dev@cadets.gc.ca.

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 1

EO C401.01 – DESCRIBE THE YOUTH JUSTICE SYSTEM

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to describe the youth justice system.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to describe the youth justice system.

IMPORTANCE

It is important for cadets to describe how the youth justice system fits into Canada's justice structure so they will understand how Canada's just, peaceful and safe society is maintained.

Teaching Point 1 **Describe the Youth Criminal Justice Act (YCJA).**

Time: 10 min Method: Interactive Lecture

The YCJA applies to laws passed by the federal government as they pertain to youths aged 12 to 17 at the time they are said to have broken a federal law. The most important are the criminal and drug laws. Other offences such as careless driving, drinking under age or trespassing are covered by provincial laws—not federal laws. Each province ensures there are consequences for such offences, but they do not fall under the YCJA.

The YCJA contains both a preamble and a declaration of principle to clarify the principles and objectives of the youth justice system.

Preamble

The Preamble, while not legally enforceable, contains significant statements from Parliament about the values on which the legislation is based. These statements can be used to help interpret the legislation and they include the following:

- society has a responsibility to address the developmental challenges and needs of young persons;
- communities and families should work in partnership with others to prevent youth crime by addressing its underlying causes, responding to the needs of young persons and providing guidance and support;
- accurate information about youth crime, the youth justice system and effective measures should be publicly available;
- young persons have rights and freedoms, including those set out in the United Nations Convention on the Rights of the Child;
- the youth justice system should take account of the interests of victims and ensure accountability through meaningful consequences and rehabilitation and reintegration; and
- the youth justice system should reserve its most serious interventions for the most serious crimes and reduce the over-reliance on incarceration.

Declaration of Principle

The Declaration of Principle sets out the policy framework for the interpretation of the legislation, providing guidance on the priority that is to be given to key principles. For example, the legislation makes clear that the nature of the system's response to an offence should reflect the needs and individual circumstances of the young person. However, the needs or social welfare of a young person should not result in longer or more severe penalties than what is fair and proportionate to the seriousness of the offence committed.

The Declaration of Principle provides that:

- the objectives of the youth justice system are to:
    - prevent crime;
    - rehabilitate and reintegrate young persons into society;
    - ensure meaningful consequences for offences; and
    - contribute to the long-term protection of society;

- the youth justice system must reflect the fact that young persons lack the maturity of adults. The youth system is different from the adult system in many respects, including:
    - measures of accountability are consistent with young persons' level of maturity;
    - procedural protections are enhanced;
    - rehabilitation and reintegration are given special emphasis; and
    - the importance of timely intervention is recognized;
- young persons are to be held accountable through interventions that are fair and in proportion to the seriousness of the offence;
- within the limits of fair and proportionate accountability, interventions should:
    - reinforce respect for societal values;
    - encourage the repair of harm done;
    - be meaningful to the young person;
    - respect gender, ethnic, cultural and linguistic differences; and
    - respond to the needs of Aboriginal young persons and of young persons with special requirements; and
- youth justice proceedings require special guarantees to:
    - protect the rights of young people;
    - provide courtesy, compassion and respect for victims;
    - provide the opportunity for victims to be informed and to participate; and
    - ensure that parents are informed and encouraged to participate in addressing the young person's offending behaviour.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What two passages in the YCJA clarify the principles and the objectives of Canada's youth justice system?

Q2. How is the youth justice system expected to take account of the interests of victims and ensure accountability?

Q3. How does the YCJA Declaration of Principle expect young persons to be held accountable?

ANTICIPATED ANSWERS:

A1. The Preamble and the Declaration of Principle.

A2. Through meaningful consequences and rehabilitation and reintegration.

A3. Through interventions that are fair and in proportion to the seriousness of the offence.

Teaching Point 2 **Describe extrajudicial measures provided by the YCJA.**

Time: 10 min Method: Interactive Lecture

EXTRAJUDICIAL MEASURES

Extrajudicial. Outside the court system.

One of the key objectives of the YCJA is to increase the use of effective and timely non-court responses to less serious offences by youth. These extrajudicial measures provide meaningful consequences, such as requiring the young person to repair the harm done to the victim. They also allow early intervention with young people and provide an opportunity for the broader community to play an important role in developing community-based responses to youth crime. Increasing the use of non-court responses not only improves the response to less serious youth crime, but also enables the courts to focus on more serious cases.

The YCJA contains many provisions to increase the appropriate use of extrajudicial measures for less serious offences, including the following principles. Extrajudicial measures:

- should be used in all cases of minor violations where they would be adequate to hold the young person accountable;
- are presumed to be adequate to hold first-time, non-violent offenders accountable; and
- may be used even if the young person has previously been dealt with by extrajudicial measures or has been found guilty of an offence.

The YCJA also sets out clear objectives for extrajudicial measures, including:

- repairing the harm caused to the victim and the community;
- providing an opportunity for victims to participate in decisions;
- ensuring that the measures are proportionate to the seriousness of the offence; and
- encouraging the involvement of families, victims and other members of the community.

The YCJA requires police officers to consider the use of extrajudicial measures before deciding to charge a young person. Police and prosecutors are specifically authorized to use various types of extrajudicial measures, to include:

- taking no further action;
- warnings;
- police cautions;
- crown cautions;
- referrals; and
- extrajudicial sanctions.

Taking No Further Action

No further action will be taken if the young person is already seen to be subject to meaningful consequences for an offence.

Warnings

Warnings are informal warnings by police officers and this is also a feature of the adult justice system.

Police Cautions

Police cautions are more formal warnings by the police. The YCJA authorizes provinces to establish police cautioning programs. Police cautions may be in the form of a letter from the police to the young person and the young person's parents or they may involve a process in which the young person and the young person's parents are requested to appear at a police station to talk to a senior police officer.

Crown Cautions

Crown cautions are similar to police cautions but prosecutors give the caution after the police refer the case to them. A crown caution may be in the form of a letter to the young person and the young person's parents.

Referrals

Police officers may refer a young person to community programs or agencies that may help to rehabilitate them. The referral may be to a wide range of community resources, including recreation programs and counselling agencies.

Extrajudicial Sanctions

Sanction. A penalty or reward enacted to enforce obedience to a law or rule.

Extrajudicial sanctions are the most formal type of extrajudicial measures. Unlike the other types of extrajudicial measures, they may be used only if the young person admits responsibility for the offence. The Attorney General of the province must determine that there is sufficient evidence to proceed with a prosecution of the offence. The sanctions must be part of an extrajudicial sanctions program designated by the Attorney General and the young person must first agree to be subject to the sanction. If the young person fails to comply with the terms and conditions of the sanction, the case may proceed through the court process. Under the YCJA, an extrajudicial sanction should be used only if the young person cannot be adequately dealt with by a warning, caution or referral. Examples of extrajudicial sanctions that have been used include:

- apologizing to the victim by way of either a verbal or written apology;
- writing an essay on a pre-selected topic that is considered to be appropriate to the situation;
- performing either a personal service for the victim or a community service;
- paying any compensation or restitution to the victim for damages incurred;
- making a charitable donation to a non-profit organization; or
- attending a designated educational or information session.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. When should extrajudicial measures be used?

Q2. What objectives does the YCJA give to guide the use of extrajudicial measures?

Q3. What are extrajudicial sanctions?

ANTICIPATED ANSWERS:

A1. Extrajudicial measures should be used in all cases of minor violations where they would be adequate to hold the young person accountable.

A2. The YCJA objectives for guiding the use of extrajudicial measures are:

- repairing the harm caused to the victim and the community;
- providing an opportunity for victims to participate in decisions;
- ensuring that the measures are proportionate to the seriousness of the offence; and
- encouraging the involvement of families, victims and other members of the community.

A3. Extrajudicial sanctions are penalties that can be used only if the young person admits responsibility for the offence.

Teaching Point 3 **Describe conferences provided for in the YCJA.**

Time: 5 min Method: Interactive Lecture

The YCJA authorizes and encourages the convening of conferences to assist decision-makers in the youth justice system.

DEFINITION

Conference. Various types of processes in which effected or interested parties come together to formulate plans to address participants' needs and circumstances involved in youth justice cases.

A conference could be composed of a variety of people, depending on the situation. It could include, for example, the parents of the young person, the victim, others who are familiar with the young person and their neighbourhood, community agencies, or professionals with a particular expertise that is relevant to the circumstances.

APPLICATIONS

A conference brings a group of people together to give advice to a police officer, judge, justice of the peace, prosecutor, provincial director or a youth worker who is required to make a decision under the Act.

A conference provides advice on decisions such as:

- appropriate extrajudicial measures,
- conditions for release from pre-trial detention,
- appropriate sentences, and
- plans for reintegrating a young person back into the community after being in custody.

A conference could be a restorative mechanism that is focused on developing proposals for repairing the harm done to the victim of the young person's offence. It could also be a professional case conference in which professionals discuss how the young person's needs may best be met and how services in the community can be coordinated to assist the young person.

FORMS OF CONFERENCES

Conferences generally operate in an informal manner. They can take the form of:

- family group conferencing,
- youth justice committees,
- community accountability panels,
- sentencing circles, and
- inter-agency case conferences.

Conferences provide an opportunity for a wider range of perspectives on a case, more creative solutions, better coordination of services, and increased involvement of the victim and other community members in the youth justice system.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1. What law authorizes and encourages the convening of conferences?

Q2. What two issues does a conference address?

Q3. What forms might a conference take?

ANTICIPATED ANSWERS:

A1. The YCJA authorizes and encourages the convening of conferences.

A2. The participants' needs and circumstances involved in youth justice cases.

A3. A conference may take the form of:

- family group conferencing,
- youth justice committees,
- community accountability panels,
- sentencing circles, and
- inter-agency case conferences.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. How does the YCJA Declaration of Principle expect young persons to be held accountable?

Q2. When should extrajudicial measures be used?

Q3. What is the purpose of convening a conference?

ANTICIPATED ANSWERS:

A1. Young persons are to be held accountable through interventions that are fair and in proportion to the seriousness of the offence.

A2. Extrajudicial measures should be used in all cases where they would be adequate to hold the young person accountable.

A3. A conference is intended to assist decision-makers in the youth justice system.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Canada's criminal justice systems, including the YCJA, affect all Canadians. They are the underpinning of Canada's just, peaceful and safe society in which cadets live.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-417 Department of Justice. (2008). *The Youth Criminal Justice Act: Summary and background*. Retrieved February 3, 2009, from http://www.justice.gc.ca/eng/pi/yj-jj/index.html

COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 2

EO C401.02 – DISCUSS AGE-BASED LAWS

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

Obtain current human resources information from Human Resources and Skills Development Canada (HRSDC) regarding age-related laws in the province where this cadet training will take place. The HRSDC website can be accessed at http://www.hrsdc.gc.ca/ and information regarding minimum age for employment is given at http://www.hrsdc.gc.ca/eng/labour/labour_law/esl/minage.shtml

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to present basic information on age-based laws and summarize the teaching points.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to discuss age-based laws and identify how they affect youth at specific ages.

IMPORTANCE

It is important for cadets to be able to discuss age-based laws so they will know how laws affect youth at specific ages. This will assist in making wise decisions.

Teaching Point 1 **Describe age-based laws concerning youth 12 and over.**

Time: 10 min Method: Interactive Lecture

LAWS CONCERNING YOUTH 12 AND OVER

United Nations Convention on the Rights of the Child

Canada recognizes the United Nations Convention on the Rights of The Child. This international agreement sets out minimum and basic standards that all people under 18 should be entitled to. These standards include youths' right to protection from abuse and exploitation, and respect for their views.

For the purposes of this discussion, youth are considered to be young people who are 12 to 17 years old, inclusive. Although Canada's Criminal Code applies to all people in Canada, the Youth Criminal Justice Act (YCJA) provides special consideration for youth who break a law.

Criminal Code

For adults, those 18 years of age and over, the Criminal Code applies. Youth are protected from adults by the Criminal Code and many of these protections involve the consent to sexual relations. It is the Criminal Code that forbids sex with anyone less than 12 years of age. After a youth's 12th birthday they can legally consent to sexual activity only with a person who is less than 2 years older.

Therefore, when an accused is charged with an offence in respect of a youth who is 12 years of age or more but under the age of 14 years, it is a defense that the youth consented to the activity if the accused is:

- less than two years older than the youth; and
- not in a position of trust or authority towards the youth,
- not a person with whom the youth is in a relationship of dependency, and
- not in a relationship with the youth that is exploitative.

A young person who is 14 or 15 years old can consent to sexual activity with someone who is less than five years older if the older person is not in a position of trust or authority towards the youth, is not a person with whom the youth is in a relationship of dependency and is not in a relationship with the youth that is exploitative. However, a young person under 16 years of age cannot give legal consent to sexual activity with any adult.

A young person over 16 years of age can live with an older person against the wishes of their legal guardian; the older person will not be charged with a criminal offence as long as the older person did not assist the young person in leaving home.

Youth Criminal Justice Act (YCJA)

The YCJA comes into effect when a youth becomes 12 years of age. A young person can then be charged for federal criminal offences (eg, shoplifting, assault and having a weapon or drugs) and the young person's parents will be notified.

Topics of Provincial Jurisdiction

In most provinces:

- A young person can be charged for provincial offences (eg, skipping school, jaywalking and trespassing) and their parents will be notified.
- A young person's consent is required to have their name changed.

- A young person's consent is required if their parents want to place them with a Children's Aid Society.
- If a young person is in the care of a Children's Aid Society, they can apply to the court to have this changed.
- A young person can see a counsellor or therapist without parental knowledge or consent.
- The court can order a young person into a treatment program if they have a mental health issue.
- There may be restrictions on what a young person can do and where they can go.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. When does the YCJA come into effect?

Q2. Who is notified if a twelve-year-old is charged with a federal or provincial offence?

Q3. At what age can a young person see a counsellor or therapist without parental consent?

ANTICIPATED ANSWERS:

A1. The YCJA comes into effect when a youth becomes 12 years of age.

A2. The young person's parents.

A3. Twelve years of age.

Teaching Point 2 **Describe age-based laws concerning youth 14 and over.**

Time: 5 min Method: Interactive Lecture

LAWS CONCERNING YOUTH 14 AND OVER

YCJA

A young person can be given an adult sentence in youth court for more serious criminal offences (eg, murder, attempted murder, manslaughter, and sexual assault involving serious violence). Provincial legislation may raise this to age 15 or 16.

Topics of Provincial Jurisdiction

In some provinces, young people over 14 can be employed, though only outside school hours, in work that is considered wholesome and not harmful to health, welfare, or moral or physical development.

Describe the provincial labour-force rules regarding young people. These can be found in the provincial or territorial Employment Standards Act, which can be accessed via Human Resources and Social Development Canada at http://www.hrsdc.gc.ca/eng/labour/labour_law/esl/minage.shtml with further details at http://www.hrsdc.gc.ca/eng/labour/employment_standards/ministries.shtml

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. A young person accused of attempted murder would be charged under which laws?

Q2. What legislation might raise the age at which a youth can be given an adult sentence?

Q3. A young person's ability to be hired for a specified job is determined by what legislation?

ANTICIPATED ANSWERS:

A1. The YCJA.

A2. Provincial legislation.

A3. Provincial legislation.

Teaching Point 3 **Describe age-based laws concerning youth under 16.**

Time: 5 min Method: Interactive Lecture

LAWS CONCERNING YOUTH UNDER 16

Topics of Provincial Jurisdiction

A young person must attend school in all provinces and territories.

In most provinces:

- Child protection is provided for young persons under age 16 by provincial legislation.
- Curfews for young persons under 16 may be established by provincial legislation.
- Competence of a young person under 16 to appoint and instruct a lawyer for legal proceedings about admission into a facility for people with mental illnesses is determined by provincial legislation.
- The legal guardian of a young person under 16 may exercise rights to privacy and access to information but not in respect of health care, which requires the young person's consent.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1. In Canada, who must attend school?

Q2. In Canada, what legislation is used to establish curfews for young persons?

Q3. About what matter can a legal guardian of a young person under 16 years of age not exercise rights, under provincial legislation?

ANTICIPATED ANSWERS:

A1. Youth under 16 years of age.

A2. Curfews for young persons may be established by provincial legislation.

A3. The legal guardian of a young person under 16 may not exercise rights in respect of the young person's health care.

Teaching Point 4 **Describe age-based laws concerning youth 16 and over.**

Time: 5 min Method: Interactive Lecture

LAWS CONCERNING YOUTH 16 AND OVER

Topics of Provincial Jurisdiction

In most provinces:

- A young person can work during school hours, subject to provincial legislation.
- A young person can withdraw from parental control (leave home), but may lose the right to financial support.
- A young person can apply for a beginner's driver's license subject to provincial legislation.
- A young person can get married with parental consent.
- A young person can change their name with parental consent or a court order subject to provincial legislation.
- A young person may be considered an adult under provincial offences legislation, meaning parents will not be notified about any charges under provincial laws.
- If not married, a young person can apply for and may receive social assistance in special circumstances.
- A young person is protected from age discrimination when looking for housing.
- At age 16, a young person can no longer be brought into the care of a Children's Aid Society.
- A young person has the right to be involved in decisions about their special education needs.
- If a young person has withdrawn from parental control, they may have the right to appeal school-related decisions, such as suspensions and expulsions, subject to provincial legislation.
- A 16-year-old young person can protect their right to privacy of, and exercise access to, their own personal information.
- In case they become incapable of making decisions, a young person can appoint a substitute decision maker for medical treatment and personal care decisions subject to provincial legislation. This person must follow the young person's treatment wishes made after turning 16. A young person can also be appointed as a substitute decision maker for someone else.
- At age16 a young person is usually considered an adult for the purposes of mental health; that is, the young person can apply for a court order to be placed in a treatment program for mental health issues.
- A young person, if a student, can be employed only a limited number of hours per week.

- A young person's parents may be sued for damages caused by the youth if the parents failed to reasonably supervise and control the youth.
- A young person can be sued on contracts for necessities (eg, housing) and for goods and services if they benefit from the contract.
- A young person requires a litigation guardian (an adult for representation) to sue someone or be sued unless a court orders that the young person is allowed to do so on their own.
- A litigation guardian may be ordered to represent a young person in legal proceedings where the young person is not a party but their interests require separate representation.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

Q1. At 16 years of age a young person has the right to do what during school hours?

Q2. What does a 16-year-old person require to get married?

Q3. What might a 16-year-old person lose by withdrawing from parental control and leaving home?

ANTICIPATED ANSWERS:

A1. Work.

A2. Parental consent.

A3. A young person can withdraw from parental control (leave home), but may lose the right to financial support.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. Beginning at age 12 for a young person, what is required in most provinces to place the young person with a Children’s Aid Society?

Q2. A young person's ability to be hired for a specified job is determined by what legislation?

Q3. Under what circumstances can a young person be sued on contracts for necessities and for goods and services?

ANTICIPATED ANSWERS:

A1. A young person's consent is required to place the young person with a Children’s Aid Society.

A2. Provincial legislation.

A3. A young person can be sued on contracts if they benefited from the contract.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

A young person needs to be aware of the changes in legal status that take place as aging and maturity occur because, as a young person grows older, society's expectations tend to become higher. They are becoming more responsible / accountable for their actions.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-421 Justice for Children and Youth. (2008). *Age-based laws*. Retrieved February 3, 2009, from http://www.jfcy.org/

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 3

EO C401.03 – DISCUSS GOVERNMENT JURISDICTIONS

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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. Instructors will need to research and prepare adequately for the group discussion on municipal bylaws in TP3.

Photocopy the handouts at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

One week before this lesson, instruct the cadets to learn the names and responsibilities of the town council members or local officials, as appropriate to the local area.

APPROACH

An interactive lecture was chosen for TPs 1–2 to present basic information on federal and provincial jurisdictions and to summarize the teaching points.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about common municipal bylaws. This helps develop rapport by allowing the instructor to evaluate the cadets' responses in a non-threatening way while helping them refine their ideas. A group discussion also helps the cadets improve their listening skills and develop as members of a team.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to discuss government jurisdictions and identify each area of legislative power.

IMPORTANCE

It is important for cadets to be able to discuss government jurisdictions so they will be able to identify each level of government's area of legislative power and participate actively as a valued member of a community.

Teaching Point 1 **Discuss exclusive powers of the Parliament of Canada.**

Time: 5 min Method: Interactive Lecture

One of the main characteristics of a federal state such as Canada is the distribution of legislative powers between two or more orders of government. In Canada, there are two orders of government; the federal government and provincial governments. The exclusive powers of Canada's Parliament concern matters of national interest. They include the following:

- defence,
- criminal law,
- census,
- money and banking,
- transportation, and
- citizenship.

DEFENCE

The federal government's defence portfolio comprises a number of organizations, including:

- Department of National Defence (DND),
- Canadian Forces (CF),
- National Search and Rescue Secretariat (NSS),
- Defence Research and Development Canada (DRDC),
- Communications Security Establishment (CSE),
- Canadian Cadet Movement (CCM) and Junior Canadian Rangers (JCR), and
- Judge Advocate General (JAG).

CRIMINAL LAW

Society uses criminal law to shield its members from destructive, hurtful and socially unacceptable behaviours that undermine everyone's right to live in a just, peaceful and safe society. As such, criminal law is a deterrent and primarily punitive. A person found guilty of a criminal offence may lose their liberty and face consequences that have a profound effect on personal freedoms and choices. The federal government's criminal law power is therefore our society's most extreme tool to use to control behaviour that society, through Parliament, has determined to be undesirable.

Canadian law recognizes that a person accused of a crime is innocent until proven guilty in a court of law and that proof of the crime must be made beyond a reasonable doubt. These principles protect all citizens from the arbitrary use of the state's powers of arrest, detention and punishment.

Youth justice

Special considerations come into play when young people commit acts that are considered criminal. This is why Parliament passed the Youth Criminal Justice Act (YCJA) in 2003. It applies to young people aged 12 to 17 years, inclusive. The Act recognizes that young persons must be held accountable for criminal acts, although they need not always be held accountable in the same manner or to the same extent as adults. It is in

society's interest to ensure that as many young offenders as possible are rehabilitated and become productive members of society.

CENSUS

The *Canadian Oxford Dictionary* defines census as: an official count of a population or of a class of things, often with various statistics noted.

Every five years (2016, 2121, etc.) Statistics Canada takes a census of population. The census provides a comprehensive collection of facts about people in Canada. For example, people are asked questions about their age, sex, marital status, education, employment, income, ethnic origin, language, and other subjects. The need for this kind of information increases as our society becomes more complex.

The Canadian Census of Population is a major undertaking whose planning and implementation spans a period of more than eight years. Statistics Canada generally works on two and even three censuses at any given point in time. Before the final results of one census are published, planning and systems development are already well under way for the next one.

MONEY AND BANKING

The federal government's Department of Finance responsibilities include:

- preparing the federal budget;
- preparing tax and tariff legislation;
- managing federal borrowing on financial markets;
- administering major federal transfers to the provinces and territories;
- developing regulatory policy for the financial sector; and
- representing Canada within international financial institutions.

TRANSPORTATION

Transport Canada is responsible for transportation policies and programs. It ensures that air, marine, national highways and rail transportation are safe, secure, efficient and environmentally responsible.

CITIZENSHIP

Citizenship and Immigration Canada was created to link immigration services with citizenship registration. Citizenship and Immigration Canada promotes Canadian ideals and helps build a stronger Canada.

Distribute the handout at Attachment A to each cadet and advise them to read this material for homework.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. To what portfolio do both the Cadets and Junior Canadian Rangers, and the JAG belong?

Q2. What Canadian laws are primarily punitive?

Q3. For what four modes of transportation is Transport Canada responsible?

ANTICIPATED ANSWERS:

A1. The federal government's defence portfolio.

A2. Criminal law.

A3. Air, marine, national highway and rail transportation.

Teaching Point 2 **Describe exclusive powers of provincial legislatures.**

Time: 10 min Method: Interactive Lecture

There is a clear constitutional distinction between provinces and territories. While territories exercise delegated powers under the authority of the Parliament of Canada, provinces exercise powers in their own right. The exclusive powers of provincial legislatures, listed in the Constitution Act of 1867, concern matters of a local nature. They include the following:

- property and civil rights,
- administration of justice,
- natural resources and the environment,
- education, and
- health and welfare.

PROPERTY AND CIVIL RIGHTS

Property and civil rights law is a powerful provincial constitutional provision. In practice, this gives the provinces authority over numerous matters related to property rights and rights related to civil law, including contractual rights, labour relations, professions, intra-provincial marketing schemes, advertising, trade securities, manufacturing, and industry.

ADMINISTRATION OF JUSTICE

Authority for the judicial system in Canada is divided between the federal government and the ten provincial governments. The provinces are given jurisdiction over "the administration of justice" in the provinces, which includes "the constitution, organization and maintenance" of the courts, both civil and criminal, as well as civil procedure in those courts. However, this jurisdiction does not extend to the appointment of the judges of all of these courts. The power to appoint the judges of the superior courts in the provinces—which includes the provincial courts of appeal as well as the trial courts of general jurisdiction—is given to the federal government.

NATURAL RESOURCES AND THE ENVIRONMENT

Under the Canadian constitution, responsibility for natural resources belongs to the provinces, not the federal government.

In each province, the legislature may exclusively make laws in relation to:

- exploration for non-renewable natural resources in the province;
- development, conservation and management of non-renewable natural resources and forestry resources in the province; and
- development, conservation and management of sites and facilities in the province for the generation of electrical energy.

EDUCATION

Education is exclusively within the jurisdiction of provincial and territorial governments and has been since 1867 when Canada's Constitution Act, then known as the British North America (BNA) Act, provided that the legislature of each province may exclusively make laws in relation to education.

HEALTH AND WELFARE

Health

Canada's national health insurance program, commonly referred to as "Medicare", is designed to ensure all residents have reasonable access to medically necessary hospital and physician services, on a prepaid basis. Instead of having a single national plan, Canada has a national program that is composed of 13 interlocking provincial and territorial health insurance plans, all of which share certain common features and basic standards of coverage.

Welfare

Canada's Charter of Rights and Freedoms regulates interactions between the state (federal, provincial and territorial governments) and individuals. It is, in some respects, Canada's most important legislation because it can render invalid or inoperative any laws that are inconsistent with its provisions.

The *Youth guide to the Canadian Charter of Rights and Freedoms* can be accessed at http://www.jhcentre.org/dnn/Portals/0/Publications/Youth%20Guide.pdf

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ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to have the cadets share their knowledge of the exclusive powers of provincial legislatures.

RESOURCES

Nil.

ACTIVITY LAYOUT

Arrange the classroom for the entire group to be standing.

ACTIVITY INSTRUCTIONS

1. Tell the cadets they are to share their knowledge of provincial jurisdiction with another cadet.
2. Have the cadets walk about the classroom mingling.
3. On command of the instructor, each cadet will find another cadet to form a pair.
4. Give the group ten seconds to remember the areas of provincial jurisdiction.
5. The member of each pair with the earliest birthday will name one area of provincial jurisdiction.
6. The other member of each pair will respond with a second area of provincial jurisdiction.
7. Repeat until all areas of provincial jurisdiction are named, to include:
    - property and civil rights,
    - administration of justice,
    - natural resources and the environment,
    - education, and
    - health and welfare.
8. Repeat Steps 2 and 3 to form new pairs.
9. Give the entire group ten seconds to remember a fact about an area of provincial jurisdiction.
10. The member of each pair with the latest birthday will name a fact about an area of provincial jurisdiction.
11. The other member of each pair will respond with a second fact about an area of provincial jurisdiction.
12. Continue this sharing while time permits.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3 **Describe examples of common municipal bylaws that affect youth.**

Time: 10 min Method: Group Discussion

The point 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.

BACKGROUND KNOWLEDGE

Municipal government is not a constitutional order of government. Municipalities are established by the provincial legislatures, which delegate some of their powers to municipal governments. Municipalities are governed by municipal councils. The job of municipal councils is to make decisions about municipal financing, services and other bylaws. Councils must regulate behaviour as demanded by the majority of citizens. Since such demands are a reflection of local values and needs, they vary in detail between locations. It is a civic responsibility for each citizen to know what rules are in local bylaws.

Have the cadets brainstorm a list of the names and responsibilities of the town council members or local officials, as appropriate to the local area.

NOISE LIMITATIONS

Most municipalities limit noise that is irritating. At certain times, noise is completely forbidden in some municipalities.

CURFEWS

Safety requires that children not wander the streets at night. As well, law enforcement is made more difficult at night if youth are at large. Municipalities sometimes pass bylaws that require persons under a specified age to not be in a public place at certain times. Typical exceptions to curfew might include situations in which the young person is:

- involved in an emergency as defined by the bylaw;
- in a motor vehicle travelling from one point to another without detour;
- employed;
- acting in a volunteer capacity;
- attending an organized school or sporting event;
- at a religious, cultural or recreational activity; or
- at any other time as determined by a Peace Officer.

CONTROL OF SKATEBOARDS AND BICYCLES

Sharing roads and pathways with vehicles and pedestrians poses safety hazards for skateboards and bicycles —hazards that municipal bylaws are intended to control. Municipalities may designate areas where skateboards and bicycles may not be used and also specify how they are to be used if allowed. Such a bylaw will usually specify fines for contravening the bylaw and methods of disposal of the offending equipment. Every cyclist or skateboarder should first become familiar with the pertinent municipal bylaws.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. Why are municipalities established?

Q2. How might curfew bylaws sometimes make youth feel?

Q3. Why should everyone become familiar with municipal bylaws?

Q4. Why might legislation be needed to regulate interactions between a provincial government and an individual?

Q5. Why is municipal government not a constitutional order of government in Canada?

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 3

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Instruct the cadets to explore the additional details in the handout located at Attachment A.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The distribution of legislative powers in Canada is a result of Canada's Constitution Act of 1867 (BNA Act) and subsequent constitutional conferences. Negotiating the distribution of legislative powers in Canada is an ongoing process that allows Canada to adapt to a changing world.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-420 Intergovernmental Affairs. (2009). *Canadian federalism: Distribution of legislative powers*. Retrieved February 3, 2009, from http://www.pco-bcp.gc.ca/aia/index.asp?lang=eng&page=federal

THE DEFENCE PORTFOLIO

The Defence Portfolio comprises the Department of National Defence (DND), the Canadian Forces (CF) and a number of related organizations, all of which are the collective responsibility of the Minister of National Defence. In addition to DND and the regular and reserve components of the CF, related organizations include:

National Search and Rescue Secretariat (NSS)

NSS acts as a liaison for Search and Rescue (SAR) agencies and all partners involved in Canadian search and rescue. Their combined efforts give Canada one of the most effective national search and rescue programs in the world. The Minister of National Defence is the lead minister for Search and Rescue.

Defence Research and Development Canada (DRDC)

DRDC is an agency operating within DND. DRDC provides science and technology services to DND and the CF. It conducts research and development (R&D) activities to contribute to the success of Canadian military operations and performs ongoing technology assessment to enhance CF preparedness. Many of the cutting-edge products (eg, artificial blood substitute and the first anti-gravity flying suit) developed by DRDC generate thousands of jobs and millions of dollars in export sales for Canada.

Communications Security Establishment (CSE)

The Communications Security Establishment (CSE) is a cryptologic agency that collects foreign intelligence that can be used by the government for strategic warning, policy formulation, decision-making and day-to-day assessment of foreign capabilities and intentions. It produces intelligence reports based on electronic emissions and advises the government in the area of security for its telecommunications and automated information systems.

Cadets and Junior Canadian Rangers

Cadets

Cadets Canada is the largest federally sponsored youth program in Canada. It is a national program for young Canadians ages 12 to 18 who are interested in participating in a variety of challenging and rewarding activities, and learning more about the CF. The Cadet Program:

- promotes teamwork, leadership and citizenship;
- helps develop decision making skills; and
- increases self-confidence and physical fitness.

The Cadet Program contains three separate elements: sea, army and air. While all three elements share common training, each program also has its own distinct focus:

- Sea Cadets focus on seamanship and learning to sail;
- Army Cadets focus on outdoor adventure; and
- Air Cadets focus on principles of aviation and learning to fly.

The aim of the Cadet Program is to develop in youth the attributes of good citizenship and leadership, promote physical fitness and stimulate the interest of youth in the sea, land and air activities of the Canadian Forces.

Citizenship. The development of responsible and caring citizens is one of the most important aspects of the Cadet Program. Throughout the year, cadets participate in citizenship activities in cities and towns across Canada.

Leadership. The Cadet Program encourages youth to be fair and ethical leaders. Cadets learn to take responsibility for their actions and motivate their peers to follow their example.

Physical Fitness. Cadets develop an understanding of the benefits of a healthy lifestyle. Participation in fitness activities results in a positive attitude that enables cadets to take on new challenges.

Stimulate Interest in the Activities of the Canadian Forces. Exposure to the sea, land and air activities of the Canadian Forces is a unique part of the Cadet Program identity, distinguishing it from other youth development programs.

Junior Canadian Rangers (JCR)

JCR is the only organized youth program available in many remote and isolated Canadian communities. The JCR programme offers young people in such communities across Canada a unique opportunity to participate in a variety of fun and rewarding activities in a formal setting. Under the supervision of the Canadian Rangers, these young Canadians (ages 12 to 18) become active and engaged citizens of their local communities.

Junior Canadian Rangers are taught traditional skills, life skills, and Ranger skills. With traditional and life skills included in the curriculum, the community can infuse cultural norms, local language, regional skills, and social needs into the programme.

Ranger skills include:

- applying first aid;
- volunteering and being a good role model;
- using small boats, snowmobiles and all-terrain vehicles (ATVs); and
- using rifles safely.

Traditional skills can include:

- hunting and fishing;
- living on the land;
- learning about spirituality, language, music and art; and
- discussing customs and traditions with elders.

Life skills can include:

- living in a healthy way;
- preventing harassment and abuse;
- speaking in public; and
- protecting the environment.

Judge Advocate General (JAG)

The JAG acts as the legal advisor to the Governor General, the Minister of National Defence, DND and the CF. The JAG is also responsible for the administration of military justice in the CF.

CRIMINAL LAW

Society uses criminal law to shield its members from destructive, hurtful and socially unacceptable behaviours that undermine everyone's right to live in a just, peaceful and safe society. As such, criminal law is a deterrent and primarily punitive. A person found guilty of a criminal offence may lose his or her liberty and face consequences that have a profound effect on personal freedoms and choices. The federal government's criminal law power is therefore our society's most extreme tool to use to control behaviour that society, through Parliament, has determined to be undesirable.

Canadian law recognizes that a person accused of a crime is innocent until proven guilty in a court of law and that proof of the crime must be made beyond a reasonable doubt. These principles protect all citizens from the arbitrary use of the state's powers of arrest, detention and punishment.

Youth justice

Special considerations come into play when young people commit acts that are considered criminal. This is why Parliament passed the Youth Criminal Justice Act (YCJA) in 2003. It applies to young people aged 12 to 17 years, inclusive. The Act recognizes that young persons must be held accountable for criminal acts, although they need not always be held accountable in the same manner or to the same extent as adults. It is in society’s interest to ensure that as many young offenders as possible are rehabilitated and become productive members of society.

CENSUS

Conducted every five years, the Canadian Census of Population is a major undertaking whose planning and implementation spans a period of more than eight years. Statistics Canada generally works on two and even three censuses at any given point in time. Before the final results of one census are out, planning and systems development are already well under way for the next one.

MONEY AND BANKING

The federal government's Department of Finance responsibilities include:

- preparing the federal budget;
- preparing tax and tariff legislation;
- managing federal borrowing on financial markets;
- administering major federal transfers to the provinces and territories;
- developing regulatory policy for the financial sector; and
- representing Canada within international financial institutions.

TRANSPORTATION

Transport Canada is responsible for transportation policies and programs. It ensures that air, marine, national highways and rail transportation are safe, secure, efficient and environmentally responsible.

Transport Canada reports to Parliament and Canadians through the minister of Transportation, Infrastructure and Communities.

Air Transportation

Canada is recognized as having one of the most successful and safest civil aviation programs in the world. Transport Canada works with many partners both in Canada and around the world to protect and maintain our air safety and security record, and to make air travel more environmentally responsible.

Marine Transportation

Transport Canada promotes efficient marine transportation and safe, secure and sustainable marine practices; oversees marine infrastructure; regulates the safe transportation of dangerous goods by water; and helps protect the marine environment.

Rail Transportation

With 48 000 kilometres of track, Canada has one of the largest rail networks in the world. Transport Canada regulations, standards and programs work to make our railway system safe, secure, accessible, competitive and more environmentally responsible.

Road Transportation

Transport Canada works to make Canada's national highways, and international and interprovincial bridges safe, as well as to keep our border crossings secure and efficient for drivers, passengers and the communities they travel through.

CITIZENSHIP

Citizenship and Immigration Canada (CIC) was created to link immigration services with citizenship registration. CIC promotes Canadian ideals and helps build a stronger Canada. CIC responsibilities include:

- admitting immigrants, foreign students, visitors and temporary workers who help Canada’s social and economic growth;
- resettling, protecting and providing a safe haven for refugees;
- helping newcomers adapt to Canadian society and become Canadian citizens;
- managing access to Canada to protect the security and health of Canadians and the integrity of Canadian laws; and
- helping Canadians and newcomers to participate fully in the economic, political, social and cultural life of the country.

COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 4

EO C401.04 – DISCUSS COMPUTER CRIME

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to present basic information on computer crime and to summarize the teaching points.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about computer crime. This helps develop rapport by allowing the instructor to evaluate the cadets' responses in a non-threatening way while helping them refine their ideas. A group discussion also helps the cadets improve their listening skills and develop as members of a team.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have discussed computer crime.

IMPORTANCE

It is important for cadets to discuss computer crime so they will be able to identify unacceptable behaviour and help reduce the frequency of such activities.

Teaching Point 1 **Describe copyright laws regarding downloading.**

Time: 10 min Method: Interactive Lecture

THE PURPOSE OF COPYRIGHT

Copyright means the right to copy. Only the owner of copyright, very often the creator of the work, is allowed to produce or reproduce the work in question or to permit anyone else to do so. Copyright law rewards and protects creative endeavours by giving the copyright owner the sole right to publish or use the work in any number of ways. A copyright owner may also choose not to publish a work and to prevent anyone else from doing so.

Copyright applies to all original literary, dramatic, musical and artistic works. Each of these general categories covers a wide range of creations.

Copyright also applies to three other kinds of subject matter in addition to the works listed above:

- **Performer's performance.** Performers such as actors, musicians, dancers and singers have copyrights for their performances.
- **Communication signals.** Broadcasters have copyrights for the communication signals that are broadcast.
- **Sound recordings.** Makers of recordings, such as records, cassettes, and compact discs, which are called "sound recordings" in the Copyright Act, are also protected by copyright.

Cadets can find detailed information about copyright at the Canadian Intellectual Property Office web page at http://cipo.ic.gc.ca

PEER TO PEER (P2P) FILE SHARING

When used properly, P2P file sharing is an exciting new technology. Unfortunately, P2P networks are often used improperly—usually for the illegal distribution of copyrighted content.

Internet file-sharing involves millions of unauthorized music files at any one time. A large majority of unauthorized files are being made available by a small minority of P2P users.

The Perils of P2P

Due to global and anonymous connectivity, P2P users are exposed to a variety of security and privacy hazards. This is often made worse by software flaws that provide easy access to hackers and can result in machine crashes and loss of privacy.

Spyware can be embedded with a "Trojan Horse", an executable code that may leak information, corrupt files or allow system commandeering by a hacker. Viruses, too, are spread via file-sharing networks. Users become contaminated when downloading infected files.

CONSEQUENCES OF INTERNET PIRACY

Physical Music Piracy

Physical music piracy is the making or distribution of copies of sound recordings on physical carriers without the permission of the rights owner. The term piracy refers to activities that are of a commercial nature, including activities that cause commercial harm. The packaging of pirated copies may or may not be different from the

original. Pirated copies are often compilations, such as the "greatest hits" of a specific artist, or a collection of a specific genre, such as dance tracks.

Bootlegs

Bootlegs are the unauthorized recordings of live or broadcast performances. They are duplicated and sold—sometimes at a premium price—without the permission of the artist, composer or record company.

Internet Piracy

Internet piracy is commonly used to refer to a variety of unauthorized uses of music or other creative content on the internet. It refers to acts of infringements on the Internet that are of a commercial nature—not necessarily due to the motivation of the perpetrator. While some Internet pirates generate income from their activity, many people engage in such acts for other, non-commercial reasons, but they all can cause enormous commercial damage.

The term is also often used to refer more generally to any use of creative content on the Internet that violates copyright, whether via websites, P2P networks, or other means.

THE BERNE CONVENTION

The Berne Convention for the Protection of Literary and Artistic Works was first adopted in 1886 as an agreement to honour the rights of all authors who are nationals of countries that are party to the convention (including Canada). It was updated by the Paris Act of 1971. The convention is administered by the World Intellectual Property Organization (WIPO), a specialized agency of the United Nations.

The World Intellectual Property Organization (WIPO) is a specialized agency of the United Nations. It is dedicated to developing a balanced and accessible international intellectual property (IP) system, which rewards creativity, stimulates innovation and contributes to economic development while safeguarding the public interest.

WIPO was established in 1967 with a mandate to promote the protection of intellectual property throughout the world through cooperation among states and in collaboration with other international organizations. Its headquarters are in Geneva, Switzerland.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What is the purpose of copyright law?

Q2. What problems arose from illegal P2P file sharing and distribution of copyrighted content?

Q3. What is generally referred to as Internet piracy?

ANTICIPATED ANSWERS:

A1. Copyright law rewards and protects creative endeavours.

A2. Huge staff layoffs and lost career opportunities for artists.

A3. Any use of creative content on the Internet that violates copyright.

Teaching Point 2 **Explain authorized use of DND / CF Internet connections, unauthorized access to restricted websites, and consequences of misuse of computers.**

Time: 5 min Method: Interactive Lecture

There should be no expectation of privacy when using DND and CF electronic networks and computers as they are subject to monitoring for purposes of system administration, maintenance and security, and to ensure compliance with DND, CF and Treasury Board policies.

AUTHORIZED USE OF DND / CF INTERNET CONNECTIONS

Internet acceptable-use policies cover Internet connections created for the use of—or on behalf of— DND / CF, whether or not they are used in support of the Cadet Program. This applies whether these connections are made using a personal or a DND / CF computer or other equipment. Only authorized personnel shall use such Internet connections and only for legitimate activities. Internet use shall conform to Government of Canada and DND / CF policies.

Illegal use of the Internet includes, but is not limited to:

1. disseminating, displaying, mailing, posting, receiving or soliciting for the reception of illegal material (eg, obscene, threatening, intimidating or harassing material, hate propaganda, or child pornography). Making public to any users any such materials or direct links to such locations elsewhere on the Internet is also illegal;
2. use of the Internet to libel or slander other users, individuals or institutions;
3. extortion (obtaining by threats, force or persistent demands);
4. violation of copyrights or trade secrets, or infringement of any patent or other proprietary interest, including any activity that supports illegal distribution of software, otherwise known as pirating;
5. gaining or attempting to gain unauthorized access to any kind of network, service, information, communications, or computing facility or resource through use of the DND / cadet unit Internet connection / computer (also referred to as hacking);
6. damaging / destroying the integrity of a computer system, or the data or programs stored on a computer system;
7. misrepresentation of oneself or DND / CF;
8. attempting to disable or circumvent security mechanisms or access restrictions, or uncover security loopholes, or circumvent information / data protection schemes in order to gain unauthorized access;
9. disrupting service by using the Internet connection / computer as to interfere with or disrupt network resources, users, services or equipment;
10. propagation of computer viruses or other malicious code;
11. sending electronic chain letters or wide distribution e-mail;
12. making large numbers of article posts to inappropriate newsgroups (referred to as spamming); and
13. uploading, downloading, modifying or removing files from a remote computer for which proper authorization was not granted.

UNAUTHORIZED ACCESS TO RESTRICTED WEBSITES

Criminal Code 184. (1): Everyone who, by means of any electro-magnetic, acoustic, mechanical or other device, willfully intercepts a private communication is guilty of an indictable offence and liable to imprisonment for a term not exceeding five years.

Cadets can explore the meaning of these terms, relative to the Internet, at the Criminal Code Part VI, Invasion of Privacy: Interception of Communications on the Department of Justice website: http://laws.justice.gc.ca/en/showtdm/cs/C-46

CONSEQUENCES OF MISUSE OF COMPUTERS

Failure of a cadet to comply with DND / CF Internet acceptable use policy may result in compulsory termination of cadet membership.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. Why should there be no expectation of privacy when using DND and CF electronic networks and computers?

Q2. Who can use DND / CF Internet connections and for what purposes?

Q3. What might be the consequence of a cadet's failure to comply with DND / CF Internet acceptable use policy?

ANTICIPATED ANSWERS:

A1. DND and CF electronic networks and computers are subject to monitoring for purposes of system administration, maintenance and security, and to ensure compliance with DND, CF and Treasury Board policies.

A2. Only authorized personnel shall use such Internet connections and only for legitimate activities.

A3. Failure of a cadet to comply with DND / CF Internet acceptable use policy may result in compulsory termination of cadet membership.

Teaching Point 3 **Conduct a group discussion on acceptable use of the Internet.**

Time: 10 min Method: Group Discussion

BACKGROUND KNOWLEDGE

THE NEED FOR CAUTION AND SOUND JUDGEMENT

CF members, civilian instructors, personnel volunteering in support of the Cadet Program and cadets shall:

- be expected to exert caution and sound judgment when using the Internet;
- ensure online activities are of a professional, ethical and legal manner and shall not diminish the public image of the Cadet Program;

- not represent personal views over the Internet as being the policy of DND / CF, the Government of Canada or the Canadian Cadet Organization;
- not express themselves in an abusive, sexist or racist manner over the Internet; and
- not violate public affairs policy through their use of the Internet.

PROFESSIONALISM WHEN USING CADET-RELATED MATERIAL

Grievances and personal dissatisfactions with the Cadet Program or individuals involved with the Cadet Program shall not be posted over the Internet. Established procedures exist for the resolution of grievances at all levels.

All members of the cadet movement should consult with their chain of command before publishing cadet program-related information and imagery to the Internet on other than official cadet websites in accordance with the related regulations. The regional Public Affairs Officer should be consulted if there is any question about the content to be posted. It is incumbent upon all members of the cadet organization to consider the potential for creating risk to themselves, their families, their peers and the cadet program by publishing information to the internet.

GROUP DISCUSSION

The point 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.

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. Why are cadets expected to exert caution and sound judgment when using the Internet?

Q2. How can cadets ensure that their Internet activities are of a professional, ethical, and legal manner and do not diminish the public positive image of the program?

Q3. How might cadets inadvertently represent personal views over the Internet as being the policy of DND / CF, the Government of Canada or the Canadian Cadet Organization?

Q4. How might someone express themselves in an abusive, sexist or racist manner over the Internet?

Q5. What harm might result from posting grievances and personal dissatisfactions on the Internet?

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 3

The cadets' participation in a discussion about acceptable use of the Internet will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. What is the purpose of copyright law?

Q2. Why should there be no expectation of privacy when using DND and CF electronic networks and computers?

Q3. What must cadets ensure about their online activities?

ANTICIPATED ANSWERS:

A1. Copyright law rewards and protects creative endeavours.

A2. DND and CF electronic networks and computers are subject to monitoring for purposes of system administration, maintenance and security, and to ensure compliance with DND, CF and Treasury Board policies.

A3. Cadets must ensure that their online activities are of a professional, ethical and legal manner and that they do not diminish the public positive image of the Cadet Program.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Although computer crime has been a problem as long as there has been information stored on computers, such crime was once in the uncommon domain of specialists. Now that computers are in widespread use, computer crime affects everyone with very dangerous social and economic consequences.

INSTRUCTOR NOTES / REMARKS

This lesson may be delivered by a subject matter expert from the community, such as a police officer.

REFERENCES

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 1

EO M402.01 – PERFORM COMMUNITY SERVICE

Total Time: 270 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 briefing the guest speaker.

The choice of activity is to be left to the discretion of the Commanding Officer (CO). Cadets will participate in a community service activity with a service group.

This activity may be conducted over a day (nine periods) or in three sessions of three periods each, based on local needs.

A guest speaker should introduce this lesson. The guest speaker should be made aware of the requirements of this lesson. Ensure that any information not covered is provided to the cadets through a question and answer session following the community service activity. If a guest speaker is unavailable, the instructor should procure as much information as possible on the selected activity from the community service group.

It is recommended that the guest speaker debrief the cadets following the community service activity.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

The experiential learning approach was chosen for this lesson as it allows the cadet to acquire new knowledge through a direct experience. By reflecting on what they have seen, felt and thought they are better able to connect this learning to past situations and use this learning to plan how this knowledge can be applied in future experiences.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have performed community service.

IMPORTANCE

It is important for cadets to participate in community service activities as it contributes directly to supporting one of the aims of the cadet program—to develop attributes of good citizenship. It also allows the cadet to experience the benefits of volunteering and the positive impact it has on the community.

Teaching Point 1 **Have the cadets perform a community service activity.**

Time: 270 min Method: Experiential Learning

BACKGROUND KNOWLEDGE

Community service is defined as activities that help cadets develop attributes of good citizenship. Through active involvement in these activities, cadets will have a positive impact on local communities, contributing to community strength and vibrancy.

One way cadets perform community service is through the service groups in the community. Service groups or clubs aim to promote community welfare and goodwill.

The following is a description of the service groups that may be found in the community.

THE ROYAL CANADIAN LEGION

By the end of World War One (WW I) there were a total of 15 veterans' groups and a number of regimental associations representing former service members in Canada. Despite their common goal of helping returned servicemen in need, their efforts were fragmented and largely unsuccessful. In 1925, an appeal for unity led to the formation of the Dominion Veterans Alliance, out of which evolved The Canadian Legion of the British Empire Services League the following year.

World War Two (WW II) brought an influx of new demands. The Legion provided canteens, entertainment and reading material for those serving abroad and at home, as well as correspondence courses to help them return to civilian life. Most importantly, from the onset of war, the Legion began to prepare for the returning troops. Financial compensation, clothing allowances, pensions, medical treatment, preference in the civil service, vocational training and land settlements were all routinely arranged and provided. To this day the Legion maintains a nationwide network of professionals helping veterans, ex-service members and their families to secure the pensions and benefits to which they are entitled.

Although the Legion was founded to advance the cause of veterans, its grassroots structure led to community service. Almost every Legion branch in Canada is involved in one or more youth programs. It may be sponsoring a local hockey team, a cadet corps or a scout troop. It may be sponsoring youth leadership training or other programs that meet the needs of youth in the community. The Legion wants Canadian youth to know that the freedoms they enjoy did not come without a price. The Legion supports the CCM to promote leadership, fitness and the spirit of patriotism. It also supports the Legion Medal of Excellence to honour outstanding cadets.

Today, with more than 450 000 members, The Royal Canadian Legion is the largest veterans-based community service organization in the country, contributing millions of dollars and voluntary hours to help Canadians, particularly veterans, seniors and youth. Most Canadians associate the Legion with remembrance ceremonies and activities perpetuating the memory of those who died in the two world wars and the Korean War. Probably the most widely known activity is The Poppy and Remembrance Campaign in which Legion members, friends and cadets distribute poppy emblems for donations to raise money for veterans, ex-service members and their families.

LIONS CLUB

Since 1917, Lions have served the world's population through hard work and commitment to make a difference in the lives of people everywhere. With 1 436 487 members serving in more than 44 500 clubs in more than 180 countries and geographic areas, Lions Club International is the world's largest service club organization. Canada alone has more than 1 900 clubs and more than 49 000 members. Lions are recognized worldwide for their service to the blind and visually impaired. The club motto is "We Serve."

The following are the Lions Club International objectives:

- Create and foster a spirit of understanding among the peoples of the world.
- Promote the principles of good government and good citizenship.
- Take an active interest in the civic, cultural, social and moral welfare of the community.
- Unite the clubs in the bonds of friendship, good fellowship and mutual understanding.
- Provide a forum for the open discussion of all matters of public interest; provided, however, that club members should not debate partisan politics and sectarian religion.
- Encourage service-minded people to serve their community without personal financial reward, and to encourage efficiency and promote high ethical standards in commerce, industry, professions, public works and private endeavours.

ROTARY CLUB

Founded in 1905, by Chicago lawyer Paul Harris and three business acquaintances, Rotary International is a worldwide organization of more than 1.2 million members, in more than 29 400 clubs in 160 countries.

The objective of the Rotary Club is to encourage and foster the ideal of service as a basis of worthy enterprise and, in particular, to encourage and foster:

1. the development of acquaintances as an opportunity for service;
2. high ethical standards of business and profession, the recognition of the worthiness of all useful occupations, and the dignifying by each Rotarian of their occupation as an opportunity to serve society;
3. the application of the ideal of service by every Rotarian to their personal business and community life; and
4. the advancement of international understanding, goodwill and peace, through a world fellowship of business and professional persons united in the ideal of service.

A good example of Rotary's work is their partnership with the World Health Organization (WHO) and the United Nations (UN) to immunize all the children of the world against Poliomyelitis—the Wild Polio Virus (WPV). To date, a million volunteers mobilized by Rotary have immunized a billion children throughout the developing world. The goal of the Polio Plus campaign was to certify the eradication of WPV by the year 2005—Rotary's 100th anniversary. In 2005, Rotarians and partners celebrated the tremendous progress made towards WPV eradication.

KIWANIS CLUB

The first Kiwanis club was organized in Detroit, Michigan on January 21, 1915. A year later the Kiwanis Club of Hamilton, Ontario, was chartered, and Kiwanis International grew rapidly into a leading service club in these two founding nations. In 1962, worldwide expansion was approved, and today Kiwanis and its Service Leadership Programs boast a membership of more than 600 000 men, women, and youth in nearly 16 000 clubs in more than 70 countries and geographic areas.

Members of Kiwanis and its Service Leadership Programs volunteer more than 21 million hours and invest more than $113 million in their communities around the world. Kiwanis is taking itself from a good organization to a truly great organization that defines excellence for service and leadership and builds leaders through service opportunities.

Kiwanis continues its service emphasis of "Young Children: Priority One," which focuses on the special needs of children from prenatal development to age five. In a typical year, "Young Children: Priority One" service projects involve more than US $14 million and 1 million volunteer hours.

In 1994, Kiwanis launched its first Worldwide Service Project, a $75 million campaign in partnership with UNICEF to eliminate iodine deficiency disorder (IDD) by the year 2000. IDD is rare in areas where iodized salt is used, but in other parts of the world, IDD is the leading cause of preventable mental and physical retardation. As many as 1.5 billion people are at risk, especially young children. In 2000, $62 million was raised, and the goal of $75 million was surpassed in 2001.

THE UNITED WAY

The United Way is a non-profit organization that works in partnership with community agencies and organizations. By bringing groups together to share experience and expertise, the United Way is working with others to improve community life. Each year the United Way collects millions of dollars needed for essential health and social services and programs. The money is carefully distributed to meet the greatest need in the community and a rigorous review process ensures that the money is spent effectively.

BOYS AND GIRLS CLUB

The Boys and Girls Club enhances the quality of life for children and youth by providing a safe and welcoming environment. It offers supervised activities, support and counselling for young people aged 6 to 18 years. They also provide a social service for “at risk youth” and youth with special needs.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets assist a service group in the performance of community service.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Brief the cadets on safety guidelines or any other guidelines pertaining to the activity.
2. Have the guest speaker from the service group being assisted explain the following:
   a. the objectives and importance of the activity,
   b. resources required,
   c. the set-up of the activity, and
   d. safety guidelines while performing the activity.
3. Have the cadets participate in the activity and where possible, perform the duties of a team leader.
4. Have the guest speaker debrief the cadets.
5. If the cadets are assigned as team leaders, they will be debriefed on their performance as part of PO 403 (Act as a Team Leader).

Observation of the activity is important so additional questions can be developed for the reflection stage. Make observations of the cadets, to include:

a. how the cadets reacted to the activity; and

b. what area they appeared to enjoy most / least.

SAFETY

Identify boundaries in place.

REFLECTION

Time: 30 min

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. How did you feel about the activity?

Q2. What did you feel you accomplished?

Q3. What benefit did the community receive from your participation?

Q4. In what other ways can you be a more active citizen based on this experience?

Q5. When performing a leadership assignment during the day, how did you motivate the team to complete the activity?

Q6. When performing a leadership assignment during the day, did you have to solve any problems? What did you do?

Q7. If given the chance to lead cadets while performing community service again, would you do anything differently?

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

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

TEACHING POINTS

TP1. Provide a direct benefit to the community (eg, support of a non-profit group's fundraising event, community cleanup, and trail maintenance project).

TP2. Promote citizenship attributes.

CONCLUSION

REVIEW

Upon completion of the group discussion the instructor will conclude by summarizing the discussion to ensure that all teaching points have been covered. Take this opportunity to explain how the cadet will apply this knowledge and / or skill in the future.

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The Canadian Cadet Movement (CCM) strives to develop in youth the attributes of good citizenship. Actively participating in the community provides opportunities to assist members of the community and demonstrate those attributes. Seek out additional ways to assist in the community when possible.

INSTRUCTOR NOTES / REMARKS

A sample listing of community-based / oriented groups includes:

1. The Trans Canada Trail,
2. Local environmental groups,
3. The Children's Wish Foundation of Canada,

4. Hospital committees,
5. Alzheimer Society of Canada,
6. Canadian Cancer Society,
7. Arthritis Society of Canada,
8. Big Brothers Big Sisters of Canada,
9. The Royal Canadian Legion,
10. The Rotary Club,
11. The Kinsmen Club,
12. The Kiwanis Club,
13. Lions Club International,
14. Local food bank,
15. Canadian Red Cross,
16. United Way of Canada, and
17. The United Nations Educational, Scientific and Cultural Organization (UNESCO).

Additional information should be obtained from the chosen group to assist the instructor in the development of the initial briefing, and to provide information, as required, for specific activities.

This activity may be conducted over a day (nine periods), or in three sessions of three periods each, based on local needs.

The community service activity selected shall not have any partisan political association, or be seen to promote or support any single religious denomination or belief system.

The community service activity selected shall not directly benefit the cadet corps or the cadet corps' sponsor.

When developing the corps training plan, training staff are to review the similar instructional periods found in all levels of the training program, and are encouraged to pool resources between phase levels when possible.

This activity provides opportunities for cadets to complete a leadership assignment as outlined in PO 403 (Act as a Team Leader).

REFERENCES

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 1

EO M403.01 – DESCRIBE NEEDS AND EXPECTATIONS OF TEAM MEMBERS

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 the Needs and Expectations of Team Members handout located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest among cadets about expectations that a team member has of a team leader.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about how a team leader should strive to meet team members needs and expectations.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to describe the needs and expectations of team members.

IMPORTANCE

It is important for cadets to describe the needs and expectations of team members to assist in the development of their leadership skills. This information aids the cadets in meeting the aim of developing in youth the attributes

of good leadership stated in CATO 11-03, *Cadet Program Mandate*. To become an effective team leader, the cadet must be aware of needs and expectations, and strive to satisfy those needs and expectations.

Teaching Point 1 **Describe the needs of team members.**

Time: 5 min Method: Interactive Lecture

THE NEEDS OF TEAM MEMBERS

To be an effective leader, a team leader must be aware that every team member has needs to be satisfied.

Acceptance of and by Other Team Members

Each team member needs to accept the other members of the team. There may be differences in age, gender, race and opinion but each team member should appreciate all other members. In turn, each team member needs to feel accepted by other team members. Once team members feel acknowledged and understood by others on the team, team members may strive to make teamwork possible. Once the team forms into a cohesive group, the accomplishment of a task becomes easier.

Acceptance and Understanding of Leaders

Team members need to know that the team leader will welcome them into the team. It is important for a team leader to encourage a sense of belonging in each team member. Team members also need the team leader to show compassion and sensitivity to their opinions and feelings.

Approval of Leaders

Team members need to know that the team leader appreciates them and their contribution. It is important for team leaders to show respect and praise team members.

Opportunities to Try Different Tasks and Roles

Team members need opportunities to attempt different tasks and roles to practice applying skills and knowledge.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What are the needs of team members?

Q2. Once team members feel acknowledged and understood by others on the team, what may happen?

Q3. How do team leaders show approval of team members?

ANTICIPATED ANSWERS:

A1. The needs of team members are:

- acceptance of and by other team members;
- acceptance and understanding of leaders;
- approval of leaders; and
- opportunities to try different tasks and roles.

A2. Once team members feel acknowledged and understood by others on the team, team members strive to make teamwork possible.

A3. Team leaders show approval of team members by giving team members respect and praise.

Teaching Point 2 **Conduct an activity where cadets describe the expectations that a team member has of a team leader.**

Time: 10 min Method: In-Class Activity

BACKGROUND KNOWLEDGE

The purpose of the in-class activity is to draw the following information from the three groups.

THE EXPECTATIONS THAT A TEAM MEMBER HAS OF A TEAM LEADER

Every team member has expectations of the team leader. Team members hope that the team leader will fulfill their expectations. Team member expectations include:

Good Leadership

Team members expect good leadership from team leaders. Team leaders need to display good leadership, to include:

- **Leading by example.** Team members expect that what they are asked to do can also be done by the team leader. They expect the team leader will model the correct behaviour.
- **Putting the needs of the team members first.** The team leader is expected to put the team's needs ahead of their own. Team members need to know that the team leader will accept, approve and understand them. Team members also expect that the team leader will give them opportunities to try different tasks and roles.
- **Being sensitive to cultural and gender differences.** Each team member is unique and the team leader must have an awareness of the differences between each of them. Having an understanding of cultural and gender differences between members of the team will allow the team members to feel included and appreciated.

Effective Communication

Team members expect that the team leader will provide them with effective communication. Team leaders need to display effective communication to team members, to include:

- **Giving information on what is expected of them.** Team members need to know what is expected of them. Team members require basic information about what they are to accomplish.
- **Explaining changes in situations.** Team members like to know when changes in situations occur. Keeping team members informed of changes and providing new directions may ensure that goals and tasks are accomplished.
- **Asking for assistance with tasks.** Team members are more cooperative when they are asked for assistance by the team leader rather than being ordered to do something. By asking for the team's assistance, team members may feel needed by their team leader.
- **Providing concrete examples during explanations.** Team members may understand concepts and ideas more easily if the team leader uses examples from life and if the team leader can connect the concept or idea to what the team member already knows.

Effective Supervision

Team members expect that the team leader will provide them with effective supervision. Team leaders need to effectively supervise team members, to include:

- **Operating in a safe environment.** Team members expect to be operating in a safe environment. Every team leader must be concerned with the team's safety and well-being at all times.
- **Freedom from over-supervision.** Team members should feel like their team leader has confidence in them to accomplish tasks. Very few team members appreciate it when the team leader is always looking over their shoulder.
- **Recognition of good performance.** Team members like to be praised when things go well. Praise may be verbal or may take the form of certificates and awards.

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets describe the expectations that a team member has of a team leader.

RESOURCES

- Three flip charts, and
- Three markers.

ACTIVITY LAYOUT

Set a flip chart in three corners of the room.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into three groups.
2. Assign each group to a flip chart.
3. Have each group write one of the headings on the flip chart: Good Leadership, Effective Communication, and Effective Supervision.
4. Have the cadets brainstorm short descriptions for the heading on the flip chart paper for three minutes and write their ideas on the flip chart paper.
5. Have one cadet from each group present their ideas to the rest of the cadets.

Any of the background information that was missed during the presentation by cadets must be stated before moving to the next TP.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3 **Conduct a group discussion on how a team leader should strive to meet the needs and expectations of team members.**

Time: 10 min Method: Group Discussion

If the class of Phase Four cadets is large, divide them into groups.

This teaching point has been designed to provide the cadets an opportunity to reflect on and share their opinions and feelings about how a team leader should strive to meet team member's needs and expectations.

BACKGROUND KNOWLEDGE

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

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. Give examples of when you have seen a team leader satisfy the needs of their team members.

Q2. List ways a team leader might satisfy the needs of their team members.

Q3. Give examples of when you have seen a team leader meet the expectations of team members.

Q4. List ways a team leader might meet the expectations of their team.

Q5. Give examples of when you have seen a team leader not satisfy the needs or not meet the expectations of their team.

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 3

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

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. What are the needs of team members?

Q2. What are the three expectations that team members have of the team leader?

Q3. List ways a team leader might satisfy the needs or meet the expectations of their team members.

ANTICIPATED ANSWERS:

A1. The needs of team members are:

- acceptance of and by other team members;
- acceptance and understanding of leaders;
- approval of leaders; and
- opportunities to try different tasks and roles.

A2. The three expectations that team members have of the team leader are:

- good leadership,
- effective communication, and
- effective supervision.

A3. Answers will vary.

Distribute the Needs and Expectations of Team Members handout located at Attachment A to each cadet.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 403 PC.

CLOSING STATEMENT

To be an effective leader, team leaders must satisfy the needs and meet the expectations of team members. Having an awareness of those needs and expectations will assist the team leader in doing so.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-047 A-PA-005-000/AP-004 Canadian Defence Academy–Canadian Forces Leadership Institute. (2005). *Leadership in the CF conceptual foundations*. Ottawa, ON: Department of National Defence.

A0-048 A-PA-005-000/AP-003 Canadian Defence Academy–Canadian Forces Leadership Institute. (2005). *Leadership in the CF doctrine foundations*. Ottawa, ON: Department of National Defence.

A0-131 A-CR-CCP-910/PT-001 Director Cadets 6. (1989). *Training school leadership*. Ottawa, ON: Department of National Defence.

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

NEEDS AND EXPECTATIONS OF TEAM MEMBERS

THE NEEDS OF TEAM MEMBERS

To be an effective leader, a team leader must be aware that every team member has needs to be satisfied.

Acceptance of and by Other Team Members

Each team member needs to accept the other members of the team. There may be differences in age, gender, race and opinion but each team member should appreciate all other members. In turn, each team member needs to feel accepted by other team members. Once team members feel acknowledged and understood by others on the team, team members may strive to make teamwork possible. Once the team forms into a cohesive group, the accomplishment of a task becomes easier.

Acceptance and Understanding of Leaders

Team members need to know that the team leader will welcome them into the team. It is important for a team leader to encourage a sense of belonging in each team member. Team members also need the team leader to show compassion and sensitivity to their opinions and feelings.

Approval of Leaders

Team members need to know that the team leader appreciates them and their contribution. It is important for team leaders to show respect and praise team members.

Opportunities to Try Different Tasks and Roles

Team members need opportunities to attempt different tasks and roles to practice applying skills and knowledge.

THE EXPECTATIONS THAT A TEAM MEMBER HAS OF A TEAM LEADER

Every team member has expectations of the team leader. Team members hope that the team leader will fulfill their expectations. Team member expectations include:

Good Leadership

Team members expect good leadership from team leaders. Team leaders need to display good leadership, to include:

- **Leading by example.** Team members expect that what they are asked to do can also be done by the team leader. They expect the team leader will model the correct behaviour.
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- **Explaining changes in situations.** Team members like to know when changes in situations occur. Keeping team members informed of changes and providing new directions may ensure that goals and tasks are accomplished.
- **Asking for assistance with tasks.** Team members are more cooperative when they are asked for assistance by the team leader rather than being ordered to do something. By asking for the team's assistance, team members may feel needed by their team leader.
- **Providing concrete examples during explanations.** Team members may understand concepts and ideas more easily if the team leader uses examples from life and if the team leader can connect the concept or idea to what the team member already knows.

Effective Supervision

Team members expect that the team leader will provide them with effective supervision. Team leaders need to effectively supervise team members, to include:

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- **Freedom from over-supervision.** Team members should feel like their team leader has confidence in them to accomplish tasks. Very few team members appreciate it when the team leader is always looking over their shoulder.
- **Recognition of good performance.** Team members like to be praised when things go well. Praise may be verbal or may take the form of certificates and awards.

COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 2

EO M403.02 – SELECT A LEADERSHIP APPROACH

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 the handouts located at Attachments A, B and D for each cadet.

Photocopy the scenarios located at Attachment C. Cut out a scenario for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1, 2 and 3 to review, clarify, emphasize and summarize transactional and transformational leadership, the outcomes of a team leader's focus and leadership approaches.

An in-class activity was chosen for TP 4 as it is an interactive way to provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have selected a leadership approach.

IMPORTANCE

It is important for cadets to select a leadership approach in order to help them become effective team leaders during a leadership appointment. For every leadership opportunity, an effective leader will use a leadership approach that enables the team members to accomplish the goal.

Teaching Point 1 **Describe transactional and transformational leadership.**

Time: 5 min Method: Interactive Lecture

TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

Transactional leadership. Leaders exchange promises of rewards and benefits to team members so the team members will fulfill agreements with the leaders. This type of leadership is task-oriented. The leader sets the rules and procedures to complete a task and the team members comply with the rules and follow the procedures to accomplish the task.

Transactional Leadership:

- Values problem and solution identification.
- Makes decisions – even if everyone has not been heard – in order to move forward.
- Uses standards and principles as guides in decision making.
- Develops the self to be a better decision maker for the group.
- Gets things done.
- Recognizes the importance of the product.
- Takes charge (personal power).

Transformational leadership. Focuses on the process of being a leader by helping team members transform themselves from followers into leaders. Transformational leadership involves assisting team members to transcend their own self-interest for the good of the group, organization or society; to consider their long-term needs to develop themselves, rather than their immediate needs; and generally, to become more aware of what is really important.

Transformational Leadership:

- Values the participation and contribution of others.
- Takes all viewpoints and advice into account before making a decision.
- Considers individuals within their contexts and situations.
- Uses individuals to test decisions.
- Develops the self first to be a better contributor to the group.
- Learns from experiences to generalize to ‘real life’.
- Recognizes the importance of the process.
- Shares leadership (group power).

Leadership within the cadet program has been designed to create transformational leadership. Transformational leadership enables the Cadet Program to meet its first aim—to develop in youth the attributes of good citizenship and leadership.

Transactional leadership focuses on the skills and tasks associated with leadership, such as public speaking, writing, delegating authority, leading meetings and making decisions. It is what people who are leaders do.

Transformational leadership focuses on the process of leadership and what it means to be a leader. It is concerned with how individuals use their abilities to influence people. Think of the main difference between transactional and transformational leadership as doing leadership tasks versus being a leader.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. Describe transactional leadership.

Q2. On what does transformational leadership focus?

Q3. Leadership within the cadet program has been designed to create which kind of leadership?

ANTICIPATED ANSWERS:

A1. Transactional leadership is when leaders exchange promises of rewards and benefits to team members so the team members will fulfill agreements with the leaders.

A2. Transformational leadership focuses on the process of being a leader by helping team members transform themselves from followers into leader.

A3. Leadership within the cadet program has been designed to create transformational leadership.

Teaching Point 2 **Describe the outcomes that occur as a result of the team leader focussing on team members and the goal.**

Time: 10 min Method: Interactive Lecture

Distribute Attachment A to each cadet.

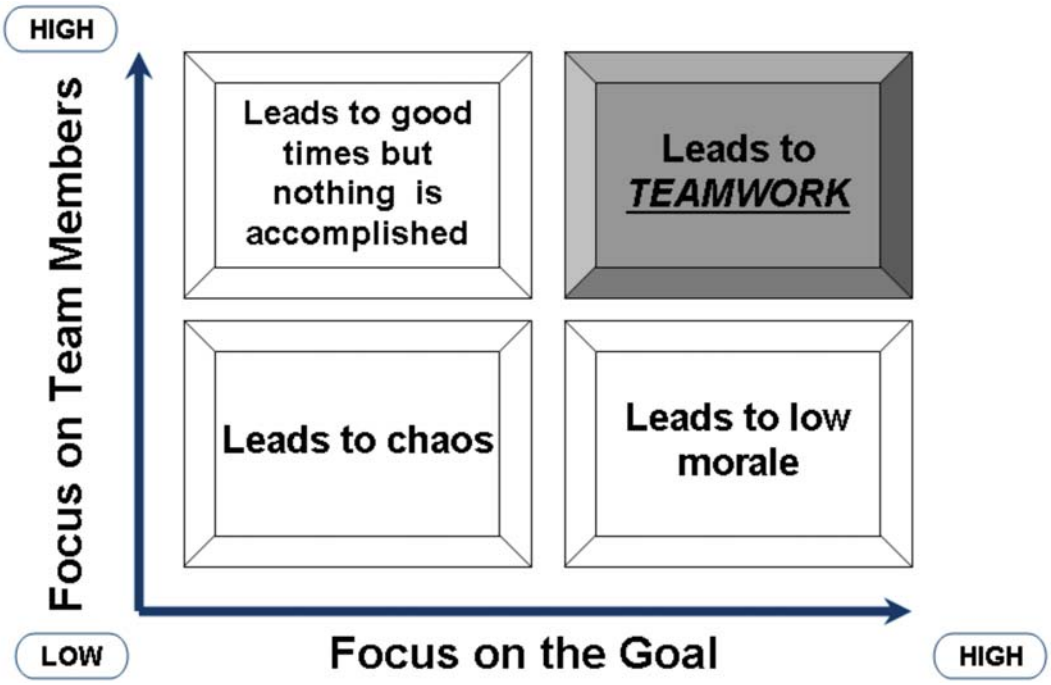

Figure 1 Outcomes as a Result of the Team Leader's Focus

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

There are two main things on which to focus while leading a team: the team members and the goal.

If a team leader is not focused on the goal and is not focused on their team members, the outcome is usually chaos.

Ask cadets why they think chaos would occur. Ask cadets to provide one or two examples, from a leadership perspective, when they have seen such chaos occur. The examples do not necessarily need to involve the Cadet Program (CP).

If a team leader is not concerned with the goal but is highly concerned about how their team members feel, the outcome may lead to good times but nothing gets accomplished.

Ask cadets why they think the result of good times but nothing gets accomplished may occur. Ask cadets to provide one or two examples, from a leadership perspective, when they have seen good times occur but nothing gets accomplished. The examples do not necessarily need to involve the CP.

If a team leader is highly concerned with the goal but not concerned about how their team member's feel, the outcome may lead to low morale.

Ask cadets why they think low morale would occur. Ask cadets to provide one or two examples, from a leadership perspective, of when they have seen low morale occur. The examples do not necessarily need to involve the CP.

If a team leader is highly concerned with the goal and highly concerned about how their team members feel, the outcome is usually teamwork.

Ask cadets why they think teamwork would occur. Ask cadets to provide one or two examples, from a leadership perspective, when they have seen teamwork occur. The examples do not necessarily need to involve the CP.

Every leadership opportunity within the cadet program has been designed to create teamwork.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What are the two main things on which a team leader needs to focus while leading a team?

Q2. If a team leader is not focused on the goal and is not focused on their team members, what is usually the outcome?

Q3. What has every leadership opportunity within the CP has been designed to create?

ANTICIPATED ANSWERS:

A1. The team leader needs to focus on the team members and on the goal.

A2. If a team leader is not focused on the goal and is not focused on their team members, the outcome is usually chaos.

A3. Every leadership opportunity within the CP has been designed to create teamwork.

Teaching Point 3 **Describe leadership approaches.**

Time: 10 min Method: Interactive Lecture

LEADERSHIP APPROACHES

There are three main leadership approaches in the CP. They are:

- control,
- coach and
- empower.

Each leadership approach is based on balancing the concern for the relationship with team members for the concern for accomplishing the task.

Distribute Attachment B to each cadet.

Key Aspects of the Control Approach

Key aspects of the control approach are:

- The team leader defines the roles and tasks for the team members. The team leader gives the team members clear direction and supervises them closely.
- The team leader provides detailed explanations on what needs to be done and gives team members the information they need to know on how to do the task.
- Communication is mainly one-way.

Key Aspects of the Coach Approach

Key aspects of the coach approach are:

- The roles and tasks are still defined by the team leader but ideas and suggestions are solicited from team members.
- The team leader provides information and opinions but supports the team to develop possible solutions to problems while the final decision remains with the team leader.
- The team leader encourages team members to assume responsibility.
- Communication is mainly two-way.

Key Aspects of the Empower Approach

Key aspects of the empower approach are:

- The team leader empowers team members to make decisions and take action in areas where the team members have experience and expertise.
- Team members can operate independently and have a strong sense of responsibility but know when to seek assistance from the team leader.
- Communication is mainly two-way.

Selecting the Approach

Each of the three leadership approaches may be equally effective. The approach selected must be based on the leadership assignment and / or appointment and the leadership team.

The factors to be considered when looking at the leadership assignment / appointment are:

- the level of simplicity of the task; and
- the level of safety of cadets.

The factors to be considered when looking at the leadership team are:

- the level of capability / competence of cadets; and
- the level of motivation of cadets.

SELECTING A LEADERSHIP APPROACH
Leadership assignment / appointment

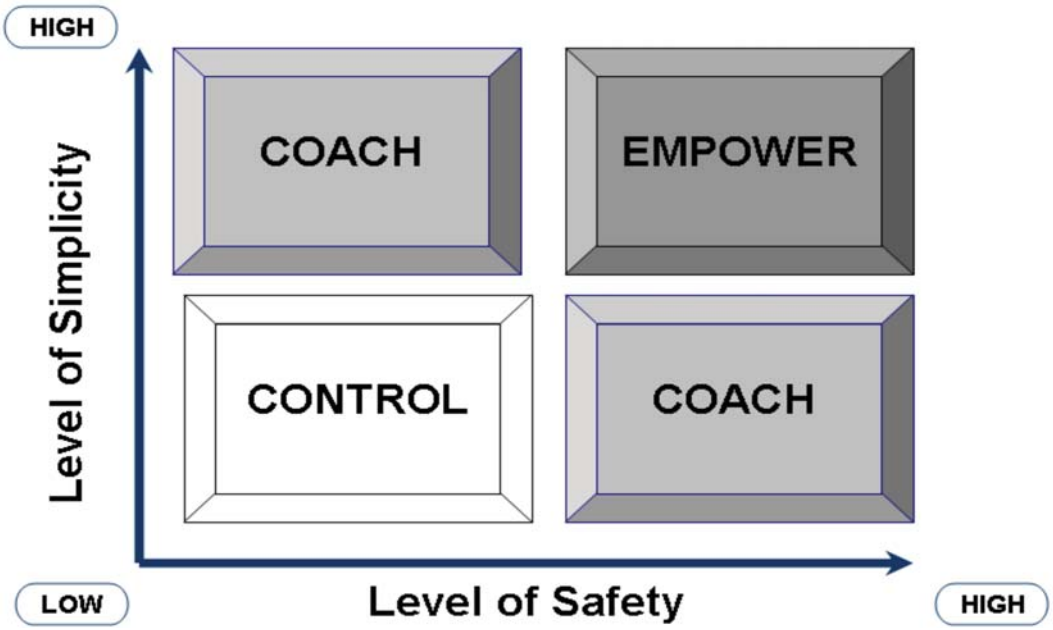

Figure 2 Selecting a Leadership Approach

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

If the task is complicated and the cadets are doing something with some risk, the team leader should choose the control approach. This allows for better supervision of team members.

If the task is simple but the cadets are doing something with some risk, the team leader should choose the coaching approach. This allows the team members an opportunity to develop their leadership skills and knowledge because the team leader provides extra feedback.

If the task is complicated but the cadets are doing something without risk, the team leader should choose the coaching approach. This allows the team members an opportunity to develop their leadership skills and knowledge because the team leader provides extra feedback.

If the task is simple and the cadets are doing something without risk, the team leader should choose the empower approach. This allows the team members develop their leadership skills and their sense of responsibility.

Have cadets give examples of when they have seen each approach used based on the simplicity of the task and the level of safety.

SELECTING A LEADERSHIP APPROACH
Leadership team

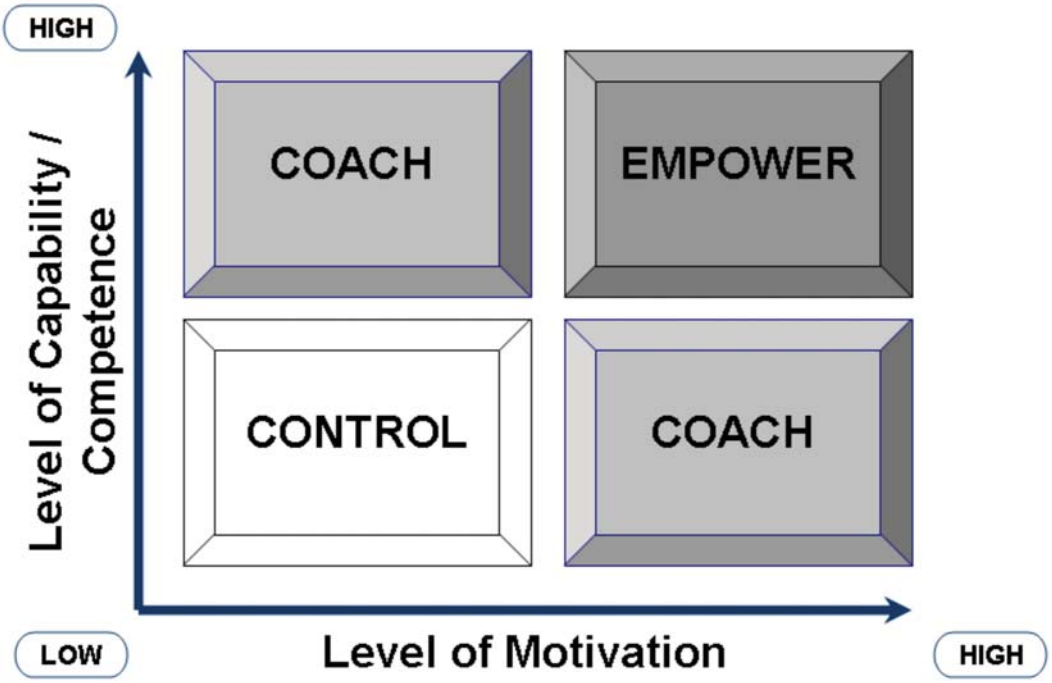

Figure 3 Selecting a Leadership Approach

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

If the task is new or the task is difficult and the cadets are uninspired or apathetic, the team leader should choose the control approach. This allows for better supervision of cadets.

If the team has experience with the task but the cadets are uninspired or apathetic, the team leader should choose the coaching approach. This allows the team members an opportunity to develop their leadership skills and knowledge because the team leader provides extra feedback.

If the task is new or the task is difficult, but the cadets are inspired and enthusiastic, the team leader should choose the coaching approach. This allows the team members an opportunity to develop their leadership skills and knowledge because the team leader provides extra feedback.

If the team has experience with the task, and the cadets are inspired and enthusiastic, the team leader should choose the empower approach. This allows the team members to develop their leadership skills and their sense of responsibility by giving opportunities to operate independently.

Have cadets give examples of when they have seen each approach used based on the capability / competence of the team and the level of motivation.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1. Name the three leadership approaches used in the CP.

Q2. Which leadership approach is based on one-way communication?

Q3. What are the four topics that must be considered when selecting a leadership approach?

ANTICIPATED ANSWERS:

A1. The three leadership approaches used in the CP are:

- control,
- coach, and
- empower.

A2. The leadership approached based on one-way communication is control.

A3. The four factors that must be considered when selecting a leadership approach are:

- the level of simplicity of the task;
- the level of safety of cadets;
- the level of capability / competence of cadets; and
- the level of motivation level of cadets.

Teaching Point 4 **Conduct an activity where cadets will explain what leadership approach they would select and why for a given scenario.**

Time: 20 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets explain what leadership approach would be selected and why for a given scenario.

RESOURCES

Scenarios.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute a scenario located at Attachment C to each cadet.
2. Allow the cadet two minutes to read and think about the scenario.

3. Have the cadet select what leadership approach they would use to complete the scenario.

4. Have one cadet read their scenario out loud and explain which leadership approach they would choose and why. The explanation of the selection must be based on the information provided during TP3.

5. Allow the other cadets to comment on the choice and reasons.

6. Repeat Steps 4 and 5 until each cadet has had a turn.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

Distribute the handout located at Attachment D to each cadet.

The cadets' participation in the in-class activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 403 PC.

CLOSING STATEMENT

In every leadership opportunity, the effective team leader will use a leadership approach that enables the team leader to have a positive relationship with their team members and to accomplish tasks. Selecting and implementing leadership approaches is a life-long transformational leadership skill.

INSTRUCTOR NOTES / REMARKS

Cadets will select leadership approaches during leadership assignments and leadership appointments throughout the training year.

REFERENCES

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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

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

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OUTCOMES AS A RESULT OF THE TEAM LEADER'S FOCUS

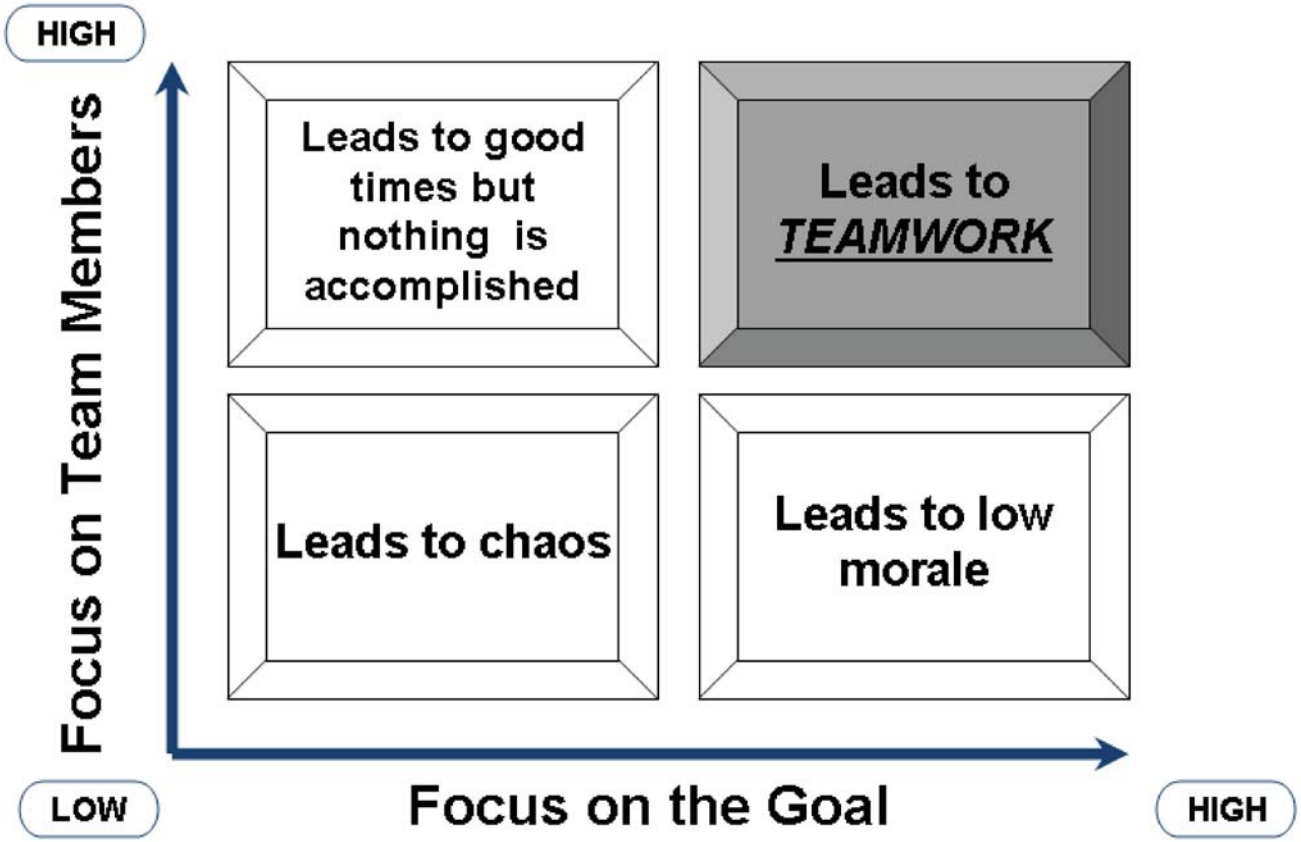

Figure A-1 Outcome as a Result of the Team Leader's Focus

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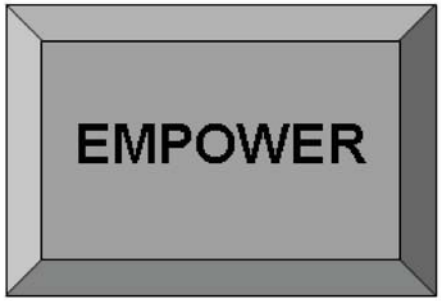
KEY ASPECTS OF LEADERSHIP APPROACHES

Key aspects of this approach:

- The leader defines the roles and tasks for the team members, gives them clear direction and supervises them closely.
- The leader provides detailed explanations on what needs to be done and gives the team members the information they need on how to do the task.
- Communication is mainly one-way.

Key aspects of this approach:

- The roles and tasks are still defined by the leader but ideas and suggestions are solicited from team members.
- The leader provides information and opinions but supports the team to develop possible solutions to problems while the final decision remains with the leader.
- The leader encourages members of the team to assume responsibility
- Communication is mainly two-way.



Key aspects of this approach:

- The leader empowers members of the team to make decisions and take action in areas where they have experience and expertise.
- Members of the team can operate independently and have a strong sense of responsibility but know when to seek assistance from the leader.
- Communication is mainly two-way.

Figure B-1 Key Aspects of Leadership Approaches

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence

SELECTING A LEADERSHIP APPROACH
Leadership assignment / appointment

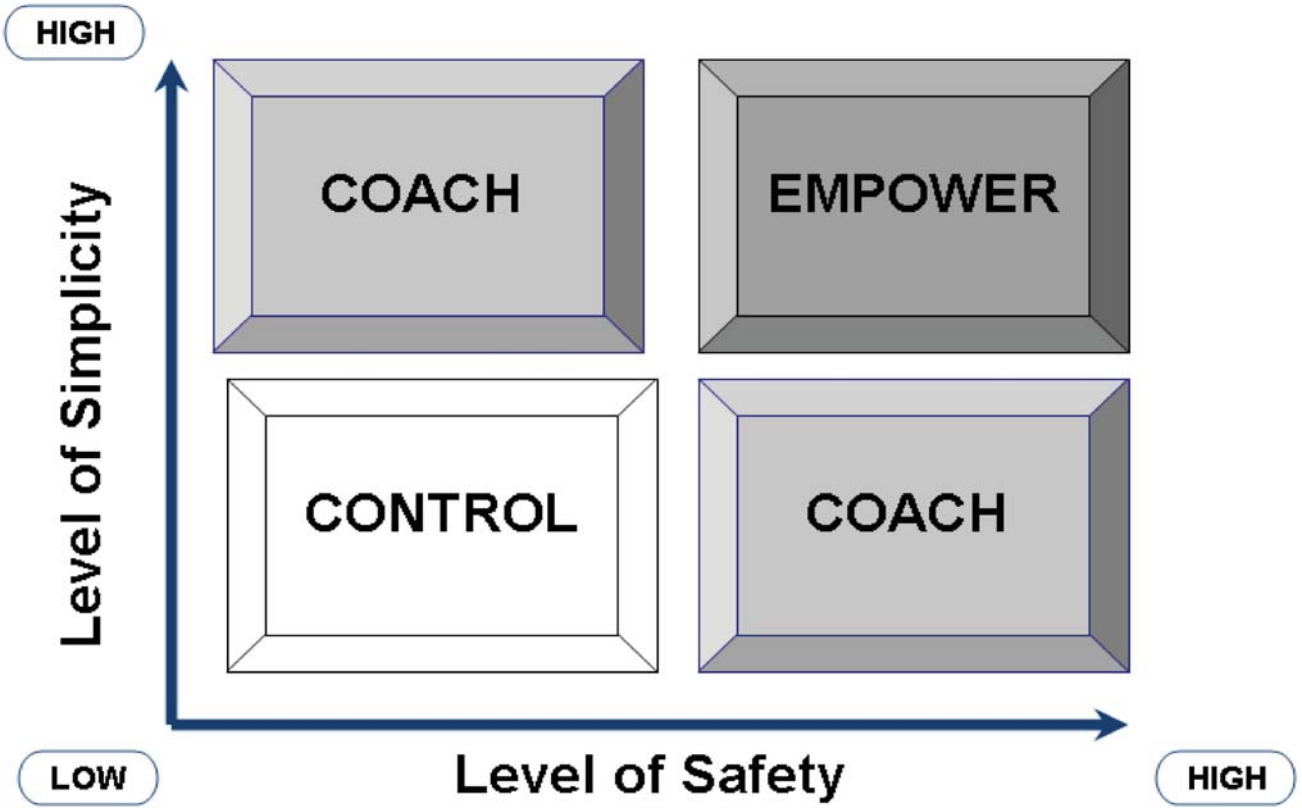


Figure B-2 Selecting a Leadership Approach

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence

SELECTING A LEADERSHIP APPROACH
Leadership team

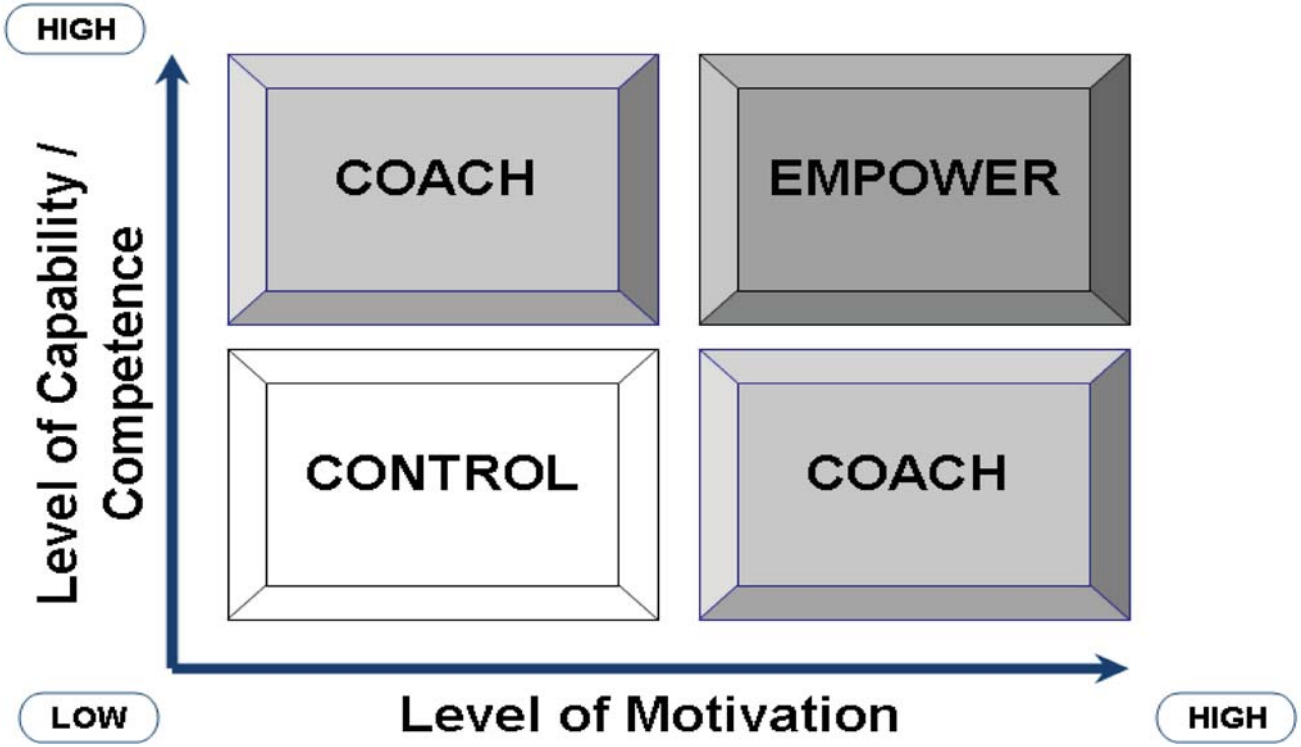


Figure B-3 Selecting a Leadership Approach

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SCENARIOS

SCENARIO #1

You and your team have been tasked with providing the first year cadets with one hour of team-building games. This activity will take place next parade night.

SCENARIO #2

You and your team have been tasked with setting up two classrooms. The class will begin in 10 minutes.

SCENARIO #3

You and your team have been tasked with operating the canteen at breaks. The canteen has not been stocked and must be ready to go in two weeks.

SCENARIO #4

You and your team have been tasked with putting away all the flags, poles and a dais from the Commanding Officer's parade. The parade will be over in two hours.

SCENARIO #5

You and your team have been tasked with taking attendance of all 13-year-old cadets before everyone departs the building. The parade night ends in 30 minutes.

SCENARIO #6

You and your team have been tasked with ensuring all lights have been turned off and all inner doors are locked at the end of every parade night.

SCENARIO #7

You and your team have been tasked with providing first year cadets with tutoring in how to wear their uniforms throughout the training year.

SCENARIO #8

You and your team have been tasked with conducting one sports activity to be held during the next parade night.

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TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

Transactional leadership. Leaders exchange promises of rewards and benefits to team members so the team members will fulfill agreements with the leaders. This type of leadership is task-oriented. The leader sets the rules and procedures to complete a task and the team members comply with the rules and follow the procedures to accomplish the task.

Transactional Leadership:

- Values problem and solution identification.
- Makes decisions – even if everyone has not been heard – in order to move forward.
- Uses standards and principles as guides in decision making.
- Develops the self to be a better decision maker for the group.
- Gets things done.
- Recognizes the importance of the product.
- Takes charge (personal power).

Transformational leadership. Focuses on the process of being a leader by helping team members transform themselves from followers into leaders. Transformational leadership involves assisting team members to transcend their own self-interest for the good of the group, organization or society; to consider their long-term needs to develop themselves, rather than their immediate needs; and generally, to become more aware of what is really important.

Transformational Leadership:

- Values the participation and contribution of others.
- Takes all viewpoints and advice into account before making a decision.
- Considers individuals within their contexts and situations.
- Uses individuals to test decisions.
- Develops the self first to be a better contributor to the group.
- Learns from experiences to generalize to ‘real life’.
- Recognizes the importance of the process.
- Shares leadership (group power).

Leadership within the cadet program has been designed to create transformational leadership. Transformational leadership enables the Cadet Program to meet its first aim—to develop in youth the attributes of good citizenship and leadership.

Transactional leadership focuses on the skills and tasks associated with leadership, such as public speaking, writing, delegating authority, leading meetings and making decisions. It is what people who are leaders do. Transformational leadership focuses on the process of leadership and what it means to be a leader. It is

concerned with how individuals use their abilities to influence people. Think of the main difference between transactional and transformational leadership as doing leadership tasks versus being a leader.

COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 3

EO M403.03 – MOTIVATE TEAM MEMBERS

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 the handouts located at Attachments A, B and C for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest among cadets about advantages and disadvantages of extrinsic and intrinsic motivators.

An interactive lecture was chosen for TP 2 to orient the cadets to encourage intrinsic motivation.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about when and how to motivate team members.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall motivate team members.

IMPORTANCE

It is important for cadets to motivate team members because motivation is the key ingredient for success in the cadet organization. One of the duties of a team leader is to motivate team members to succeed to accomplish goals. Motivating team members also may encourage team members to develop new knowledge and skills. In addition, recognizing team members for the effort they put toward a task makes them feel appreciated.

Teaching Point 1 **Conduct an in-class activity where the cadets will explain advantages and disadvantages of extrinsic and intrinsic motivators to each other.**

Time: 20 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets explain the advantages and disadvantages of extrinsic and intrinsic motivators to each other.

RESOURCES

- Two flip charts,
- Two markers,
- Extrinsic Motivators handout located at Attachment A, and
- Intrinsic Motivators handout located at Attachment B.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the class into two groups.
2. Distribute the handout located at Attachment A to group A.
3. Distribute the handout located at Attachment B to group B.
4. Have each group read and complete their handout for two minutes.
5. Have group A list the examples of extrinsic motivators from their handout on the flip chart paper.
6. Have group B list the examples of intrinsic motivators from their handout on the flip chart paper.
7. After 10 minutes, have each cadet from group A find a cadet from group B with whom they will share the information.
8. Have each cadet from group A explain what extrinsic motivators are, its advantages and disadvantages, and give examples to the cadet from group B. The cadet from group B must paraphrase the cadet from group A's answers.
9. Have each cadet from group B explain what intrinsic motivators are, its advantages and disadvantages, and give examples to the cadet from group A. The cadet from group B must paraphrase the cadet from group A's answers.
10. Distribute the handout located at Attachment B to the cadets from group A. Distribute the handout located at Attachment B to the cadets from group A.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2 **Explain why team leaders should encourage intrinsic motivation.**

Time: 5 min Method: Interactive Lecture

WHY TEAM LEADERS SHOULD ENCOURAGE INTRINSIC MOTIVATION

Display the following statement on a presentation aid (eg, whiteboard / flip chart / OHP / multimedia projector), "Leaders do things right and they do the right things."

Have the cadets reflect upon the saying while thinking about whether extrinsic or intrinsic motivation should be used by their team members.

As a team leader, cadets should lead by example and be intrinsically motivated to accomplish goals and tasks. Although this may be difficult, team leaders need to accomplish their goals and believe the goals are worth accomplishing.

When a team leader leads by example, the team members may also realize that accomplishing goals and tasks are a good and right thing to do.

When a team leader displays intrinsic motivation, team members may realize that intrinsic motivation is an attribute to be imitated. Any positive attribute that a team member imitates may assist the team member in becoming a better leader in the future.

As an example, a team leader will wear their uniform correctly because it is the right thing to do. A team leader takes pride in their uniform and does not need to be given an external reward to do this. Team members see this behaviour and want to be like their team leader and may not continue to need external rewards. Team members begin to imitate the team leader and become intrinsically motivated.

Have the cadets give other examples of how team leaders have encouraged intrinsic motivation in their team members.

It is important to remember that extrinsic motivation will boost morale for a only short period of time.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. While using intrinsic motivation, why do team leaders need to accomplish goals and tasks?

Q2. What happens when a team leader displays intrinsic motivation?

Q3. Give an example of a team leader encouraging intrinsic motivation in team members.

ANTICIPATED ANSWERS:

A1. While using intrinsic motivation, team leaders need to accomplish goals and tasks because they believe the goals and tasks are worth accomplishing.

A2. When a team leader displays intrinsic motivation, team members realize that intrinsic motivation is an attribute to be imitated.

A3. Answers will vary.

Teaching Point 3 **Conduct a group discussion about when and how team leaders motivate team members.**

Time: 25 min Method: Guided 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.

WHEN TEAM LEADERS MOTIVATE TEAM MEMBERS

The team leader must motivate team members. The skill of knowing when your team members need to be motivated will develop over time. As a team leader during Phase Four, it is important to motivate team leaders at every opportunity.

HOW TEAM LEADERS MOTIVATE TEAM MEMBERS

One of the most common methods used to motivate team members is to use praise. Verbal praise is a very effective way to motivate team members.

Verbal praise may be used as positive feedback before, during and at the end of tasks. If possible, team leaders should praise team members in front of others as it makes team members feel valued.

Praising Effort and Perseverance During a Task

It is very important for team leaders to praise team members for their effort and perseverance during a task. Encouraging and caring about team members is an important aspect of being a leader.

Praising the use of Different Strategies During a Task

Team leaders should praise team members when they use different strategies to during a task. Creative thinking is an important tool for leaders.

Praising Improvement During a Task

When team members have completed a task before and they complete the task again more effectively or efficiently, praise should be given. Leaders and team members should always try to improve their performance.

Encouraging the Development of Knowledge and Skills

Team leaders should encourage team members when they learn something new. Everything new that a team member learns may be used at some point to assist the team.

Praising the Completion of a Task

When team members complete a task, praise should be given. It is important to recognize dedication shown in seeing a task through to completion.

Thanking Team Members for Their Endeavours

Team leaders should try to recognize each team member for their contribution in the completion of a task. Making team members feel special is a great way to win even more cooperation from the team.

Giving credit for the completion of tasks to the team rather than yourself

When team leaders are given credit for completing a task, they should ensure that credit is given also to the team members. Recognizing the team for their accomplishments boosts the team's morale.

When team leaders model praise correctly, they lead by example. This may help team members begin to use the same strategies, thus reinforcing motivation.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. Give some examples of when a team leader may praise their team members.

Q2. Give some examples of what a team leader might say to praise their team members.

Q3. Give some examples of when you were praised by team members, team leaders, activity managers, officers or adults?

Q4. How do you feel when you are praised by team members, team leaders, activity managers, officers or adults?

Q5. Why is praise an important tool for motivating team members?

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 3

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

END OF LESSON CONFIRMATION

The cadets' participation in the group discussion in TP 4 will serve as the confirmation of this lesson.

Distribute the handout located at Attachment C to each cadet.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B 403 PC.

CLOSING STATEMENT

One of the duties of a team leader is to motivate team members to succeed to accomplish goals. Motivating team members also may encourage them to develop new knowledge and skills. In addition, recognizing team members for the effort they put towards a task makes them feel appreciated.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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EXTRINSIC MOTIVATORS

Extrinsic motivators refer to motivators that come from outside an individual. The motivating factors are external and are given as rewards. Rewards may include grades, stickers, trophies and badges.

Advantage

Extrinsically motivated people may work hard on a task even when they have little interest in the task. The extrinsically motivated person gets satisfaction because they will receive some kind of reward. These rewards provide satisfaction and pleasure that the task itself may not provide.

Disadvantage

The disadvantage to using extrinsic motivators is that these rewards only produce short-term results and a brief boost in morale. Over time, extrinsically motivated people are only satisfied when they receive some kind of reward.

List some examples of extrinsic motivators:

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INTRINSIC MOTIVATORS

Intrinsic motivators refer to motivators that come from inside an individual rather than from any external or outside reward.

Advantage

Motivation comes from the pleasure the person gets from the task itself, the sense of satisfaction in completing the task or a sense of satisfaction from working on the task. This means that no physical reward is required.

Disadvantage

Intrinsic motivation is a learned behaviour and it takes some time to develop. Some individuals will take longer to be motivated by their inner drives rather than physical rewards.

List some examples of intrinsic motivators:

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WHEN TEAM LEADERS MOTIVATE TEAM MEMBERS

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HOW TEAM LEADERS MOTIVATE TEAM MEMBERS

The team leader must motivate team members. The skill of knowing when your team members need to be motivated will develop over time. As a team leader during Phase Four, it is important to motivate team leaders at every opportunity.

HOW TEAM LEADERS MOTIVATE TEAM MEMBERS

One of the most common methods used to motivate team members is to use praise. Verbal praise is a very effective way to motivate team members.

Verbal praise may be used as positive feedback before, during and at the end of tasks. If possible, team leaders should praise team members in front of others as it makes team members feel valued.

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It is very important for team leaders to praise team members for their effort and perseverance during a task. Encouraging and caring about team members is an important aspect of being a leader.

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 4

EO M403.04 – PROVIDE FEEDBACK TO TEAM MEMBERS

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 the scenarios located at Attachment A. Cut out the scenarios and distribute one to each cadet. If there are more cadets than scenarios provided, multiple cadets may be given the same scenario.

Photocopy the Effective Feedback handout located at Attachment B for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TPs 1 and 5 as an interactive way to provoke thought, and to stimulate an interest among cadets about feedback.

An interactive lecture was chosen for TPs 2–4 to orient the cadets to giving effective feedback.

INTRODUCTION

REVIEW

Review what “feedback” is. This is previously discussed in Phase Three and can be summarized as follows:

Feedback is a reactive form of communication. It is a response to some kind of action or input. Feedback may:

- answer a question;
- fulfill a request for information;
- reply to or rebut a point of discussion;
- suggest a revision during a task; or
- evaluate task or job performance.

OBJECTIVES

By the end of this lesson the cadet shall have provided feedback to team members.

IMPORTANCE

It is important for cadets to provide feedback because it is an essential skill for a team leader. Feedback is given to help team members improve. Providing feedback correctly to team members gives the team members regular guidance to complete their tasks.

Teaching Point 1 **Have the cadets brainstorm and prepare a list of opportunities when feedback should be provided.**

Time: 5 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets brainstorm and prepare a list of opportunities when feedback should be provided.

RESOURCES

- Two flip charts, and
- Two markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.
2. Give each group a flip chart and marker.
3. Have each group brainstorm and record on the flip chart a list of opportunities when feedback should be provided.
4. Have one member of each group share their list with the class.

SAFETY

Nil

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2 **Explain the principles of effective feedback.**

Time: 10 min Method: Interactive Lecture

PRINCIPLES OF EFFECTIVE FEEDBACK

Feedback may be given to the team as a whole or it may be given to individual team members. Giving feedback well is a skill. Feedback is a practical method for giving team members feedback, and when giving feedback, it should be frequent, accurate, specific, and timely.

Frequent. Frequent means occurring often or in close succession. Team leaders should give feedback often. After giving feedback, a team leader should note if the team members are responding. If the feedback is not being used by the team members, it may need to be restated in a different way.

Accurate. Accurate means careful, precise or lacking errors. Accurate feedback means giving feedback that is truthful and fact-based. Accurate feedback should be correct, balanced and appropriate; if not, team members may begin to lose respect for the team leader as every instance of feedback has an effect on the team members' trust.

Specific. Specific means clearly defined, definite or precise. Specific feedback means giving feedback that is detailed and clear-cut. Telling team members what they do right and wrong is not specific enough; the team leader must also tell team members exactly what steps are necessary to improve their performance. This is usually done by asking reflective questions to the team members so they generate suggestions for improvement. When giving specific feedback, team leaders should set concrete goals and deadlines for team members.

Timely. Timely means opportune, occurring, done or made at suitable or appropriate time. Timely feedback means giving feedback at the right time. The closer in time the feedback follows the performance, the more impact it will have on team members because the performance and the feedback are tied closely together.

Feedback must be based on the team member's behaviour and / or performance—not the person or their personality.

Ask cadets to give examples of when feedback has been given to them that was frequent, accurate, specific, and timely.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What does frequent feedback mean?

Q2. What does accurate feedback mean?

Q3. What does specific feedback mean?

Q4. What does timely feedback mean?

ANTICIPATED ANSWERS:

A1. Frequent feedback means giving feedback to team members often.

A2. Accurate feedback means giving feedback that is truthful and fact-based.

A3. Specific feedback means giving feedback that is detailed and clear-cut.

A4. Timely feedback means giving feedback at the right time.

Teaching Point 3 **Explain the ground rules for providing feedback.**

Time: 10 min Method: Interactive Lecture

GROUND RULES FOR PROVIDING FEEDBACK

The following ground rules for providing feedback may enable the team leader to give helpful, constructive feedback, without creating conflict or confrontational behaviour with team members.

Focusing on What is Observed

Team leaders should give feedback based on what they see because it is factual. What team leaders believe is based on supposition and inference; it is an interpretation of what they have seen. When team leaders give feedback based on interpretation rather than fact, the interpretation may be wrong.

For example:

A team member is looking at their boots as the team leader speaks to him. The team leader says "Pay attention." This is incorrect because the team leader is inferring that the team member is not paying attention. The team leader should say "You should be looking here." This statement focuses on what the team leader saw.

Focusing on Behaviour

Team leaders should give feedback based on the behaviour of team members, not on the person or personality of a team member.

For example:

A team leader observes a team member slouching against a wall. The team leader says "Don't be lazy." This is incorrect because the team leader is making judgment on the team member's personality. The team leader should say "Stand up straight." This statement does not make any judgment but focuses directly on the behaviour required by the team member.

Keeping it Neutral

Team leaders should give feedback that is unbiased and does not make judgments. When a team leader is objective when giving feedback, the team members can determine for themselves the effect of their behaviour. This presents a more meaningful learning opportunity for team members.

For example:

The team leader observes a team member arriving late again. The team leader says "You are late a lot." This is incorrect because the team leader has made a judgment on how many times the team member has been late. The team leader should say "You have been late three times in the past two months." This is a statement of fact.

Using it to Inform

Team leaders should give feedback that is enlightening and does not advise. When the team leader gives feedback, it leaves the team members free to draw their own conclusions. This freedom allows the team members to decide what actions are necessary to change their behaviour.

For example:

A team leader does an inspection and observes that a team member's boots are not up to standard. The team leader says "Everyone needs to work on their boots." The team leader should say "Our team's boots are not meeting inspection standard." This statement allows team members to decide what should be done.

If the team members cannot generate an idea, the team leader may have to explain what behaviour is required.

Making it Supportive

Team leaders should give feedback that is reassuring and not threatening. When the team leader gives feedback that is supportive, it does not sound like a put-down. The choice of language and tone must be carefully considered. Even the friendliest and best intentioned feedback can sound intimidating.

For example:

A team leader observes a team member leading a team-building activity. The team leader says "I want to talk to you about that activity." This may be perceived as frightful and ominous. The team leader should say "I thought your activity went well, but let's have a chat about making it even better." This statement starts with something positive and then offers and opportunity to discuss ways of improving.

Keeping it Simple

Team leaders should give feedback that is uncomplicated. Team members can usually only process one or two pieces of information at any one time. If team leaders overload team members with too much feedback, there is a possibility that the information will not be received. Feedback on one or two major points is more useful than feedback on six or seven minor points.

For example:

A team leader supervises as a team member conducts an inspection. The team leader notices that the team member's uniform and boots are not up to inspection standard. The team member starts the inspection at the cadet's back and continues to make errors. The team leader says "Very few things went correctly during that inspection—you look bad, you started with their backs and your comments made no sense." This is incorrect because the team leader is focusing on too many issues at once. The team leader should have said "Very few things went correctly during that inspection and we will start with your uniform." This allows the team member to focus on one behaviour at a time.

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to have the cadets identify the ground rules for providing feedback.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets find a partner.
2. Have the cadet with the earliest birthday recite one ground rule for providing feedback to their partner.

3. Have the cadet with the latest birthday recite another ground rule for providing feedback to their partner.

4. Have the cadets take turns reciting the ground rules for providing feedback until all the ground rules have been recited.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4 **Explain the steps for providing and receiving feedback.**

Time: 10 min Method: Interactive Lecture

STEPS FOR PROVIDING FEEDBACK

The purpose for providing feedback is to let team members know how they are doing and when they are not meeting expectations. Team leaders should ensure that feedback is given when team members meet and / or exceed their commitments, as well as when team members do not meet their commitments. There are five steps for providing feedback.

Planning What to Say. Team leaders need to plan what they will say during feedback using the ground rules for providing feedback. Team leaders should think ahead of time about the team member's behaviour to be discussed. Team leaders should also have suggestions for improvement; however, these ideas should only be given if the team member cannot generate suggestions for improvement themselves.

Providing Examples of Behaviours. Team leaders need to give feedback that provides examples of the behaviour that needs to change. Giving unclear or vague examples may lead to anxiety in team members because they are not sure what behaviour needs to be modified.

Allowing Time for Feedback. Once team leaders have provided examples to the team members, they should allow time for discussion. The team members may agree, disagree or provide their perspective of the situation to the team leader. The team members may need to ask for clarification of the behaviours or they may ask for suggestions to assist them in changing their behaviour.

Motivating. Once team leaders have allowed time for discussion of the feedback, team leaders should motivate the team members. The team member may be disappointed by the feedback so the team leader should encourage and stimulate them to reach their goals.

Setting a Timeline for Action and Follow-Up. Team leaders need to set a timeframe for action by the team member to check for progress on the behaviour change. Team leaders need to follow up to ensure the team members are making the corrections required.

RECEIVING FEEDBACK

In every feedback session, there must be a sender and a receiver. When receiving feedback, there are five considerations.

Seeing Each Feedback Session as a Learning Opportunity. Each time feedback is received, the feedback session should be seen as a learning opportunity because ideas are generated on how to improve performance. Whether the idea comes from the receiver or the sender, acting on suggestions usually leads to developing skills and knowledge.

Actively Listening to the Sender's Ideas. Active listening encourages the sender to present their feedback in a non-threatening environment. Active listening on the part of the receiver shows the sender that their feedback is important.

Asking for More Information if the Ideas are Not Understood. When the sender gives feedback and the ideas are not understood, the receiver should ask for more information. By asking questions for clarification, the receiver should be able to understand the sender's intent.

Being Honest About How the Feedback is Affecting One's Emotions. Receiving feedback can make the receiver feel uncomfortable. The receiver should be honest with the sender about how the feedback is affecting them. As the receiver, try not to get emotional or take the feedback personally.

Remaining Open-Minded About Future Learning Opportunities. It is important to be open-mined about future feedback. Senders may follow up on their feedback and may even provide even more feedback. The receiver should be aware of these future learning opportunities.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

Q1. State two of the five steps for providing feedback.

Q2. State two of the five considerations for receiving feedback.

ANTICIPATED ANSWERS:

A1. Planning what to say; providing examples of behaviours; allowing time for feedback; motivating; and setting a timeline for action and follow-up.

A2. Seeing each feedback session as a learning opportunity; actively listening to the sender's ideas; asking for more information if the ideas are not understood; being honest about how the feedback is affecting one's emotions; and remaining open-minded about future learning opportunities.

Teaching Point 5 **Using scenarios, have the cadets practice providing feedback to team members.**

Time: 15 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets practice providing feedback to team members.

RESOURCES

If there are more cadets than scenarios provided, multiple cadets may be given the same scenario.

Scenarios located at Attachment A.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

To give each cadet an equal opportunity to give feedback, divide the time equally between the number of cadets in the group.

1. Distribute a scenario to each cadet.
2. Give the cadets one minute to read the scenario and make notes on the feedback they wish to give. Ensure the cadets know the length of time they have to give feedback.
3. Ask for a volunteer to give their feedback.
4. Have the volunteer read their scenario and then give their feedback.
5. Repeat Steps 3 and 4 until all cadets have given their feedback.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

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

Distribute the Effective Feedback handout located at Attachment B to each cadet.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 403 PC.

CLOSING STATEMENT

Providing feedback is an essential skill for a team leader. Feedback is given to help team members improve. Providing feedback correctly to team members gives the team members regular guidance to complete their tasks.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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C0-403 Peeling, G. (2000). *Feedback techniques: 7 things to know about giving feedback: Trainers Guide*. Cambridgeshire, England: Fenman Limited.

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SCENARIOS FOR PROVIDING FEEDBACK

SCENARIO #1

One of your team members has not displayed a positive attitude toward the last three tasks assigned to him. He is complaining about having to do any work at all. His outlook is having a negative effect on the team. He is a second year cadet and wishes to go to summer training this summer.

SCENARIO #2

One of your team members has not worn her uniform to cadets twice this month. When she has worn her uniform, it has not been up to inspection standards. She is a first year cadet and does very well in her classes.

SCENARIO #3

One of your team members was tasked with setting up and tearing down a classroom for a staff meeting. He completed the task but was 10 minutes late for the set-up and 5 minutes late for the tear-down. He is always asking to be given more duties.

SCENARIO #4

One of your team members was absent from the last three parade nights and did not call to explain his absence. He is at cadets this evening. He is a first year cadet and wishes to go to summer training this summer.

SCENARIO #5

One of your team members has been late coming to class after break the last three weeks in a row. He is a volunteer at the canteen.

SCENARIO #6

One of your team members was tasked to clean up a classroom. This task was not accomplished. She is a third year cadet.

SCENARIO #7

One of your team member's hair does not meet the standard. Her hair is on her shoulders. Her uniform and boots do meet the standard.

SCENARIO #8

One of your team members has been accomplishing all tasks assigned. He has been to every parade night and volunteers for all cadet activities. He is a second year cadet and wishes to go to summer training this summer.

SCENARIO #9

One of your team members has been accomplishing three quarters of the tasks assigned. She has been to all parade nights except two. She volunteers for nearly all cadet activities. She is a second year cadet and wishes to go to summer training this summer.

SCENARIO #10

One of your team members has been accomplishing all tasks assigned and is very enthusiastic while doing them. He has been to all parade nights except two. He volunteers for nearly all cadet activities. He is a first year cadet and wishes to go to summer training this summer.

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EFFECTIVE FEEDBACK

PRINCIPLES OF EFFECTIVE FEEDBACK

Feedback is a reactive form of communication. It is a response to some kind of action or input. Feedback may:

- answer a question;
- fulfill a request for information;
- reply to or rebut a point of discussion;
- suggest a revision during a task; or
- evaluate task or job performance.

Feedback may be given to the team as a whole or it may be given to individual team members. Giving feedback well is a skill. Feedback is a practical method for giving team members feedback, and when giving feedback, it should be frequent, accurate, specific, and timely.

Frequent. Frequent means occurring often or in close succession. Team leaders should give feedback often. After giving feedback, a team leader should note if the team members are responding. If the feedback is not being used by the team members, it may need to be restated in a different way.

Accurate. Accurate means careful, precise or lacking errors. Accurate feedback means giving feedback that is truthful and fact-based. Accurate feedback should be correct, balanced and appropriate; if not, team members may begin to lose respect for the team leader as every instance of feedback has an effect on the team members' trust.

Specific. Specific means clearly defined, definite or precise. Specific feedback means giving feedback that is detailed and clear-cut. Telling team members what they do right and wrong is not specific enough; the team leader must also tell team members exactly what steps are necessary to improve their performance. This is usually done by asking reflective questions to the team members so they generate suggestions for improvement. When giving specific feedback, team leaders should set concrete goals and deadlines for team members.

Timely. Timely means opportune, occurring, done or made at suitable or appropriate time. Timely feedback means giving feedback at the right time. The closer in time the feedback follows the performance, the more impact it will have on team members because the performance and the feedback are tied closely together.

GROUND RULES FOR PROVIDING FEEDBACK

The following ground rules for providing feedback may enable the team leader to give helpful, constructive feedback, without creating conflict or confrontational behaviour with team members.

Focusing on What is Observed

Team leaders should give feedback based on what they see because it is factual. What team leaders believe is based on supposition and inference; it is an interpretation of what they have seen. When team leaders give feedback based on interpretation rather than fact, the interpretation may be wrong.

Focusing on Behaviour

Team leaders should give feedback based on the behaviour of team members, not on the person or personality of a team member.

Keeping it Neutral

Team leaders should give feedback that is unbiased and does not make judgments. When a team leader is objective when giving feedback, the team members can determine for themselves the effect of their behaviour. This presents a more meaningful learning opportunity for team members.

Using it to Inform

Team leaders should give feedback that is enlightening and does not advise. When the team leader gives feedback, it leaves the team members free to draw their own conclusions. This freedom allows the team members to decide what actions are necessary to change their behaviour.

Making it Supportive

Team leaders should give feedback that is reassuring and not threatening. When the team leader gives feedback that is supportive, it does not sound like a put-down. The choice of language and tone must be carefully considered. Even the friendliest and best intentioned feedback can sound intimidating.

Keeping it Simple

Team leaders should give feedback that is uncomplicated. Team members can usually only process one or two pieces of information at any one time. If team leaders overload team members with too much feedback, there is a possibility that the information will not be received. Feedback on one or two major points is more useful than feedback on six or seven minor points.

STEPS FOR PROVIDING FEEDBACK

The purpose for providing feedback is to let team members know how they are doing and when they are not meeting expectations. Team leaders should ensure that feedback is given when team members meet and / or exceed their commitments, as well as when team members do not meet their commitments. There are five steps for providing feedback.

Planning What to Say. Team leaders need to plan what they will say during feedback using the ground rules for providing feedback. Team leaders should think ahead of time about the team member's behaviour to be discussed. Team leaders should also have suggestions for improvement; however, these ideas should only be given if the team member cannot generate suggestions for improvement themselves.

Providing Examples of Behaviours. Team leaders need to give feedback that provides examples of the behaviour that needs to change. Giving unclear or vague examples may lead to anxiety in team members because they are not sure what behaviour needs to be modified.

Allowing Time for Feedback. Once team leaders have provided examples to the team members, they should allow time for discussion. The team members may agree, disagree or provide their perspective of the situation to the team leader. The team members may need to ask for clarification of the behaviours or they may ask for suggestions to assist them in changing their behaviour.

Motivating. Once team leaders have allowed time for discussion of the feedback, team leaders should motivate the team members. The team member may be disappointed by the feedback so the team leader should encourage and stimulate them to reach their goals.

Setting a Timeline for Action and Follow-Up. Team leaders need to set a timeframe for action by the team member to check for progress on the behaviour change. Team leaders need to follow up to ensure the team members are making the corrections required.

RECEIVING FEEDBACK

In every feedback session, there must be a sender and a receiver. When receiving feedback, there are five considerations.

Seeing Each Feedback Session as a Learning Opportunity. Each time feedback is received, the feedback session should be seen as a learning opportunity because ideas are generated on how to improve performance. Whether the idea comes from the receiver or the sender, acting on suggestions usually leads to developing skills and knowledge.

Actively Listening to the Sender's Ideas. Active listening encourages the sender to present their feedback in a non-threatening environment. Active listening on the part of the receiver shows the sender that their feedback is important.

Asking for More Information if the Ideas are Not Understood. When the sender gives feedback and the ideas are not understood, the receiver should ask for more information. By asking questions for clarification, the receiver should be able to understand the sender's intent.

Being Honest About How the Feedback is Affecting One's Emotions. Receiving feedback can make the receiver feel uncomfortable. The receiver should be honest with the sender about how the feedback is affecting them. As the receiver, try not to get emotional or take the feedback personally.

Remaining Open-Minded About Future Learning Opportunities. It is important to be open-mined about future feedback. Senders may follow up on their feedback and may even provide even more feedback. The receiver should be aware of these future learning opportunities.

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 5

EO M403.05 – PARTICIPATE IN A MENTORING RELATIONSHIP

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 the scenario located at Attachment B for half the cadets in the class.

Photocopy the scenario located at Attachment C for half the cadets in the class.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 3 to review the mentoring relationship and to orient the cadets to the steps in a mentoring session.

A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share knowledge, experiences, opinions and feeling about formal and informal mentoring.

A demonstration was chosen for TP 4 as it allows the instructor to explain and demonstrate a mentoring session.

A role-play was chosen for TP 5 as it provides the cadets an opportunity to view and then conduct a mentoring session under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a mentoring relationship.

IMPORTANCE

It is important for cadets to participate in a mentoring relationship to assist in the development of their leadership abilities. The mentoring relationship provides an opportunity to expand leadership knowledge and skills of participants, enhances communication skills, resolves conflict and promotes constructive feedback, and should aid in leadership development.

Teaching Point 1 **Review the mentoring relationship.**

Time: 5 min Method: Interactive Lecture

THE MENTORING RELATIONSHIP

A mentoring relationship is an association between two people that focuses on self-development. One is the mentor; the other is the cadet being mentored. Both individuals are expected to learn from the relationship.

Recognizing the Purpose of a Mentoring Relationship

The purpose of the mentoring relationship is to share experiences between the mentor and the cadet being mentored, so the cadet being mentored is better prepared to move forward through the program with knowledge and confidence.

Identifying the Benefits of Participating in a Mentoring Relationship

The most significant benefit for the mentor is the realization that they have inspired the cadet to perform at higher levels than the cadet would have without a mentor. The basic benefit for a cadet being mentored is to show growth in skills and become a more independent and effective cadet.

Contributing to a Mentoring Match

Both the mentor and the cadet being mentored will have input with whom they are matched. The mentoring relationship is based on trust; ensure a long-term and valuable connection can be made with the person chosen.

Being Open to New Things

For a mentoring relationship to be successful, both individuals must be willing to try new things. Expanding boundaries and increasing knowledge are foundations of the mentoring relationship. Being receptive to new ideas and experiences takes courage.

Being Responsive to Suggestions and Constructive Criticism

The mentor should use constructive criticism and attempt to provide feedback that will assist the cadet being mentored. The task of the cadet being mentored is to be receptive to recommendations being made.

Providing Feedback to the Mentor

It is important that the cadet being mentored provides feedback to the mentor. This feedback should be based on feelings, both positive and negative, and observations. If the cadet being mentored does not express feelings to the mentor about the relationship, then progress may be hindered.

Learning From the Mentor's Example

It is up to the mentor to set an example that the cadet being mentored would want to emulate. This example should be in all facets of the program. The cadet being mentored should learn not only from the mentor's successes but from the mentor's failures.

Participating in Mentoring Activities

The cadet being mentored must be prepared to participate in mentoring activities. These activities may include reflection, self-assessment, and discussions about successes, problems and failures. The mentor must also be prepared for each mentoring session. They need to have an agenda or plan of what will be discussed and ensure that the discussions stay on track.

Appreciating the Mentoring Relationship

An effective mentoring relationship must be respected by both people involved. Each person should have a high regard for the other in the relationship. Appreciating the other person for their effort, time and accomplishments can help ensure a long-lasting and mutually beneficial partnership.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What is the basic benefit of a mentoring relationship for the cadet being mentored?

Q2. What are the foundations of a mentoring relationship?

Q3. What are some examples of mentoring activities?

ANTICIPATED ANSWERS:

A1. The basic benefit is that the cadet being mentored will grow in their skills and become a more independent cadet.

A2. Expanding boundaries and increasing knowledge are foundations of the mentoring relationship.

A3. Mentoring activities may include reflection, self-assessment, and discussions about successes, problems and failures.

Teaching Point 2 **Discuss the difference between formal and informal mentoring.**

Time: 5 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.

FORMAL MENTORING

Formal mentoring is a process where the mentor and cadet being mentored have regular meetings to discuss feedback. By the end of each meeting, expectations for the participants are agreed to. Usually, formal mentoring has specific goals such as the transfer of knowledge from the mentor to the cadet being mentored and developing the mentored cadet's leadership skills.

INFORMAL MENTORING

Informal mentoring is a practice where the mentor and the cadet being mentored discuss feedback. Informal mentoring is similar to teaching / coaching on the spot. There are no specific meetings during informal mentoring. The dialogue between the mentor and the cadet being mentored takes place as soon as possible after the activity or task.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. Do you feel there is a difference between formal and informal mentoring? What is the difference?

Q2. Which do you feel would be more appropriate for you? Why?

Q3. Is formal or informal mentoring used more often within the Cadet Program? Give some examples of formal mentoring you have seen. Give some examples of informal mentoring you have seen.

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 2

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

Teaching Point 3 **Describe the steps of a formal mentoring session.**

Time: 10 min Method: Interactive Lecture

When a cadet mentors another individual, the cadet contributes to the social competence and cognitive competence participant outcomes of the Cadet Program as listed in CATO 11-03, *Cadet Program Mandate*.

STEPS OF A FORMAL MENTORING SESSION

Mentoring is results-oriented. The mentor and the cadet being mentored must see results for the mentoring sessions to be considered successful.

Mentoring is based on three Ps: people, performance and positive outcomes.

A formal mentoring session has four steps:

1. **Getting acquainted.** The initial mentoring session must have an introduction where both the mentor and the cadet who is being mentored provide a few details about themselves. This step should allow both participants to establish a bond of trust.

Active listening is the most important skill of a good mentor. Active listening demands that the listener put aside any internal reactions and turn their attention to the speaker without judging what is being said.

2. **Setting goals.** During this step, goals are established. Work must be done to ensure the goals are specific, measurable, achievable, relevant, and timed. These goals should be in writing.

3. **Meeting goals and expectations.** During this step, the cadet being mentored must describe how they are going to meet the goals just set. In subsequent mentoring sessions, the cadet being mentored should be praised for achieving goals but may need to account for why the goals and expectations were not met.

4. **Concluding the mentoring session.** This conclusion should begin with the cadet being mentored giving a short explanation of new goals to be met and how the cadet plans to achieve them. The mentor should encourage the cadet being mentored and arrange the time and date for the next mentoring session.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1. What are the three Ps of mentoring?

Q2. What is the most important skill for a mentor?

Q3. What are the four steps of a formal mentoring session?

ANTICIPATED ANSWERS:

A1. The three Ps of mentoring are people, performance and positive outcomes.

A2. The most important skill for a mentor is active listening.

A3. The four steps of a formal mentoring session are:

1. getting acquainted;
2. setting goals;
3. meeting goals and expectations; and
4. concluding the mentoring session.

Teaching Point 4 **Demonstrate and explain a mentoring session.**

Time: 10 min Method: Demonstration

Present the following information before demonstrating a mentoring session.

Successful mentoring is based on the quality of the relationship between both participants. Trust is a basic ingredient to this relationship. The mentor must build and maintain trust by:

- keeping the mentoring relationship professional;
- keeping the conversation during the mentoring session in confidence; and
- using the ground rules for feedback during a mentoring session.

KEEPING THE MENTORING RELATIONSHIP PROFESSIONAL

Mentors must maintain a professional relationship with the cadet being mentored. The position of mentor can be rewarding but comes with inherent risks. Mentors need to remember that they are in a position of authority and must use their authority wisely. Mentors may deal with the cadets being mentored in a friendly manner; however, mentors cannot be their friends.

KEEPING THE CONVERSATION DURING THE MENTORING SESSION IN CONFIDENCE

The mentor and the cadet being mentored should keep the conversation between them in confidence. The dialogue should be kept private to avoid embarrassment by either participant.

USING THE GROUND RULES FOR FEEDBACK DURING A MENTORING SESSION

The mentor should use the ground rules for feedback during a mentoring session. It is important to provide feedback during a mentoring session correctly by:

- focusing on what is observed;
- focusing on behaviour;
- keeping it neutral;

- using it to inform;
- making it supportive; and
- keeping it simple.

This demonstration should be conducted as a role-play, where the instructor is the mentor and a cadet from the group is the cadet being mentored. Begin the demonstration by reading the scenario located at Attachment A to the cadets. Then begin introducing the remaining information in this TP while demonstrating a mentoring session.

One of the duties of a team leader is to mentor cadets. The format for a mentoring session is done using the following sequence:

1. The mentor and the cadet being mentored will sit across from each other and begin the session by introducing themselves.
2. The mentor and the cadet being mentored must set goals if goals have not been set.
3. If the goals have been set, the mentor will review the goals and expecatations and ask the cadet being mentored how they are meeting those goals and expectations. The cadet being mentored is required to use self-reflection during this review stage.

This review stage should be done by asking various questions such as:

- How do you think things are going for you?
- Do you think you have areas that need improvement?
- What areas would you like to see improvement?
- How do you think you can improve in those areas?

If the cadet being mentored has no ideas on how to improve, then suggestions by the mentor may be given.

4. Before leaving the mentoring session, the cadet being mentored must be able to explain to the mentor their plan to keep old goals or set new goals. The mentor should encourage the cadet being mentored and arrange the time and date for the next mentoring session.

Planning to keep old goals or set new goals may be done by asking various questions such as:

- What are your long-term goals?
- What are you going to do to meet your long-term goals?

If the cadet being mentored has no ideas on how to keep old goals or set new goals, then suggestions by the mentor may be given.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

Q1. How does a mentor build trust with the cadet being mentored?

Q2. Did the mentoring session go well? Why or why not?

Q3. Give some examples of how the mentor used active listening skills?

ANTICIPATED ANSWERS:

A1. The mentor builds trust by:

- keeping the mentoring relationship professional;
- keeping the conversation during the mentoring session in confidence; and
- using the ground rules for feedback during a mentoring session.

A2. Answers will vary.

A3. Answers will vary.

Teaching Point 5 **Have the cadets role-play a mentoring session based on two given scenarios.**

Time: 20 min Method: Role-play

The scenarios for the role-play activity are located at Attachment B for Scenario 1 and Attachment C for Scenario 2.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets role-play a mentoring session based on given scenarios.

RESOURCES

Scenarios located at Attachments B and C.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs.
2. Distribute Attachment B to one cadet in each pair.
3. Distribute Attachment C to the other cadet in each pair.

4. Designate one cadet as the mentor and the other cadet as the cadet to be mentored in each pair.
5. Supervise while one cadet mentors another cadet by:
    a. getting acquainted;
    b. setting goals;
    c. meeting goals and expectations; and
    d. concluding the mentoring session.
6. After approximately 10 minutes have the cadets change roles.
7. Repeat Steps 4 and 5 for approximately 10 minutes.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

The cadets' participation in the role-play will serve as the confirmation for this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being mentored and mentoring others is one way to enhance skills and knowledge of leadership. The mentoring relationship develops trust and trust is the foundation of leadership. The mentoring relationship provides an opportunity to expand leadership knowledge and skills, enhances communication skills, resolves conflict and promotes constructive feedback.

INSTRUCTOR NOTES / REMARKS

Cadets will have opportunities to participate in formal and informal mentoring relationships through the training year. A cadet in Phase Four is in a position to both mentor a subordinate cadet and be mentored by a more senior cadet and / or adult staff member.

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SCENARIO FOR THE MENTORING DEMONSTRATION

The cadet being mentored is in the second year of training. The cadet is still having problems with wearing their uniform. The cadet being mentored is quite shy and does not like to ask for assistance. The cadet being mentored has set a goal of attending the Basic Leadership course for the summer.

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SCENARIO 1 FOR THE ROLE-PLAY ACTIVITY

The cadet being mentored is in their first year of training. They are having problems attending training nights each week. They have missed three of the last six training nights. The cadet being mentored is quite confident and when they attend training nights, their uniform and boots exceed inspection standard. The cadet being mentored has set a goal of attending the General Training course for the summer.

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SCENARIO 2 FOR THE ROLE-PLAY ACTIVITY

The cadet being mentored is in their second year of training. The cadet always talks while on parade and during classes and is disruptive to other members of the class. The cadet being mentored is sometimes defensive when correction is given to them. The cadet being mentored has set a goal of attending the Basic Fitness and Sports course for the summer.

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 6

EO M403.06 – ACT AS A TEAM LEADER DURING A LEADERSHIP APPOINTMENT

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

Acquire the list of leadership appointments developed by the Training Officer.

Photocopy the Leadership Appointment Aide-Memoire located at Attachment B for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the leadership appointment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to act as a team leader during a leadership appointment.

IMPORTANCE

It is important for cadets to understand the concept of and steps involved in successfully completing a leadership appointment. All cadets will be assessed during a leadership appointment in Phase Four. When appointed in their given role, each cadet must know the expectations for successful completion. An effective team leader will merge together what has been learned throughout previous leadership training and practice, including problem solving and supervision.

Teaching Point 1 **Describe a leadership assignment and a leadership appointment.**

Time: 5 min Method: Interactive Lecture

LEADERSHIP ASSIGNMENT

A leadership assignment is a specific, short- or long-term practical leadership opportunity during which the team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group for whom they will be responsible. The team will accomplish a singular minor duty or task.

Leadership assignments in Phase Four may be the same as Phase Three. Each Phase Four cadet has already completed at least two leadership assignments during their third year of training.

LEADERSHIP APPOINTMENT

A leadership appointment is a specific long-term practical leadership opportunity that is more comprehensive in nature than a leadership assignment. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. The team will accomplish a singular major duty or task. These may be organizational appointments (eg, Divisional Petty Officer, Ship's Writer, etc.), training appointments (eg, Phase Instructor, Drill and Ceremonial Instructor, etc.) or supplementary appointments (eg, Canteen Steward, Drill Team Commander, etc.). In generating leadership appointments, consideration must be given to the duration of the major duty or task and frequency of opportunities to exercise leadership. The team leader is expected to meet with their team on a number of occasions over a period of time. Leadership appointments may be held by a single Phase Four cadet (eg, Drill Team Commander) or the Phase Four cadets may rotate through a position (eg, Ship's Writer). If a Phase Four cadet rotates through a leadership appointment, the appointment must be meaningful for the cadet and be of a duration that allows the cadet to meet the objectives of applying their leadership knowledge and skills and displaying the core leadership qualities of a cadet.

The team leader must supervise team members, communicate with team members to solve problems, strive to meet the needs and expectations of team members, motivate team members, and provide feedback to team members. The team leader must attempt to develop the skills and knowledge of their team members.

Direction for the leadership appointment must be given by a superior, usually an activity leader or activity manager.

During Phase Four training, each cadet will be assessed at least once on a leadership assignment and once on a leadership appointment.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What kind of team will the team leader have during a leadership appointment?

Q2. How many leadership assignments will be assessed in Phase Four training?

Q3. How many leadership appointments will be assessed in Phase Four training?

ANTICIPATED ANSWERS:

A1. During a leadership appointment, the team leader will have an assigned, established team of cadets outside their peer group.

A2. At least one leadership assignment will be assessed in Phase Four training.

A3. One leadership appointment will be assessed in Phase Four training.

Teaching Point 2 **Describe the leadership appointments that may be assigned at the corps.**

Time: 5 min Method: Interactive Lecture

Acquire the list of leadership appointments developed by the Training Officer before instructing this class. A list of possible Phase Four leadership assignments and appointments is located at Attachment A.

SAMPLE YEAR FOUR LEADERSHIP APPOINTMENTS

Organizational Appointments:

- Coxswain,
- Regulating Petty Officer,
- Divisional Petty Officer,
- Stores Petty Officer,
- Ship's Writer, and
- Training Petty Officer.

Training Appointments:

- Phase Instructor,
- Sail Instructor,
- Seamanship Instructor,
- Drill and Ceremonial Instructor, and
- Fitness and Sports Instructor.

Supplementary Appointments:

- Drum Major,
- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- Range Assistant,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What leadership appointments are available at the corps?

ANTICIPATED ANSWERS:

A1. Answers will vary.

Teaching Point 3 **Describe how to conduct the leadership appointment.**

Time: 15 min Method: Interactive Lecture

Each cadet has led a team through at least two leadership assignments; the steps for a leadership appointment are very similar.

When conducting the leadership appointment, use the following steps:

1. prepare for the leadership appointment;
2. brief the team members at the onset and then throughout the leadership appointment;
3. carry out the tasks associated with the leadership appointment;
4. provide feedback to the team members throughout and at the completion of the leadership appointment; and
5. meet with the activity manager throughout and at the completion of the leadership appointment to discuss the outcomes of the leadership appointment.

PREPARING FOR THE LEADERSHIP APPOINTMENT

Ensuring the Required Resources are Available

Make sure all the resources necessary for using during the appointment are available. For example, if the appointment is to act as a flag party commander, the flags, poles, etc will need to be available, both for practice and performance opportunities.

Completing a Time Appreciation

Be aware of the end date of the appointment. If the appointment is comprised of stages or phases, the leader must determine how much time to allocate to each stage or phase. All members involved in the appointment must be aware of the current date and the end date of the appointment.

Making a Plan

Make a plan to be successful in the appointment by:

1. determining what stages or phases comprise the appointment;
2. determining tasks inherent within the appointment;
3. developing a process to accomplish all tasks; and
4. identifying and allocating resources.

BRIEFING TEAM MEMBERS DURING THE LEADERSHIP APPOINTMENT

Communicating the Overall Plan

Explain how the appointment will be carried out. All team members should know what is involved as the leader carries out the appointment. This may include identifying various stages and phases.

Communicating the Tasks Involved in the Leadership Appointment

Explain the tasks involved within the leadership appointment. Leadership appointments may be comprised of a series of tasks.

Assigning Tasks to Team Members as Applicable

Assign each team member the tasks that must be completed within the scope of the appointment. Every team member should be actively engaged in a meaningful activity.

Ensuring the Team Members Understand Their Tasks

Confirm the team members understand their tasks and ask the team members if they have any questions. The team leader should also ask a few questions to various team members to ensure comprehension. When team members are assigned specific tasks, it is important they understand what is expected of them.

CARRYING OUT THE TASKS ASSOCIATED WITH THE LEADERSHIP APPOINTMENT

Supervising Team Members

Throughout the leadership appointment, the team leader will have many occasions during which to supervise team members. The most important aspect of supervision is to ensure the tasks are being conducted safely. Supervision also allows the team leader to provide ongoing feedback to team members.

Ensuring the Tasks Within the Appointment are Progressing According to the Time Allotted

Do not wait until the last minute to ensure tasks are being completed. If tasks are not being completed as planned, whether too slow or too fast, the plan may need to be adjusted and feedback should be given. Careful monitoring of team members and the overall situation will ensure the team leader is leading successfully during the leadership appointment and the major duty or task will be accomplished.

Providing Feedback to the Team Members Throughout the Appointment

The team leader will provide feedback throughout the appointment. This feedback may be given to the team as a whole or it may be given to individual team members. Feedback should be provided such that it is frequent, accurate, specific, and timely. Successful supervision allows for ongoing feedback to be provided to the team. Feedback is necessary for the team members as it will allow them to develop as leaders also.

Modifying the Plan as Required

If the plan is not working, take time to modify it. If help is required from team members, ask for it. Modifying aspects of the plan partway through the appointment may benefit the outcome; however, always keep time limits and constraints in mind. If the plan is being revised, communicate the new plan to the team members and work with them to implement it.

PROVIDING FEEDBACK TO THE TEAM MEMBERS UPON CONCLUSION OF THE LEADERSHIP APPOINTMENT

It is important to give feedback to the team members upon conclusion of the leadership appointment. It is vital for the team leader to spend time focusing on how the team members worked together to achieve a common goal. When team members successfully complete a task, praise should be given. It is important to recognize dedication shown in seeing a task through to completion. Team leaders should try to recognize each team member for their contribution to the completion of a task.

It is important to know how the team members felt about their participation in the completion of the assignment.

The team leader should ask for feedback on the appointment from the team members. This can be done using general questions about the leadership appointment, such as:

- What was learned during the appointment?
- Was the goal met? What contributed to the success?
- How did everyone interact during the appointment?
- Were there behaviours that helped and / or hindered during the appointment?
- Were there any cadets who were not motivated to participate in the activity? How did this affect the morale of the remainder of the team?
- Were there leaders that emerged from within the team?

MEETING WITH THE ACTIVITY MANAGER TO DISCUSS THE OUTCOMES OF THE LEADERSHIP APPOINTMENT

Just as the team leader will provide ongoing feedback to the team members during the leadership appointment, the team leader will need periodic feedback from the activity manager to discuss and monitor progress of the major duty or task. Feedback from the activity manager should assist the team leader in improving performance.

Once the leadership appointment is concluded, the team leader should meet with the activity leader for an overall debriefing. This feedback will aid the team leader during future leadership appointments.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1. List the steps to conduct a leadership appointment.

Q2. How does the team leader brief team members during a leadership appointment?

Q3. After the leadership appointment is completed, why should the team leader meet with the activity manager to discuss the appointment?

ANTICIPATED ANSWERS:

A1. The steps to conduct a leadership appointment are:

1. prepare for the leadership appointment;
2. brief the team members at the onset and then throughout the leadership appointment;
3. carry out the tasks associated with the leadership appointment;
4. provide feedback to the team members throughout and at the completion of the leadership appointment; and
5. meet with the activity manager throughout and at the completion of the leadership appointment to discuss the outcomes of the leadership appointment.

A2. The team leader briefs team members during a leadership appointment by:

1. communicating the overall plan;
2. communicating the tasks involved in the leadership appointment;
3. assigning tasks to team members as applicable; and
4. ensuring the team members understand their tasks.

A3. After the leadership appointment is completed, the team leader should meet with the activity manager to discuss the appointment because feedback from the activity manager should give the team leader ideas to help improve performance.

Distribute the Leadership Appointment Aide-Memoire located at Attachment B to each cadet.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. What kind of team will the team leader have during a leadership appointment?

Q2. What leadership appointments are available at the corps?

Q3. List the steps to conduct a leadership appointment.

ANTICIPATED ANSWERS:

A1. The team leader for a leadership appointment will have an assigned, established team of cadets outside their peer group.

A2. Answers will vary.

A3. The steps to conduct a leadership appointment are:

1. prepare for the leadership appointment;
2. brief the team members at the onset and then throughout the leadership appointment;
3. carry out the tasks associated with the leadership appointment;
4. provide feedback to the team members throughout and at the completion of the leadership appointment; and
5. meet with the activity manager throughout and at the completion of the leadership appointment to discuss the outcomes of the leadership appointment.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan* Chapter 3, Annex B, 403 PC.

CLOSING STATEMENT

When appointed as team leader for a given major duty or task, the team leader is expected to follow a series of steps for successful conclusion of the appointment. Being able to motivate cadets, solve problems, supervise followers, give feedback and develop the skills and knowledge of team members during a leadership appointment is an expectation of all year four cadets.

INSTRUCTOR NOTES / REMARKS

Acquire the list of leadership appointments developed by the Training Officer before instructing this lesson.

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POSSIBLE YEAR FOUR LEADERSHIP ASSIGNMENTS

Organizational Appointments:

- Coxswain,
- Regulating Petty Officer,
- Divisional Petty Officer,
- Stores Petty Officer,
- Ship's Writer, and
- Training Petty Officer.

Training Appointments:

- Phase Instructor,
- Sail Instructor,
- Seamanship Instructor,
- Drill and Ceremonial Instructor, and
- Fitness and Sports Instructor.

Supplementary Appointments:

- Drum Major,
- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- Range Assistant,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain.

POSSIBLE YEAR FOUR LEADERSHIP ASSIGNMENTS

Recreational Marksmanship Assignments

- Set up a range for recreational marksmanship.
- Organize relays for recreational marksmanship.
- Control pellets and issue targets for recreational marksmanship.

- Conduct concurrent activities during recreational marksmanship.
- Tear down a range after recreational marksmanship.

Summer Biathlon Assignments

- Set up a range for a recreational summer biathlon activity.
- Conduct a warm-up activity prior to participating in a recreational summer biathlon activity.
- Control pellets for a recreational summer biathlon activity.
- Conduct a cool-down activity after participating in a recreational summer biathlon activity.
- Tear down a range after a recreational summer biathlon activity.

Recreational Sports Assignments

- Set up a recreational sports activity.
- Tear down a recreational sports activity.
- Organize a team for recreational sports.
- Conduct a warm-up prior to recreational sports.
- Conduct a concurrent activity during recreational sports.
- Conduct a cool-down after recreational sports.

Parade Assignments

- Set up chairs for a parade.
- Set up the dais area for a parade.
- Set up flags and parade markers for a parade.
- Tear down chairs after a parade.
- Tear down the dais area after a parade.
- Tear down flags and parade markers after a parade.

Weekly Cadet Night Assignments

- Set up classroom space.
- Rearrange classroom space.
- Tear down classroom space.
- Set up a canteen.
- Staff a canteen.
- Tear down a canteen.
- Set up a presentation area for a guest speaker.
- Tear down a presentation area for a guest speaker.

- Set up for an extracurricular activity.
- Conduct a concurrent activity.

Community Service Assignments

- Organize a team during a community service activity.
- Conduct concurrent activities during a community service activity.
- Complete a final garbage sweep.

Other Leadership Assignment Possibilities

- Ensure the safe loading and unloading of personnel on vehicles during transportation.
- Conduct uniform inspection of cadets.
- Collect and dispose of garbage after weekly parade.
- Collect, sort and dispose of recycling after weekly parade.
- Turn off lights and close windows after weekly parade.

Prior to a Weekend Activity

- Distribute personal equipment.
- Label personal equipment.
- Load group equipment and supplies.

Setting Up for Weekend Training

- Unload equipment and supplies.
- Set up the first aid station.
- Set up the female sleeping area.
- Set up the male sleeping area.

Routine Tasks That May Occur During Weekend Training

- Organize the distribution of a meal.
- Clean up the eating area after a meal.
- Launch sailboats.
- Conduct a concurrent activity during weekend training.
- Secure sailboats.
- Organize lights out for the female cadets.
- Organize lights out for the male cadets.
- Organize wakey-wakey for female cadets.
- Organize wakey-wakey for male cadets.

Secure Weekend Training

- Secure the female sleeping area.
- Secure the male sleeping area.
- Secure the first aid station.
- Load group equipment and supplies.
- Complete a final garbage sweep.

After Weekend Training

- Unload equipment and supplies.
- Collect personal equipment.

LEADERSHIP APPOINTMENT AIDE-MEMOIRE

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During year four training, each cadet will be assessed at least once on a leadership assignment and once on a leadership appointment.

LEADERSHIP ASSIGNMENT

A leadership assignment is a specific, short- or long-term practical leadership opportunity during which the team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group for whom they will be responsible. The team will accomplish a singular minor duty or task.

LEADERSHIP APPOINTMENT

A leadership appointment is a specific long-term practical leadership opportunity that is more comprehensive in nature than a leadership assignment. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. The team will accomplish a singular major duty or task. These may be organizational appointments (eg, Divisional Petty Officer, Ship's Writer, etc.), training appointments (eg, Phase Instructor, Drill and Ceremonial Instructor, etc.) or supplementary appointments (eg, Canteen Steward, Drill Team Commander, etc.). In generating leadership appointments, consideration must be given to the duration of the major duty or task and frequency of opportunities to exercise leadership. The team leader is expected to meet with their team on a number of occasions over a period of time. Leadership appointments may be held by a single Phase Four cadet (eg, Drill Team Commander) or the Phase Four cadets may rotate through a position (eg, Ship's Writer). If a Phase Four cadet rotates through a leadership appointment, the appointment must be meaningful for the cadet and be of a duration that allows the cadet to meet the objectives of applying their leadership knowledge and skills and displaying the core leadership qualities of a cadet.

The team leader must supervise team members, communicate with team members to solve problems, strive to meet the needs and expectations of team members, motivate team members, and provide feedback to team members. The team leader must attempt to develop the skills and knowledge of their team members.

Direction for the leadership appointment must be given by a superior, usually an activity leader or activity manager.

HOW TO CONDUCT A LEADERSHIP APPOINTMENT

When conducting the leadership appointment, use the following steps:

1. prepare for the leadership appointment;
2. brief the team members at the onset and then throughout the leadership appointment;
3. carry out the tasks associated with the leadership appointment;
4. provide feedback to the team members throughout and at the completion of the leadership appointment; and
5. meet with the activity manager throughout and at the completion of the leadership appointment to discuss the outcomes of the leadership appointment.

PREPARING FOR THE LEADERSHIP APPOINTMENT

Ensuring the Required Resources are Available

Make sure all the resources necessary for using during the appointment are available. For example, if the appointment is to act as a flag party commander, the flags, poles, etc will need to be available, both for practice and performance opportunities.

Completing a Time Appreciation

Be aware of the end date of the appointment. If the appointment is comprised of stages or phases, the leader must determine how much time to allocate to each stage or phase. All members involved in the appointment must be aware of the current date and the end date of the appointment.

Making a Plan

Make a plan to be successful in the appointment by:

1. determining what stages or phases comprise the appointment;
2. determining tasks inherent within the appointment;
3. developing a process to accomplish all tasks; and
4. identifying and allocating resources.

BRIEFING TEAM MEMBERS DURING THE LEADERSHIP APPOINTMENT

Communicating the Overall Plan

Explain how the appointment will be carried out. All team members should know what is involved as the leader carries out the appointment. This may include identifying various stages and phases.

Communicating the Tasks Involved in the Leadership Appointment

Explain the tasks involved within the leadership appointment. Leadership appointments may be comprised of a series of tasks.

Assigning Tasks to Team Members as Applicable

Assign each team member the tasks that must be completed within the scope of the appointment. Every team member should be actively engaged in a meaningful activity.

Ensuring the Team Members Understand Their Tasks

Confirm the team members understand their tasks and ask the team members if they have any questions. The team leader should also ask a few questions to various team members to ensure comprehension. When team members are assigned specific tasks, it is important they understand what is expected of them.

CARRYING OUT THE TASKS ASSOCIATED WITH THE LEADERSHIP APPOINTMENT

Supervising Team Members

Throughout the leadership appointment, the team leader will have many occasions during which to supervise team members. The most important aspect of supervision is to ensure the tasks are being conducted safely. Supervision also allows the team leader to provide ongoing feedback to team members.

Ensuring the Tasks Within the Appointment are Progressing According to the Time Allotted

Do not wait until the last minute to ensure tasks are being completed. If tasks are not being completed as planned, whether too slow or too fast, the plan may need to be adjusted and feedback should be given. Careful monitoring of team members and the overall situation will ensure the team leader is leading successfully during the leadership appointment and the major duty or task will be accomplished.

Providing Feedback to the Team Members Throughout the Appointment

The team leader will provide feedback throughout the appointment. This feedback may be given to the team as a whole or it may be given to individual team members. Feedback should be provided such that it is frequent, accurate, specific, and timely. Successful supervision allows for ongoing feedback to be provided to the team. Feedback is necessary for the team members as it will allow them to develop as leaders also.

Modifying the Plan as Required

If the plan is not working, take time to modify it. If help is required from team members, ask for it. Modifying aspects of the plan partway through the appointment may benefit the outcome; however, always keep time limits and constraints in mind. If the plan is being revised, communicate the new plan to the team members and work with them to implement it.

PROVIDING FEEDBACK TO THE TEAM MEMBERS UPON CONCLUSION OF THE LEADERSHIP APPOINTMENT

It is important to give feedback to the team members upon conclusion of the leadership appointment. It is vital for the team leader to spend time focusing on how the team members worked together to achieve a common goal. When team members successfully complete a task, praise should be given. It is important to recognize dedication shown in seeing a task through to completion. Team leaders should try to recognize each team member for their contribution to the completion of a task.

The team leader should ask for feedback on the appointment from the team members. This can be done using general questions about the leadership appointment, such as:

- What was learned during the appointment?
- Was the goal met? What contributed to the success?
- How did everyone interact during the appointment?
- Were there behaviours that helped and / or hindered during the appointment?
- Were there any cadets who were not motivated to participate in the activity? How did this affect the morale of the remainder of the team?
- Were there leaders that emerged from within the team?

MEETING WITH THE ACTIVITY MANAGER TO DISCUSS THE OUTCOMES OF THE LEADERSHIP APPOINTMENT

Just as the team leader will provide ongoing feedback to the team members during the leadership appointment, the team leader will need periodic feedback from the activity manager to discuss and monitor progress of the major duty or task. Feedback from the activity manager should assist the team leader in improving performance. Once the leadership appointment is concluded, the team leader should meet with the activity leader for an overall debriefing. This feedback will aid the team leader during future leadership appointments.

403 PC 01 ASSESSMENT RUBRIC
LEADERSHIP ASSIGNMENT

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
Select a leadership approach.	Did not select an approach appropriate to the assignment.	Selected an approach and was challenged with balancing focus on the team members and the goal.	Selected an approach and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership task. Team members did not need clarification.
Supervise cadets.	Did not supervise team members.	Only supervised team members at the beginning and / or end of the leadership assignment.	Supervised throughout the leadership assignment making some corrections when necessary.	Supervised throughout the leadership assignment making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and sincerely, with attention at times to both individuals and the team.	Motivated consistently and sincerely, addressing both individuals and the team.

Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts to meet the needs and expectations of team members but with limited results.	Made considerable efforts to meet the needs and expectations of team members with adequate results.	Made consistent efforts to meet the needs and expectations of team members with solid results.
Complete the leadership assignment.	Did not complete the leadership assignment.		Completed the leadership assignment.	
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

403 PC 02 ASSESSMENT RUBRIC
LEADERSHIP APPOINTMENT

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
Select a leadership approach.	Did not select appropriate approach(es) throughout the appointment.	Selected an approach and was challenged with balancing focus on the team members and the goal throughout the appointment.	Selected approach(es) throughout the appointment and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach(es) throughout the appointment with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Did not communicate with team members frequently enough. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated with team members consistently throughout the leadership appointment. Team members did not need clarification.
Supervise team members.	Did not supervise team members.	Did not successfully apply the principles of supervision; supervision was infrequent throughout the appointment.	Supervised throughout the leadership appointment, making some corrections when necessary.	Supervised consistently throughout the leadership assignment, making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and sincerely, with attention at times to both individuals and the team.	Motivated consistently and sincerely, addressing both individuals and the team.

Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts throughout the appointment to meet the needs and expectations of team members but with limited results.	Made considerable efforts throughout the appointment to meet the needs and expectations of team members with adequate results.	Made consistent efforts throughout the appointment to meet the needs and expectations of team members with solid results.
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 7

EO C403.01 – PARTICIPATE IN A LEADERSHIP SEMINAR

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 the information on seminars located at Attachment A.

Choose one of the four seminars. Prepare all materials for the seminar located at Attachments B–E.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadets shall have participated in a leadership seminar.

IMPORTANCE

It is important for cadets to participate in a leadership seminar so they have an opportunity to further develop their leadership skills and knowledge. Leadership seminars allow cadets to discuss the best practices and explore leadership topics. This EO may be an introduction to the seminar format, which will be used throughout Phase Five.

Teaching Point 1 **Have the cadets participate in a leadership seminar.**

Time: 80 min Method: Seminar

Have the cadets participate in a leadership seminar on one or more of the following topics:

- problem solving,
- time management,
- communication, and
- supervision.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets participate in a leadership seminar.

RESOURCES

As per the selected topic (located at Attachments B–E).

ACTIVITY LAYOUT

Set up the classroom IAW the selected leadership seminar (located at Attachments B–E).

ACTIVITY INSTRUCTIONS

Follow the activity instructions IAW the selected leadership seminar (located at Attachments B–E).

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in a leadership seminar will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in a leadership seminar will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Participating in leadership seminars may assist you in further developing leadership skills and knowledge. One can never know all there is to know about leadership and seminars are an important tool to further explore each leadership topic. In addition, the seminar format used during this lesson will be used throughout Phase Five.

INSTRUCTOR NOTES / REMARKS

This EO may be conducted as many as four times during Phase Four training.

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SEMINAR INFORMATION

SEMINARS

Seminars are effective ways to communicate information on a particular topic to the rest of the group. Seminars are a tutorial arrangement involving an instructor and a small group. They are best used as a part of the developmental learning process. A seminar will be meaningful and realistic when it is focused on specific needs.

Seminars have many uses. They can be used to:

- pass on new information to a group;
- provide general guidance for a group working on a project;
- exchange information on techniques and approaches being explored by members of a group; and
- develop new and imaginative solutions to problems a group is encountering.

PREPARATION OF A GROUP

Prepare the group attending the activity so that they understand the importance of the seminar and are in the proper mindset. The instructor should:

1. prepare the problem, project, or topic of study in advance of the session;
2. introduce the lesson, identify the topic and its importance / relevance to the group, and describe how the seminar will proceed prior to the actual forum; and
3. assign research or study materials on a topic, prior to the seminar, if appropriate.

HOW TO CONDUCT A SEMINAR

During a seminar, employ strategies / approaches to explore new material, solve problems and exchange information such as:

- instructor presentation;
- learner presentation;
- group discussion;
- group brainstorming; or
- group work.

Follow the discussions and lead the group to draw conclusions regarding how to solve the problem or how they will use the new information.

Finally, close the discussion by highlighting the major conclusions and decisions made.

Workshops are similar and closely related to seminars. During a workshop, the group is presented with a problem or study subject and are required to produce possible solutions. A workshop can be used as an aspect of a seminar where the group concentrates on small amounts of material.

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LEADERSHIP SEMINAR
PROBLEM SOLVING

Total Time:	90 min

PREPARATION

Photocopy Appendices 1, 4, 5 and 6 to Attachment B for each cadet.

Photocopy Appendices 2 and 3 to Attachment B.

The following components are conducted during this seminar:

Number	Component	Time
1	Conduct an in-class activity where cadets solve the NASA moon survival scenario individually.	10 min
2	Conduct an in-class activity where cadets solve the NASA moon survival scenario as a group.	20 min
3	Conduct a group discussion on the NASA moon survival scenario.	10 min
4	Explain how to use the stepladder problem-solving technique and the six thinking hats technique.	10 min
5	Conduct an in-class activity where cadets solve a problem using the stepladder or six thinking hats technique.	10 min
6	Have cadets solve problems.	15 min
7	Conduct a group discussion on the problem-solving seminar.	5 min

CONDUCT AN IN-CLASS ACTIVITY WHERE CADETS SOLVE THE NASA MOON SURVIVAL SCENARIO INDIVIDUALLY

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets solve the NASA Survival on the Moon scenario individually.

RESOURCES

- NASA Survival on the Moon scenario and individual answer sheet located at Appendix 1 to Attachment B, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the NASA Survival on the Moon scenario and individual answer sheet to each cadet.
2. Have the cadets complete the NASA Survival on the Moon scenario.

SAFETY

Nil.

CONDUCT AN IN-CLASS ACTIVITY WHERE CADETS SOLVE THE NASA MOON SURVIVAL SCENARIO AS A GROUP

ACTIVITY

Time: 20 min

OBJECTIVE

The objective of this activity is to have cadets solve the NASA Survival on the Moon scenario as a group.

RESOURCES

- NASA Survival on the Moon scenario,
- Completed NASA Survival on the Moon scenario and individual answer sheet from previous activity,
- NASA Survival on the Moon team answer sheet located at Appendix 2 to Attachment B, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute NASA Survival on the Moon scenario to one cadet from the group.
2. Have one cadet read the scenario to the group.
3. Have the cadets complete the NASA Survival on the Moon scenario as a group using their previous answers as a guide.
4. Review the group's answers to the NASA Survival on the Moon scenario using Appendix 3 to Attachment B.
5. Have cadets score their answers as a group and then as individuals.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE NASA MOON SURVIVAL SCENARIO

Time: 10 min

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.

TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

Transactional leadership. Leaders exchange promises of rewards and benefits to team members so the team members will fulfill agreements with the leaders. This type of leadership is task-oriented. The leader sets the rules and procedures to complete a task and the team members comply with the rules and follow the procedures to accomplish the task.

Transactional Leadership:

- Values problem and solution identification.
- Makes decisions – even if everyone has not been heard – in order to move forward.
- Uses standards and principles as guides in decision making.
- Develops the self to be a better decision maker for the group.
- Gets things done.
- Recognizes the importance of the product.
- Takes charge (personal power).

Transformational leadership. Focuses on the process of being a leader by helping team members transform themselves from followers into leaders. Transformational leadership involves assisting team members to transcend their own self-interest for the good of the group, organization or society; to consider their long-term needs to develop themselves, rather than their immediate needs; and generally, to become more aware of what is really important.

Transformational Leadership:

- Values the participation and contribution of others.
- Takes all viewpoints and advice into account before making a decision.
- Considers individuals within their contexts and situations.
- Uses individuals to test decisions.
- Develops the self first to be a better contributor to the group.
- Learns from experiences to generalize to ‘real life’.
- Recognizes the importance of the process.
- Shares leadership (group power).

Leadership within the cadet program has been designed to create transformational leadership. Transformational leadership enables the Cadet Program to meet its first aim—to develop in youth the attributes of good citizenship and leadership.

Transactional leadership focuses on the skills and tasks associated with leadership, such as public speaking, writing, delegating authority, leading meetings and making decisions. It is what people who are leaders do. Transformational leadership focuses on the process of leadership and what it means to be a leader. It is concerned with how individuals use their abilities to influence people. Think of the main difference between transactional and transformational leadership as doing leadership tasks versus being a leader.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. Based on the two previous activities, which decisions were easier to make—individually or as a group?

Q2. Which do you think was more effective?

Q3. Give some examples of how decisions were made.

Q4. Who influenced the decisions and how?

Q5. Could better decisions have been made? How?

Q6. How was conflict managed?

Q7. How do you feel about the decisions?

Q8. Were you satisfied with each decision? Why or why not?

Q9. What would you change if you did this again?

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.

EXPLAIN HOW TO USE THE STEPLADDER PROBLEM SOLVING TECHNIQUE AND THE SIX THINKING HATS TECHNIQUE

Time: 10 min

The Stepladder Technique

The stepladder technique is a step-by-step approach to help ensure that all members of the group are heard. The technique allows shy, quiet people to present their ideas to the group before other group members may influence them. This method allows everyone to hear many different viewpoints before reaching a final decision.

The stepladder technique steps:

1. present the problem or task;
2. form the core group of two members;
3. share ideas and discuss;
4. add the third member to the group;
5. share ideas and discuss;
6. add the fourth member to the group;
7. share ideas and discuss;
8. add additional members, one at a time, sharing ideas and discussing after each, until all members have been added; and
9. reach a final decision.

Many groups begin to lose effectiveness and the ability to make quality decisions if they have too many members. Keep the group small—four to six team members—to maximize effectiveness.

The Six Thinking Hats Technique

Six Thinking Hats is a good technique for looking at the effects of a decision from a number of different points of view. It allows necessary emotion and scepticism to be brought into what would otherwise be purely rational decisions. It opens up the opportunity for creativity within decision making. The Six Thinking Hats technique

helps groups make better decisions by moving people outside their habitual ways of thinking. For example, persistently pessimistic cadets may be asked to be positive and creative.

Each Thinking Hat is a different style of thinking. These are:

White Hat. With this thinking hat, cadets must focus on the data available. They must look at the information they have and see what can be learned from it. They must look at gaps in the knowledge and either try to fill them or account for them. These cadets will analyze past trends and try to predict on the basis of what is known, what may happen.

Red Hat. With this thinking hat, cadets must look at the decision using intuition, gut reaction and emotion. They must try to think how other people may react emotionally, and try to understand the responses of others who do not know how the decision was made.

Black Hat. With this thinking hat, cadets must look at things pessimistically, cautiously and defensively. They try to see why ideas and approaches might not work. This may highlight the weak points in a plan or course of action. This allows the group to alter the approach or prepare contingency plans to counter problems that arise.

Yellow Hat. With this thinking hat, cadets must think only positively. They must keep an optimistic viewpoint that helps to see all the benefits and opportunities that arise from the decision or course of action. Yellow hat thinking helps to keep the group going when everything seems to be gloomy or difficult.

Green Hat. With this thinking hat, cadets must think creatively. They try to develop new, innovative and imaginative solutions to the problem or task. These cadets must think outside the box and not critique their own ideas before expressing them.

Blue Hat. With this thinking hat, cadets must focus on process control. This is the hat worn by people chairing the problem-solving session. When running into difficulties because ideas are running dry, they may direct cadets into a different coloured hat.

Using the Six Thinking Hats technique should improve the quality of decision-making. By "wearing" each of the thinking hats in turn, decisions are systematically explored.

CONDUCT AN IN-CLASS ACTIVITY WHERE CADETS SOLVE A PROBLEM SCENARIO USING THE STEPLADDER OR SIX THINKING HATS TECHNIQUE

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have cadets solve a problem using the stepladder or Six Thinking Hats technique.

RESOURCES

Scenario located at Appendix 4 to Attachment B.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets select the stepladder technique or six thinking hats technique to solve the scenario.
2. Distribute the scenario to each cadet.
3. Have the cadets read the scenario.
4. Divide the cadets into groups of no more than six.
5. Have the cadets solve the scenario using the technique selected.

SAFETY

Nil.

HAVE CADETS SOLVE PROBLEMS

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets solve problems.

RESOURCES

- Brainteasers and puzzles located at Appendix 5 to Attachment B, and
- Answer keys located at Appendix 6 to Attachment B.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

There are 10 problems to be solved. Cadets do not have to solve all the problems. Cadets should work on the problems in small groups.

1. Distribute Appendix 5 to Attachment B to each cadet.
2. Divide cadets into groups of no larger than three.
3. Have cadets solve the problems.
4. After 12 minutes, distribute answer keys located at Appendix 6 to Attachment B to each group.
5. Have the groups check their answers.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE PROBLEM-SOLVING SEMINAR

Time: 5 min

The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. What have you learned during this seminar?

Q2. Which activities did you enjoy during the seminar? Why?

Q3. Will this information be useful to you?

Q4. Where do you think you will use the information from this seminar?

Q5. Now that you know the Stepladder and Six Thinking Hats Techniques, how have you changed your approach to solving a problem? How will this impact your decision-making?

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.

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NASA Survival on the Moon

Scenario:

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. However, due to mechanical difficulties, your ship was forced to land at a spot some 200 kilometres from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-kilometre trip. The 15 items left intact and undamaged after landing are listed on the next page. Your task is to rank them in order of importance for your crew to help them reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15 for the least important.

NASA Survival on the Moon Individual Answer Sheet

Name _____

To be completed individually.

_____ Box of Matches

_____ Food Concentrate

_____ 15 Metres of Nylon Rope

_____ Parachute Silk

_____ Portable Heating Unit

_____ Two .45 Calibre Pistols

_____ One Case of Dehydrated Milk

_____ Two 50-Kilogram Tanks of Oxygen

_____ Stellar Map

_____ Self-Inflating Life Raft

_____ Magnetic Compass

_____ 20 Litres of Water

_____ Signal Flares

_____ First Aid Kit, Including Injection Needle

_____ Solar-Powered FM Receiver-Transmitter

NASA Survival on the Moon Team Answer Sheet

TEAM NAME_____

To be completed as a group.

Team ranking		NASA Ranking
_____	Box of Matches	_____
_____	Food Concentrate	_____
_____	15 Metres of Nylon Rope	_____
_____	Parachute Silk	_____
_____	Portable Heating Unit	_____
_____	Two .45 Calibre Pistols	_____
_____	One Case of Dehydrated Milk	_____
_____	Two 50-Kilogram Tanks of Oxygen	_____
_____	Stellar Map	_____
_____	Self-inflating Life Raft	_____
_____	Magnetic Compass	_____
_____	20 Litres of water	_____
_____	Signal Flares	_____
_____	First Aid Kit, Including Injection Needle	_____
_____	Solar-Powered FM Receiver-Transmitter	_____

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Answers to the Survival on the Moon

ITEM	NASA RANKING	NASA REASONING
Box of Matches	**15**	Virtually worthless—there is no oxygen on the moon to sustain combustion.
Food Concentrate	**4**	Efficient means of supplying energy requirements.
15 Metres of Nylon Rope	**6**	Useful for scaling cliffs and for tying team members together while scaling cliffs.
Parachute Silk	**8**	Protection from the sun's rays.
Portable Heating Unit	**13**	Not needed unless on the dark side of the moon.
Two .45 Calibre Pistols	**11**	Possible means of self-propulsion.
One Case of Dehydrated Milk	**12**	Bulkier duplication of food concentrate.
Two 50-Kilogram Tanks of Oxygen	**1**	Most pressing survival need (weight is not a factor since gravity is one-sixth of the Earth's).
Stellar Map	**3**	Primary means of navigation—star patterns appear essentially identical on the moon as on Earth.
Self-Inflating Life Raft	**9**	Carbon dioxide bottle in the military raft may be used for propulsion.
Magnetic Compass	**14**	The magnetic field on the moon is not polarized, so it is worthless for navigation.
20 Litres of Water	**2**	Needed for tremendous liquid loss on the light side of the moon.
Signal Flares	**10**	Use as distress signal when the mother ship is sighted.
First Aid Kit Including Injection Needle	**7**	Needles connected to vials of vitamins and medicines will fit in a special aperture in the NASA spacesuit.
Solar-Powered FM Receiver-Transmitter	**5**	For communications with the mother ship (FM radio requires line of sight transmission and can only be used over a short range).

Scoring:

For each item, mark the number of points that your team score differs from the NASA ranking, then add up all the points. Disregard plus or minus differences. The lower the total, the better your score.

0–25 excellent

26–32 good

33–45 average

46–55 fair

56–70 poor—suggests use of Earth-bound logic.

71–112 very poor—you are one of the casualties of the space program!

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STEPLADDER OR SIX THINKING HATS SCENARIO

Your corps has been given a large grant from the town / city of $20 000. The corps staff want to spend the money on a tour. The entire corps can go on a fully paid tour of Washington, DC for seven days or the corps can send two cadets from each Phase on a fully paid tour for one week to World War II sites in Europe. A decision must be made and the corps staff would like your input.

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PROBLEMS TO SOLVE

Problem #1

Four women, Louise, Lise, Carol and Lily, are seated at a table. They are chatting about their holidays.

They went to California, Texas, Florida and Arizona riding a lion, a tiger, a zebra, and a pony.

Question: What are the destinations and mode of transportation for each woman?

Hints:

- The woman riding the zebra did not smoke.
- Carol declared that she loved Miami.
- The woman riding the tiger had a cigarette with Lily.
- Louise said "Buy your pony a new saddle, Carol. I saw some during our trip to California?"
- The women riding the tiger mentioned that she has seen the Alamo in Texas.
- Lise was a chain smoker.

Problem #2

An army general wanted 10 soldiers to cross a river. There was no bridge and the soldiers could not swim. The general saw a row boat with two children on board. The boat could only hold two children or one soldier.

Question: How did the soldiers cross the river in the boat?

Problem #3

A crime has been committed. A life has been taken. The name, address and personal information are known to the police. However, this person shall never go to trial.

Question: Why?

Problem #4

A knight wanted to visit a princess. He had to arrive exactly at 1700 hours. If he travelled at 15 kilometres per hour, he would arrive one hour too early. If he travelled at 10 kilometres per hour, he would arrive one hour too late.

Questions:

At what time should he leave?
What distance will he travel?
At what speed will he travel?

Problem #5

A large ship is ignited on the high seas. All sailors, except the captain, leave aboard lifeboats. The captain dives and swims under the water for 90 metres. He hears an explosion. When he surfaces, he immediately hears another explosion. The captain rejoins a lifeboat and is pulled aboard by the sailors.

The captain mentions that he heard two explosions. The sailors state that they only heard one explosion. Both the captain and the sailors are telling the truth.

Question: How is this possible?

Problem #6

A girl, who was just learning to drive, went down a one-way street in the wrong direction, but did not break the law.

Question: How is this possible?

Problem #7

After school on Monday, Jody found this note in code taped to her locker.

Yg ctg jcxkpi c uwtrtkug rctva hqt Ou. Dtqyp.

At first, she couldn't figure it out. Then someone whispered in her ear, "M stands for K." Just that one clue helped Jody crack the code.

Question: What does the note say? How did you crack the code?

Problem #8

One man, one woman and some kids are out boating. There were three boats—one red, one blue, and one yellow—out on the river that morning. The boats were three different types: a yacht, a sailboat and a canoe. The people on the boats were from three different countries: France, Sweden and Italy.

Questions: What colour is each boat? What type is each boat? Who is on each boat? Which country do the people come from?

Hints:

- The woman is not in a yellow boat and is not from France.
- The red boat is not from Italy.
- The kids are in a blue boat, but they are not from Italy or Sweden.
- The man and his dog are on a yacht with an Italian flag.
- The sailboat is from France, while the canoe is red.

Problem #9

Amir tied two sacks of salt to the back of his donkey and headed for the market to sell the salt. On the way, Amir and the donkey passed a stream. The donkey jumped in to cool himself. As a result, much of the salt dissolved into the water, ruining the salt for Amir but improving matters for the donkey because his load became much lighter. Amir tried to get to the market on the following days, but the donkey always ruined the salt. Finally, Amir decided to teach the donkey a lesson. He once again set out with the donkey and the two sacks.

Question: What did Amir do differently this time so that after that day the donkey stopped taking a swim?

Problem #10

Train A and train B are crossing the country, from coast to coast, over 5 000 kilometres of railroad track. Train A is going from east to west at 80 kilometres per hour, and Train B is going from west to east at 90 kilometres per hour.

Question: Which train will be closer to the west coast when they meet?

Hint: You don’t have to do any math to get the answer.

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ANSWER KEY TO PROBLEMS

Problem #1

Answer:

Louise - California - zebra
Lise - Texas - tiger
Carol - Florida - pony
Lily- Arizona - lion

Problem #2

Answer:

Start with two children crossing. One child gets out of the boat, the other child returns in the boat. The second child gets out of the boat and the soldier crosses. The first soldier gets out of the boat, and the first child gets in the boat and returns. Repeat the process until all the soldiers, the general and the children have crossed the river.

Problem #3

Answer:

No person shall go to trial because the crime was a suicide.

Problem #4

Answer:

He should leave at 1200 hours. He will travel 60 kilometres. He will travel 12 kilometres per hour.

Problem #5

Answer:

It is true because sound travels more rapidly under water than on the surface.

Problem #6

Answer:

She was walking.

Problem #7

Answer:

The message reads, “We are having a surprise party for Ms. Brown.” M stands for K tells you that the alphabet has shifted two letters.

STRATEGY: Write the alphabet in a row, with a second alphabet below it, starting with a below c. When you get to x in the second row, go to the a in the top row and write y below it and z below b.

Problem #8

Answer:

Yellow - yacht - man - Italy
Red - canoe - woman - Sweden
Blue - sailboat - kids - France

Problem #9

Answer:

Amir loaded the sacks not with salt but with sand. When the donkey jumped in the stream and got the sacks wet, they became much heavier.

Problem #10

When the trains meet, they will be at exactly the same point. Therefore, they will each be the same distance from the west coast.

LEADERSHIP SEMINAR
TIME MANAGEMENT

Total Time: 90 min

PREPARATION

Photocopy Appendix 1 to Attachment C.

The following components are conducted during this seminar:

Number	Component	Time
1	Explain that time management is a myth.	5 min
2	Conduct an activity where cadets brainstorm a list of time stealers.	10 min
3	Conduct an activity where cadets reflect on and create a list of activities where they spend the most time and the least time.	10 min
4	Explain procrastination.	10 min
5	Conduct an activity where cadets brainstorm time-management tips.	10 min
6	Explain time-management tips for teens.	5 min
7	Explain preparing to-do lists.	5 min
8	Conduct a group discussion on how technology may aid in time management.	5 min
9	Conduct an in-class activity where cadets create a to-do list based on a scenario.	15 min
10	Conduct a group discussion on the time-management seminar.	5 min

EXPLAIN THAT TIME MANAGEMENT IS A MYTH

Time: 5 min

TIME MANAGEMENT IS A MYTH

There are only 24 hours in every day. Time never changes. Time management does not refer to managing time; it refers to managing ourselves. Organizing and managing workload and free time is what is meant by time management. It means what one does with the time one has.

CONDUCT AN ACTIVITY WHERE CADETS BRAINSTORM A LIST OF TIME STEALERS

BACKGROUND KNOWLEDGE

Time stealers include:

- interruptions (telephones, visitors, etc),
- procrastination and indecisions,
- dealing with minor tasks that should have be delegated,
- acting with incomplete information,
- lack of planning,

- stress and fatigue,
- inability to say "No", and
- personal disorganization.

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets brainstorm a list of time stealers.

RESOURCES

- Two flip charts, and
- Two markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.
2. Give each group a flip chart and marker.
3. Have each group brainstorm and record on the flip chart a list of time stealers.
4. Have one member from each group share their list with the class.

SAFETY

Nil.

CONDUCT AN ACTIVITY WHERE CADETS REFLECT ON AND CREATE A LIST OF ACTIVITIES WHERE THEY SPEND THE MOST TIME AND THE LEAST TIME

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets reflect on and create a list of activities where they spend the most time and the least time.

RESOURCES

- Paper, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute paper and pen / pencil to each cadet.

2. Explain to the cadets that they are to reflect and create a list of activities where they spend the most time and the least time.

Do not force cadets to share their list if they do not wish.

3. After six minutes have the cadets present their list to the class.

SAFETY

Nil.

EXPLAIN PROCRASTINATION

Time: 10 min

WHY DO CADETS PROCRASTINATE?

Procrastination is putting things off that should be focused on right now. Usually, things are put off in favour of doing something that is more enjoyable or that is easier to accomplish. Procrastinators work as many hours in a day as other cadets but procrastinators invest their time in the wrong tasks.

Sometimes this is simply because cadets do not understand the difference between urgent tasks (time-sensitive) and important tasks (significant), and they jump straight into urgent tasks that are not actually important. They may think they are doing the right thing because they are reacting quickly or they may simply be driven by the person whose demands are the loudest.

Important. Of great effect or consequence; significant.

Urgent. Demanding or requiring immediate action or attention.

Causes of Procrastination

Another common cause of procrastination is that cadets feel overwhelmed by the task. Cadets may not know where to begin, or they may doubt they have the skills or resources to complete the task. Cadets may seek comfort in doing tasks that they know they are capable of completing.

Other Causes of Procrastination

Other causes of procrastination include:

- waiting for the "right" mood or the "right" time to tackle the important tasks;
- a fear of failure or success;
- underdeveloped decision-making skills;

- poor organizational skills; and
- perfectionism (cadets think they do not have the right skills or resources to accomplish the task perfectly so they do not begin at all).

Ask cadets to name some tasks that they might procrastinate on rather than getting started.

HOW TO OVERCOME PROCRASTINATION

Whatever the reason behind procrastination, it must be acknowledged, dealt with and controlled.

1. **Recognize that you are procrastinating.** Be honest with yourself; you probably know when you are procrastinating.
2. **Work out why you are procrastinating.** Why you procrastinate can depend on both you and the task. Understanding the reason for procrastination for each situation will help you select the best approach to overcoming your reluctance to get going.
3. **Get over it.** If you are putting something off because you just do not want to do it, and you can not delegate the work, you need to find a way to motivate yourself. The following approaches may be helpful:

- make up you own rewards;
- ask someone to check up on you; or
- identify unpleasant consequences of not doing the task.

If you are putting off starting a project because you find it overwhelming, you may need a different approach. Here are some tips:

- break the project into smaller, or manageable tasks;
- start with some quick small tasks, even if these are not the logical place to start. This will help you feel like you are achieving results.

CONDUCT AN ACTIVITY WHERE CADETS BRAINSTORM TIME-MANAGEMENT TIPS

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets brainstorm time-management tips.

RESOURCES

- Flipchart, and
- Marker.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of no more than six.
2. Have the cadets select a recorder for the brainstorming session.
3. Explain to cadets that they are to create a list of time-management tips for other cadets.
4. Have the selected cadet record the suggestions.
5. Have each group share their tips with the rest of the class.

SAFETY

Nil.

EXPLAIN TIME-MANAGEMENT TIPS FOR TEENS

Time: 5 min

If it seems like there is never enough time in the day to get everything done, use the following tips to organize and take control of the situation:

- make a to-do list;
- use spare minutes wisely;
- it's okay to say "No";
- find the right and best time for work;
- get a good night's sleep;
- communicate the schedule to others;
- create a time budget and plan accordingly;
- don't waste time agonizing; get on with it; and
- set realistic goals.

EXPLAIN HOW TO PREPARE TO-DO LISTS

Time: 5 min

A to-do list is a prioritized list of tasks that need to be completed. It lists what must be done with the important tasks at the top of the list and the least important tasks at the bottom of the list.

Keeping to-do lists ensures that all tasks that need to be accomplished are captured in one place. This is essential in order not to forget things. By prioritizing work, a plan is created. This ensures that tasks that need immediate attention are completed first.

Preparing a To-do List

Begin by writing down all of the tasks that need to be completed. If the tasks are large, break them into parts. All tasks on the list should take no more than 1–2 hours to complete.

How to Prioritize the To-do List

The next step in creating a useful to-do list is to prioritize each task on the to-do list. There are many ways to prioritize but usually priorities are based on time constraints and / or the benefit of the accomplishment of the task. For example, a priority based on time constraints could be if you have to take a sibling to a ball game at six in the evening, and the clock reads 5:30 pm, that task will move to a very high priority. An example based on a benefit of the task could be if you wish to buy a newer car, you cannot miss shifts at work. Shifts at work will have a very high priority.

Allocate priorities for each task from A (very important or very urgent) to F (unimportant or not urgent at all). If too many tasks have a high priority, go through the to-do list again and demote the less important tasks. Once this has been accomplished, rewrite the list in order of priority.

CONDUCT A GROUP DISCUSSION ON HOW TECHNOLOGY MAY AID IN TIME MANAGEMENT

Time: 5 min

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. What types of technology may help in time-management?

Q2. How can those technologies help?

Q3. Do you use technologies to help keep you on track and organized?

Q4. How do they help you?

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.

CONDUCT AN IN-CLASS ACTIVITY WHERE CADETS CREATE A TO-DO LIST BASED ON A SCENARIO

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets create a to-do list based on a scenario.

RESOURCES

- Scenario located at Appendix 1 to Attachment C,
- Paper, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the scenario to each cadet.
2. Have cadets create a to-do list based on the scenario.
3. Have cadets present their to-do list to the group, and explain why they prioritized their list the way they did.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE TIME-MANAGEMENT SEMINAR

Time: 5 min

BACKGROUND KNOWLEDGE

The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. What have you learned during this seminar?

Q2. Which activities did you enjoy during the seminar? Why?

Q3. Will this information be useful to you?

Q4. Where do you think you will use the information from this seminar?

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.

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SCENARIO FOR CREATING A TO-DO LIST

It is Friday morning at 8:00 am. All tasks must be completed by 8:00 am on Monday.

The following tasks must be accomplished. Create a to-do list in priority order.

- Go to school from 9:00 am to 3:00 pm on Friday.
- Work from 6:00 pm to 9:00 pm on Saturday night.
- Pick up your sister from ballet on Sunday at 1:00 pm.
- Clean your room.
- Polish your boots.
- Take out the garbage.
- Make a lesson plan for cadets on Monday night.
- Go to a movie.
- Hang out with your friends.
- Cut the lawn.
- Do your homework which includes a 1 000 word essay, four math problems, and reading two chapters of your history text.
- Play basketball on Saturday.
- Update your resume.
- Have supper at your grandparents on Sunday.
- Study for final exams.
- Eat meals.
- Sleep at least eight hours a night.
- Work out with weights.

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LEADERSHIP SEMINAR
COMMUNICATIONS

Total Time:	90 min

PREPARATION

Photocopy Appendices 1 and 3 to Attachment D for each cadet.

Photocopy Appendices 2 to Attachment D.

The following components are conducted during this seminar:

Number	Component	Time
1	Have cadets participate in a communication exercise.	15 min
2	Conduct a group discussion on the communications exercise.	5 min
3	Demonstrate and explain how to build rapport using a role-play scenario.	20 min
4	Explain reading body language.	15 min
5	Conduct an activity where cadets read negative and positive body language.	20 min
6	Conduct a group discussion on the communications seminar.	5 min

HAVE CADETS PARTICIPATE IN A COMMUNICATION EXERCISE

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets give and receive instructions without non-verbal cues.

RESOURCES

- Figures located at Appendix 1 to Attachment D,
- Paper, and
- Pens / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets find a partner.
2. Have the cadets sit back-to-back.
3. Distribute paper and pen / pencil to each cadet.
4. Distribute picture A to one cadet and picture B to the other cadet.

5. Have the first cadet describe and give instructions to the other cadet to reproduce picture A. The cadet receiving instructions cannot ask for clarification; they may only ask for repetition.

6. Allow the first cadet seven minutes to complete the instructions.

7. Have the other cadet describe and give instructions to the first cadet to reproduce picture B. The cadet receiving instructions cannot ask for clarification; they may only ask for repetition.

8. Allow the second cadet seven minutes to complete the instructions.

9. Have each cadet exchange pictures.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE COMMUNICATIONS EXERCISE

Time: 5 min

The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. How did you feel about giving instructions? Were your instructions to the point?

Q2. How did you feel about receiving instructions? Could the instructions you were given be more clear?

Q3. Which was more difficult, giving or receiving instruction? Why?

Q4. Would this exercise have been easier if you could see your partner? Why or why not?

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.

DEMONSTRATE AND EXPLAIN HOW TO BUILD RAPPORT USING A ROLE-PLAY SCENARIO

BACKGROUND KNOWLEDGE

BUILDING RAPPORT

Rapport builds naturally over time with cadets who are trusted and who are believable. The process of building rapport can be sped up by matching and mirroring the other cadet's verbal and non-verbal communications.

Matching Body Language

Matching body language can take several forms. One may match the other cadet's whole body position, the position of the upper or lower half of their body, or the angle of their head and shoulder. Matching may also be done by using the cadet's same type and rate of movement and gestures. One may match things exactly or partially.

Matching Voice

Matching may also be done using the other cadet's voice. One may match their volume, speed, pitch, rhythm, inflections and pauses. One may match their type of language and vocabulary and speech patterns.

Matching Energy

One may match the other cadet's energy level also. One may match how rapidly they breathe and whether they breathe using shallow or deep breaths.

Mirroring

Instead of matching the cadet's body movements, one may mirror them. When the cadet crosses their right leg over their left, one may cross their left leg over their right.

The idea of building rapport through matching and mirroring is not to copy blindly every movement a cadet makes or each body position they sit in. Building rapport is something that is done "with" a cadet, not "to" a cadet.

ACTIVITY

Time: 20 min

When conducting the role-play, take the part of a mentor. Ensure when acting as the mentor during the role-play to use matching and mirroring techniques.

OBJECTIVE

The objective of this activity is to have the cadets see communications that build rapport using a role-play scenario.

RESOURCES

- Role-play scenario located at Appendix 2 to Attachment D,
- Paper,
- Pen/ pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute paper and a pen / pencil to each cadet.
2. Ask cadets to volunteer to take part in the role-play.
3. Select one cadet to take part in the role-play.
4. Distribute the role-play scenario to the selected cadet.
5. Ask all other cadets to write down their observations about the role-play scenario.
6. Conduct the role-play scenario with the selected cadet.
7. After eight minutes, conclude the role-play scenario.
8. Have the rest of the cadets share their observations about the scenario. Ensure the cadets give examples for their observations.
9. Describe the matching and mirroring techniques that were used during the role-play scenario.

SAFETY

Nil.

EXPLAIN READING BODY LANGUAGE

Time: 15 min

Body language reveals a cadet's true thoughts. It may forewarn problems, such as lack of understanding, disagreement or conflict. It may signal support, agreement or encouragement. It may show how comfortable a cadet is with what is being said or how committed they really are to their own words.

Reading Other's Body Language

Most people understand body language intuitively and quickly, and the conclusions that are reached go straight into the subconscious. However, it pays to look out for certain positive and negative signals. If other's body language is read correctly, one should know whether one's communications are succeeding or missing their mark.

The Signal	What it may say
Nodding the head.	This cadet is listening to me. This cadet agrees with me.
Scratching the neck or rubbing eyes and looking at the ceiling (female) or the floor (man).	This cadet may not be telling the truth.
Clenched hands.	This cadet is frustrated.
Hand on cheek.	This cadet has some doubts.
Hand on cheek with thumb under chin.	This cadet is interested but has some doubts.
Picking off imaginary lint.	This cadet disagrees with or disproves of what has been said but is not willing to say so.
Crossed arms and legs.	This cadet is tuning out or filtering what is being said.

One must be careful of a cadet's unspoken messages. Crossed arms may say "I feel threatened by what you are saying and I am closed to hearing it", but it may also say "I'm cold". A tapping foot may mean "I would like to be on my way", but it may also reflect a lot of nervous energy or a need to go to the washroom.

Look Out for Negative Signals

A cadet's body language may serve as an early warning signal that something is amiss in the communication process. Negative signals include:

- feet pointing away from the speaker;
- tapping feet;
- rapidly nodding the head;
- covering the nose;
- rubbing or scratching the neck or nose;
- looking skyward;
- avoiding or limiting eye contact;
- covering the mouth;
- body orienting away from the speaker;
- tense posture;
- covering or rubbing of the ears;
- "dancing" around;
- forming a fist, clenching the hands;
- rapidly exhaling breath;
- fidgeting (eg, tapping a pencil);
- drumming the fingers on the table; and
- buttoning the coat or jacket.

Boredom may look like:

- doodling;
- drumming the fingers;
- crossed legs with the foot swinging or kicking;
- head held in hands;
- a blank stare;
- taking deep breaths;
- tapping the floor with the foot; and
- clicking a pen in and out.

Frustration may look like:

- short breaths;
- "tssk" sounds;
- hands tightly clenched;
- fist-like gestures;
- wringing hands;
- pointing index fingers;
- running hands through the hair;
- rubbing the back of the neck; and
- kicking the ground at an imaginary object.

Look Out for Positive Signals

Just as body language may alert one to looming problems, it may also herald success. Positive signals include:

- nodding thoughtfully;
- relaxed posture;
- body oriented toward the speaker;
- open hands;
- feet pointed towards the speaker;
- stroking of the chin;
- open body position;
- eye contact, particularly when the pupils are dilated (enlarged);
- handling the documents or materials one is presenting; and
- thoughtful "um-hums".

Cooperation may look like:

- open hands;
- sitting on the edge of the chair;
- unbuttoning the coat or jacket;
- tilted head;
- leaning toward the speaker; and
- moving closer to the speaker.

Evaluation may look like:

- hand-to-face gestures;
- tilted head;
- stroking the chin or chin in the palm of the hand;
- taking their glasses off to clean them;
- sucking on a pen or glasses' arm; and
- peering over their glasses.

Distribute Appendix 3 to Attachment D to each cadet.

CONDUCT AN ACTIVITY WHERE CADETS READ NEGATIVE AND POSITIVE BODY LANGUAGE

Time: 20 min

OBJECTIVE

The objective of this activity is to have the cadets read negative and positive body language.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have cadets select a partner.
2. Select one set of partners to go first.
3. Have one cadet act as the sender while the other cadet acts as the receiver of the information.
4. Have the receiver select one body language signal to display throughout the sender's presentation.
5. Have the sender tell the receiver about everything they have done during the previous week.
6. Have the receiver display the body language selected throughout the sender's presentation.
7. Have the sender talk for approximately two minutes.
8. Have the sender guess what body language was being displayed.
9. Have the rest of the class guess what body language was being displayed.
10. Have the receiver confirm or deny the guesses. If the guesses were not correct, have the receiver explain what body language was being displayed.
11. Repeat Steps 5–10 until each set of partners has been both the sender and the receiver.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE COMMUNICATIONS SEMINAR

Time: 5 min

The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. What have you learned during this seminar?

Q2. Which activities did you enjoy during the seminar? Why?

Q3. Will this information be useful to you?

Q4. Where do you think you will use the information from this seminar?

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.

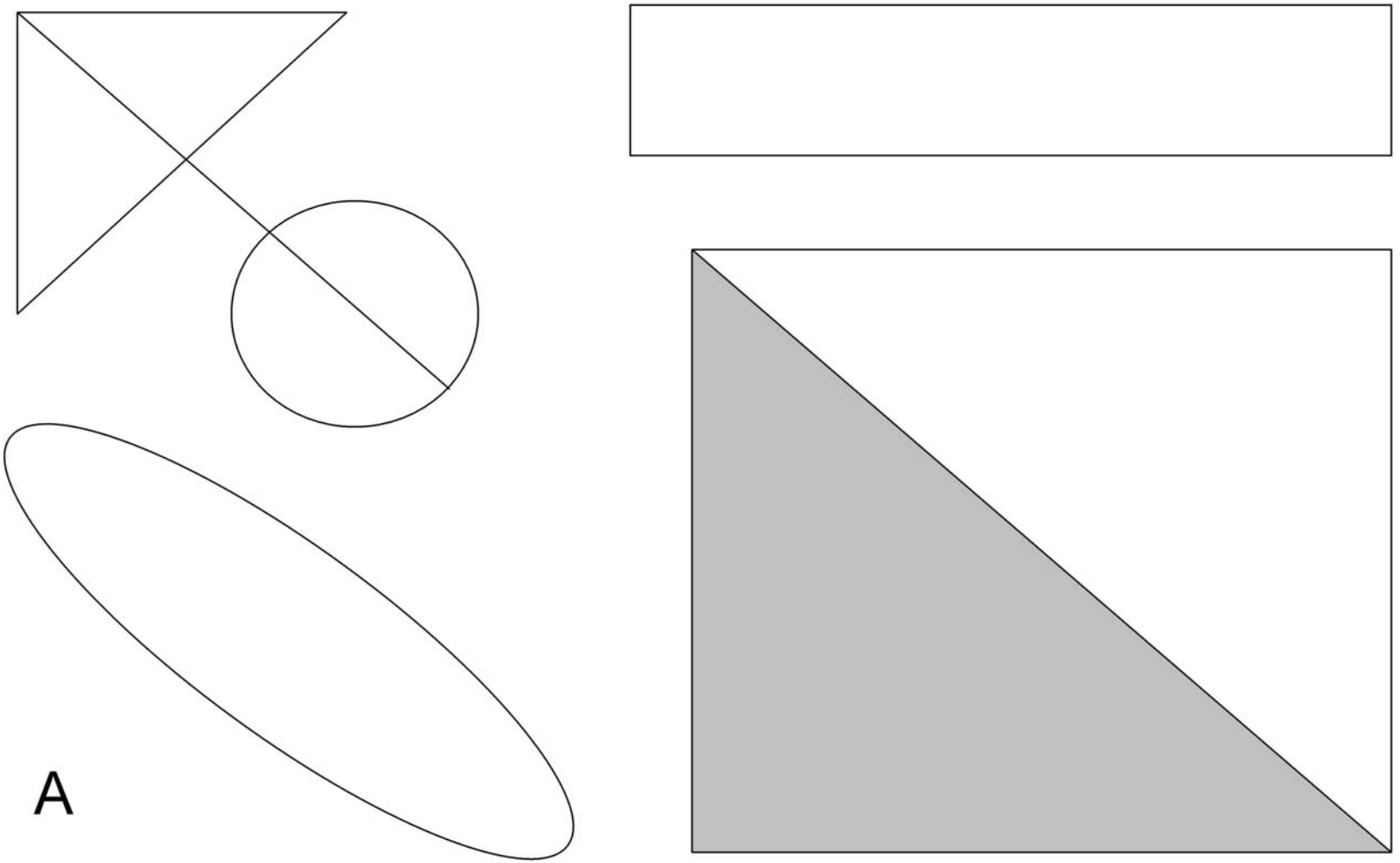

Figure D1-1 Picture A

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence

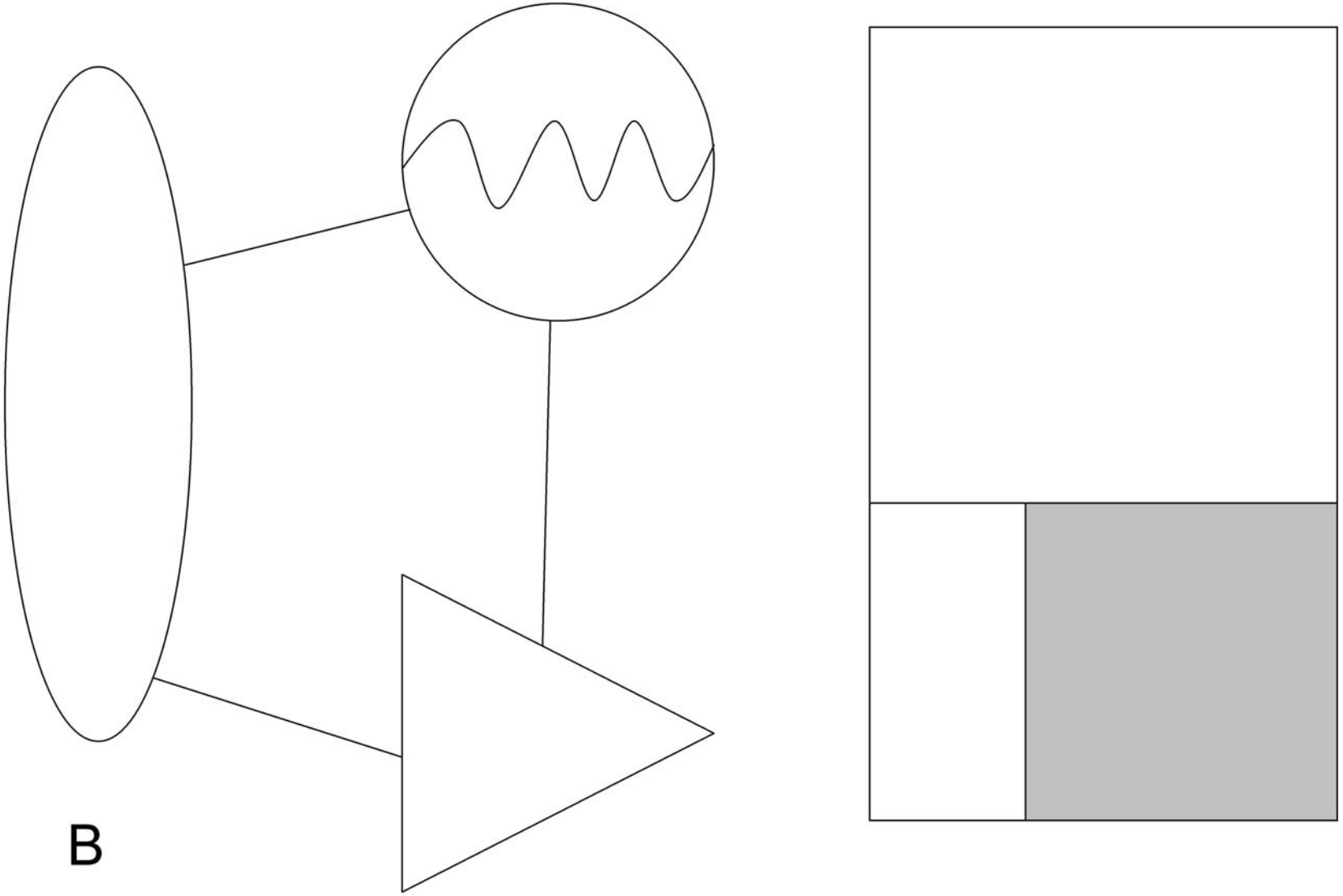

Figure D1-2 Picture B

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence

SCENARIO FOR ROLE-PLAY

You are a second year cadet who is often timid and shy. You are often late to parade nights and you do not take care of your uniform very well. You attended the General Training (GT) course last summer and this summer you wish to attend the three-week Basic Musician Course.

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READING BODY LANGUAGE

Body language reveals a cadet's true thoughts. It may forewarn problems, such as lack of understanding, disagreement or budding conflict. It may signal support, agreement or encouragement. It may show how comfortable a cadet is with what is being said or how committed they really are to their own words.

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One must be careful of a cadet's unspoken messages. Crossed arms may say "I feel threatened by what you are saying and I am closed to hearing it", but it may also say "I'm cold". A tapping foot may mean "I would like to be on my way", but it may also reflect a lot of nervous energy or a need to go to the washroom.

Look Out for Negative Signals

A cadet's body language may serve as an early warning signal that something is amiss in the communication process. Negative signals include:

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- tapping feet;
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- looking skyward;
- avoiding or limiting eye contact;
- covering the mouth;
- body orienting away from the speaker;
- tense posture;
- covering or rubbing of the ears;
- "dancing" around;
- forming a fist, clenching the hands;
- rapidly exhaling breath;
- fidgeting (eg, tapping a pencil);
- drumming the fingers on the table; and
- buttoning the coat or jacket.

Boredom may look like:

- doodling;
- drumming the fingers;
- a blank stare;
- taking deep breaths;

- crossed legs with the foot swinging or kicking;
- head held in hands;
- tapping the floor with the foot; and
- clicking a pen in and out.

Frustration may look like:

- short breaths;
- "tssk" sounds;
- hands tightly clenched;
- fist-like gestures;
- wringing hands;
- pointing index fingers;
- running hands through the hair;
- rubbing the back of the neck; and
- kicking the ground at an imaginary object.

Look Out for Positive Signals

Just as body language may alert one to looming problems, it may also herald success. Positive signals include:

- nodding thoughtfully;
- relaxed posture;
- body oriented toward the speaker;
- open hands;
- feet pointed towards the speaker;
- stroking of the chin;
- open body position;
- eye contact, particularly when the pupils are dilated (enlarged);
- handling the documents or materials one is presenting; and
- thoughtful "um-hums".

Cooperation may look like:

- open hands;
- sitting on the edge of the chair;
- unbuttoning the coat or jacket;
- tilted head;
- leaning toward the speaker; and
- moving closer to the speaker.

Evaluation may look like:

- hand-to-face gestures;
- tilted head;
- stroking the chin or chin in the palm of the hand;
- taking their glasses off to clean them;
- sucking on a pen or glasses' arm; and
- peering over their glasses.

LEADERSHIP SEMINAR
SUPERVISION

Total Time:	90 min

PREPARATION

Photocopy Appendices 1 and 2 to Attachment E for each cadet.

The following components are conducted during this seminar:

Number	Component	Time
1	Describe supervision systems.	10 min
2	Explain how to supervise effectively.	15 min
3	Conduct a group discussion on supervision.	25 min
4	Conduct an activity where cadets create a supervision plan based on a scenario.	25 min
5	Conduct a group discussion on the supervision seminar.	5 min

DESCRIBE SUPERVISION SYSTEMS

Time: 10 min

In general, the system of supervision will vary according to:

- the type of activity,
- the location of the activity,
- the age and skill of cadets, and
- the age and skill of the team leader / supervisor.

An assessment of the situation will determine the most appropriate supervision system to ensure the safety of cadets. The following systems may be used to cater to various situations.

Direct and Constant Supervision

Some activities require direct and constant supervision by a team leader to ensure all cadets remain safe. To determine whether direct and constant supervision is required, an assessment must be made on the level or risk involved in the activity and the skills and development of the cadets participating in the activity.

Intermittent Supervision

Intermittent supervision is appropriate for the supervision of more mature, responsible cadets participating in low-risk activities. Intermittent supervision must be well planned. The expectations for the cadets must be clearly stated and the cadets must be checked regularly.

Area Supervision

Area supervision requires a team leader to take responsibility for a particular area such as a basketball court or dining area. Area supervision allows cadets to move freely between areas and is easy to manage and plan.

Group Supervision

Group supervision relates to the supervision of a group of cadets regardless of the area they are in. Group supervision is more useful on excursions to venues where it is more difficult to supervise a large group of cadets or allow cadets to be grouped according to interest or skill level.

Floater Supervision

Floater supervision refers to a system where a team leader moves among all areas supporting and encouraging cadets and staff. The floater keeps track of the big picture and does not monitor a specific area or activity.

EXPLAIN HOW TO SUPERVISE EFFECTIVELY

Time: 15 min

Being totally aware of what is happening around and beyond a specific activity requires the development of specific supervision skills. These skills include:

- scanning;
- positioning;
- listening; and
- being "with it".

Scanning

Scanning involves regularly glancing around the whole area to see what is happening. By continually scanning the area, the team leader is able to quickly intervene in a situation where cadets could be at risk or intervene in a dispute.

Positioning

The physical position that the team leader takes will determine how well the team leader is able to supervise the cadets in their vicinity. Always position the body to be able to observe the maximum area possible. If the team leader is responsible for a high-risk activity, they must never leave the activity.

Listening

As well as positioning and scanning the area, the team leader will need to listen carefully to what is happening. As the team leader listens to cadets, they will learn the sounds that indicate that all is well or sounds that indicate something is not right.

Being "With It"

Being "with it" is the key to any supervision system. It is the desire and ability to be aware of:

- what has happened in the past;
- what is happening in the present; and
- what is likely to happen in the future.

Being "with it" requires the team leader to know the cadets in their care and monitor what they are doing. This includes all cadets' range of skills, interests, and their ability to interact with others. Being "with it" may enable the team leader to be aware of the positive behaviour displayed by cadets. The team leader may notice the leadership, perseverance, cooperation, and kindness of cadets.

Distribute Appendix 1 to Attachment E to each cadet.

CONDUCT A GROUP DISCUSSION ON SUPERVISION

Time: 25 min

The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. Name some locations around the corps where the cadets will need to be supervised in the building?

Q2. How do you supervise these areas?

Q3. Is supervision of cadets different in the classroom than in the rest of the building? Why or why not?

Q4. Is supervision of cadets different in the canteen than in the rest of the building? Why or why not?

Q5. Is supervision of cadets different on the range than in the rest of the building? Why or why not?

Q6. How will you supervise the areas in the rest of the building (eg, washrooms, stairs, hallways)?

Q7. Is supervision of cadets different when cadets are participating in an outdoor activity (eg, sailing, expedition, or launching rockets)?

Q8. Give some examples of how and why the supervision is different?

Q9. How does supervision lower the risks of those activities?

Q10. Can supervision duties be delegated to others? Why or why not?

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.

CONDUCT AN ACTIVITY WHERE CADETS CREATE A SUPERVISION PLAN BASED ON A SCENARIO

Time: 25 min

OBJECTIVE

The objective of this activity is to have the cadets create a supervision plan based on a scenario.

RESOURCES

- Scenario located at Appendix 2 to Attachment E,
- Paper, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets find a partner.
2. Distribute the scenario to each pair of cadets.
3. Allow the cadets 15 minutes to create their supervision plan.
4. Have each pair present their supervision plan to the other cadets.
5. Allow one minute for questions and answers.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE SUPERVISION SEMINAR

Time: 5 min

The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. What have you learned during this seminar?

Q2. Which activities did you enjoy during the seminar? Why?

Q3. Will this information be useful to you?

Q4. Where do you think you will use the information from this seminar?

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.

SUPERVISION SYSTEMS

In general, the system of supervision will vary according to:

- the type of activity,
- the location of the activity,
- the age and skill of cadets, and
- the age and skill of the team leader / supervisor.

An assessment of the situation will determine the most appropriate supervision system to ensure the safety of cadets. The following systems may be used to cater to various situations.

Direct and Constant Supervision

Some activities require direct and constant supervision by a team leader to ensure all cadets remain safe. To determine whether direct and constant supervision is required, an assessment must be made on the level or risk involved in the activity and the skills and development of the cadets participating in the activity.

Intermittent Supervision

Intermittent supervision is appropriate for the supervision of more mature, responsible cadets participating in low-risk activities. Intermittent supervision must be well planned. The expectations for the cadets must be clearly stated and the cadets must be checked regularly.

Area Supervision

Area supervision requires a team leader to take responsibility for a particular area such as a basketball court or dining area. Area supervision allows cadets to move freely between areas and is easy to manage and plan.

Group Supervision

Group supervision relates to the supervision of a group of cadets regardless of the area they are in. Group supervision is more useful on excursions to venues where it is more difficult to supervise a large group of cadets or allow cadets to be grouped according to interest or skill level.

Floater Supervision

Floater supervision refers to a system where a team leader moves among all areas supporting and encouraging cadets and staff. The floater keeps track of the big picture and does not monitor a specific area or activity.

HOW TO SUPERVISE EFFECTIVELY

Being totally aware of what is happening around and beyond a specific activity requires the development of specific supervision skills. These skills include:

- scanning;
- positioning;
- listening; and
- being "with it".

Scanning

Scanning involves regularly glancing around the whole area to see what is happening. By continually scanning the area, the team leader is able to quickly intervene in a situation where cadets could be at risk or intervene in a dispute.

Positioning

The physical position that the team leader takes will determine how well the team leader is able to supervise the cadets in their vicinity. Always position the body to be able to observe the maximum area possible. If the team leader is responsible for a high-risk activity, they must never leave the activity.

Listening

As well as positioning and scanning the area, the team leader will need to listen carefully to what is happening. As the team leader listens to cadets, they will learn the sounds that indicate that all is well or sounds that indicate something is not right.

Being "With It"

Being "with it" is the key to any supervision system. It is the desire and ability to be aware of:

- what has happened in the past;
- what is happening in the present; and
- what is likely to happen in the future.

Being "with it" requires the team leader to know the cadets in their care and monitor what they are doing. This includes all cadets' range of skills, interests, and their ability to interact with others. Being "with it" may enable the team leader to be aware of the positive behaviour displayed by cadets. The team leader may notice the leadership, perseverance, cooperation, and kindness of cadets.

SCENARIO FOR SUPERVISION PLAN

Your corps is going on a weekend citizenship tour. The corps will travel by bus approximately 150 kilometres. The bus will depart Saturday morning at 8:00 am. The first stop for the corps will be a museum. Lunch will occur at 12:00 pm on site at the museum. The bus will depart the museum and travel to a restaurant for supper at 4:30 pm. The bus will depart the fast food restaurant after one hour to drive to the armoury. The corps will spend the night sleeping in the armoury. On Sunday morning, breakfast will be brought to the armoury at 08:30 am. The bus will depart the armoury at 10:00 am to drive to a mall. Cadets will have lunch in the mall at the food court. The bus will depart the mall at 2:30 pm to return home.

The corps will take 15 first year cadets, 10 second year cadets, 7 third year cadets, 4 fourth year cadets, and 2 fifth year cadets. There will be 6 adult supervisors: 4 officers and 2 Civilian Instructors.

Create a supervision plan for the weekend activity using third, fourth and fifth year cadets. Adult supervisors may also be used.

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 6

EO M403.06 – ACT AS A TEAM LEADER DURING A LEADERSHIP APPOINTMENT

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

Acquire the list of leadership appointments developed by the Training Officer.

Photocopy the Leadership Appointment Aide-Memoire located at Attachment B for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the leadership appointment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to act as a team leader during a leadership appointment.

IMPORTANCE

It is important for cadets to understand the steps involved in completing a leadership appointment because all cadets will be required to complete a leadership appointment during Phase Four. When given an appointment, every cadet must know the steps involved for successful completion. An effective team leader will merge together all of the pieces learned throughout leadership training, such as solving problems and supervising, to successfully leading team members during an appointment.

Teaching Point 1 **Describe a leadership assignment and a leadership appointment.**

Time: 5 min Method: Interactive Lecture

LEADERSHIP ASSIGNMENT

A leadership assignment is a specific, short- or long-term practical leadership opportunity. The team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group. The team will accomplish a single minor duty or task.

Leadership assignments in Phase Four may be the same as Phase Three. Each Phase Four cadet has already completed at least two leadership assignments during their third year of training.

LEADERSHIP APPOINTMENT

A leadership appointment is a long-term practical leadership opportunity. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. The team will accomplish a single major duty or task. These may be organizational appointments (eg, Divisional Petty Officer / Platoon Warrant Officer / Flight Sergeant) or they may be functional appointments (eg, Canteen Steward, Drill Team Commander, Marksmanship Team Captain). These appointments must be based on the frequency and duration of the major duty or task. The team leader must meet with their team on a number of occasions and over a period of time. Leadership appointments may be held by a single PL4 cadet (eg, Drill Team Commander) or the PL4 cadets may rotate through a position (eg, Canteen Steward). If a PL4 cadet rotates through a leadership appointment, the appointment must be meaningful for the cadet and have a duration that enables the cadet to meet the objectives of applying their leadership knowledge and skills and displaying the core leadership qualities of a cadet.

The team leader must supervise team members, communicate with team members to solve problems, strive to meet the needs and expectations of team members, motivate team members, and provide feedback to team members. The team leader must attempt to develop the skills and knowledge of their team members.

Direction for the leadership appointment must be given by a superior, usually an activity leader or activity manager.

During Phase Four training, each cadet will be assessed at least once on a leadership assignment and once on a leadership appointment.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What kind of team will the team leader have during a leadership appointment?

Q2. How many leadership assignments will be assessed in Phase Four training?

Q3. How many leadership appointments will be assessed in Phase Four training?

ANTICIPATED ANSWERS:

A1. During a leadership appointment, the team leader will have an assigned, established team of cadets outside their peer group.

A2. At least one leadership assignment will be assessed in Phase Four training.

A3. One leadership appointment will be assessed in Phase Four training.

Teaching Point 2 **Describe the leadership appointments that may be assigned at the corps.**

Time: 5 min Method: Interactive Lecture

Acquire the list of leadership appointments developed by the Training Officer before instructing this class. A list of possible year four leadership appointments and year four leadership assignments is located at Attachment A.

SAMPLE YEAR FOUR LEADERSHIP APPOINTMENTS

Organizational Appointments:

- Coxswain,
- Regulating Petty Officer,
- Divisional Petty Officer,
- Stores Petty Officer,
- Ship's Writer, and
- Training Petty Officer.

Training Appointments:

- Phase Instructor,
- Sail Instructor,
- Seamanship Instructor,
- Drill and Ceremonial Instructor, and
- Fitness and Sports Instructor.

Supplementary Appointments:

- Drum Major,
- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,

- Range Assistant,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What leadership appointments are available at the corps?

ANTICIPATED ANSWERS:

A1. Answers will vary.

Teaching Point 3 **Describe how to conduct the leadership appointment.**

Time: 15 min Method: Interactive Lecture

Each cadet has led a team through at least two leadership assignments; the steps for a leadership appointment are very similar.

When conducting the leadership appointment, use the following steps:

1. prepare for the leadership appointment;
2. brief the team members during the leadership appointment;
3. carry out the tasks associated with the leadership appointment;
4. provide feedback to the team members following the completion of the leadership appointment; and
5. meet with the activity manager to discuss the outcomes of the leadership appointment.

PREPARING FOR THE LEADERSHIP APPOINTMENT

Ensuring the Required Resources are Available

Make sure all the resources required to complete the appointment are available. For example, if the appointment is to act as a flag party commander, the flags, poles, etc will need to be available.

Completing a Time Appreciation

Be aware of the end date for the completion of the appointment. If the appointment must be divided into stages, the leader must determine how much time to allocate to each stage. All members involved in the appointment must be aware of the current date and the expected time of completion.

Making a Plan

Make a plan to accomplish the appointment by:

1. determining the tasks that need to be completed;
2. developing a process to accomplish all tasks; and
3. allocating resources.

BRIEFING THE TEAM MEMBERS DURING THE LEADERSHIP APPOINTMENT

Communicating the Overall Plan

Explain how the appointment will be conducted. All team members should know what is to be done.

Communicating the Tasks Involved in the Leadership Appointment

Explain the tasks involved within the leadership appointment. Leadership appointments will have a number of tasks within them.

Assigning Tasks to Team Members as Applicable

Assign each team member tasks that must be performed in order to complete the appointment. Every member should have something to do.

Ensuring the Team Members Understand the Their Tasks

Ask the team members if they have any questions. The team leader should also ask a few questions to various team members to ensure comprehension. When team members are given specific tasks, it is important that they are completely aware of what is expected of them.

CARRYING OUT THE TASKS ASSOCIATED WITH THE LEADERSHIP APPOINTMENT

Supervising Team Members

When an appointment is being carried out, the team leader must supervise the team members. The most important aspect of supervision is to ensure that the tasks are being conducted safely. If cadets are completing aspects of tasks unsafely, stop them immediately.

Ensuring the Tasks Within the Appointment are Progressing According to the Time Allotted

Do not wait until the last minute to ensure tasks are being completed. If tasks are not being completed as planned, whether too slow or too fast, the plan may need to be adjusted and feedback should be given.

Providing Feedback to the Team Members

Feedback may be given to the team as a whole or it may be given to individual team members.

Modifying the Plan as Required

If the plan is not working, take time to modify it. If help is required from team members, ask for it. Changing aspects of the plan partway through the appointment may benefit the outcome; however, always keep time limits in mind. Once a new plan has been developed, communicate the new plan to the team members and then have them implement it.

PROVIDING FEEDBACK TO THE TEAM MEMBERS FOLLOWING THE COMPLETION OF THE LEADERSHIP APPOINTMENT

It is important to give feedback to the team members following the completion of the leadership appointment. It is vital for the team leader to spend time focusing on how the team members worked together to achieve a common goal. When team members complete a task, praise should be given. It is important to recognize dedication shown in seeing a task through to completion. Team leaders should try to recognize each team member for their contribution to the completion of a task.

It is important to know how the team members felt about their participation in the completion of the assignment.

The team leader should ask for feedback on the appointment from the team members. This can be done using general questions about the leadership appointment, such as:

- Was there anything learned from the appointment?
- How did you feel about the appointment?
- Was the goal met?
- How did everyone interact during the appointment?
- Were there behaviours that helped and / or hindered the appointment?
- Were there any cadets who were not motivated to participate in the activity? How did this affect the morale of the remainder of the team?
- Were there leaders that emerged within the team?

MEETING WITH THE ACTIVITY MANAGER TO DISCUSS THE OUTCOMES OF THE LEADERSHIP APPOINTMENT

After the leadership appointment is completed, the team leader should meet with the activity leader and the activity manager to discuss the appointment. Feedback from activity managers should give the team leader ideas to help improve performance.

Activity leaders and activity managers may wish to have a mid-term discussion on the leadership appointment.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1. List the steps to conduct a leadership appointment.

Q2. How does the team leader brief team members during a leadership appointment?

Q3. After the leadership appointment is completed, why should the team leader meet with the activity manager to discuss the appointment?

ANTICIPATED ANSWERS:

A1. The steps to conduct a leadership appointment are:

1. prepare for the leadership appointment;
2. brief the team members during the leadership appointment;
3. carry out the tasks associated with the leadership appointment;
4. provide feedback to the team members following the completion of a leadership appointment; and
5. meet with the activity manager to discuss the outcomes of the leadership appointment.

A2. The team leader briefs team members during a leadership appointment by:

1. communicating the overall plan;
2. communicating the tasks involved in the leadership appointment; and
3. assigning tasks to team members as applicable.

A3. After the leadership appointment is completed, the team leader should meet with the activity manager to discuss the appointment because feedback from activity managers should give the team leader ideas to help improve performance.

Distribute the Leadership Appointment Aide-Memoire located at Attachment B to each cadet.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. What kind of team will the team leader have during a leadership appointment?

Q2. What leadership appointments are available at the corps?

Q3. List the steps to conduct a leadership appointment.

ANTICIPATED ANSWERS:

A1. The team leader for a leadership appointment will have an assigned, established team of cadets outside their peer group.

A2. Answers will vary.

A3. The steps to conduct a leadership appointment are:

1. prepare for the leadership appointment;
2. brief the team members during the leadership appointment;
3. carry out the tasks associated with the leadership appointment;

4. provide feedback to the team members following the completion of a leadership appointment; and
5. meet with the activity manager to discuss the outcomes of the leadership appointment.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan* Chapter 3, Annex B, 403 PC.

CLOSING STATEMENT

When given a leadership appointment, the steps involved for successful completion must be followed. Being able to motivate cadets, solve problems, supervise, give feedback and develop skills and knowledge of team members during a leadership appointment is a special achievement for which one should strive.

INSTRUCTOR NOTES / REMARKS

Acquire the list of leadership appointments developed by the Training Officer before instructing this lesson.

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POSSIBLE YEAR FOUR LEADERSHIP APPOINTMENTS

Organizational Appointments:

- Coxswain,
- Regulating Petty Officer,
- Divisional Petty Officer,
- Storesman,
- Ship's Writer, and
- Training Petty Officer.

Training Appointments:

- Phase Instructor,
- Sail Instructor,
- Seamanship Instructor,
- Drill and Ceremonial Instructor, and
- Fitness and Sports Instructor.

Supplementary Appointments:

- Drum Major,
- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- Range Assistant,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain.

POSSIBLE YEAR FOUR LEADERSHIP ASSIGNMENTS

Recreational Marksmanship Assignments

- Set up a range for recreational marksmanship.
- Organize relays for recreational marksmanship.
- Control pellets and issue targets for recreational marksmanship.

- Conduct concurrent activities during recreational marksmanship.
- Tear down a range after recreational marksmanship.

Summer Biathlon Assignments

- Set up a range for a recreational summer biathlon activity.
- Conduct a warm-up activity prior to participating in a recreational summer biathlon activity.
- Control pellets for a recreational summer biathlon activity.
- Conduct a cool-down activity after participating in a recreational summer biathlon activity.
- Tear down a range after a recreational summer biathlon activity.

Recreational Sports Assignments

- Set up a recreational sports activity.
- Tear down a recreational sports activity.
- Organize a team for recreational sports.
- Conduct a warm-up prior to recreational sports.
- Conduct a concurrent activity during recreational sports.
- Conduct a cool-down after recreational sports.

Parade Assignments

- Set up chairs for a parade.
- Set up the dais area for a parade.
- Set up flags and parade markers for a parade.
- Tear down chairs after a parade.
- Tear down the dais area after a parade.
- Tear down flags and parade markers after a parade.

Weekly Cadet Night Assignments

- Set up classroom space.
- Rearrange classroom space.
- Tear down classroom space.
- Set up a canteen.
- Staff a canteen.
- Tear down a canteen.
- Set up a presentation area for a guest speaker.
- Tear down a presentation area for a guest speaker.

- Set up for an extracurricular activity.
- Conduct a concurrent activity.

Community Service Assignments

- Organize a team during a community service activity.
- Conduct concurrent activities during a community service activity.
- Complete a final garbage sweep.

Other Leadership Assignment Possibilities

- Ensure the safe loading and unloading of personnel on vehicles during transportation.
- Conduct uniform inspection of cadets.
- Collect and dispose of garbage after weekly parade.
- Collect, sort and dispose of recycling after weekly parade.
- Turn off lights and close windows after weekly parade.

Prior to a Weekend Activity

- Distribute personal equipment.
- Label personal equipment.
- Load group equipment and supplies.

Setting Up for Weekend Training

- Unload equipment and supplies.
- Set up the first aid station.
- Set up the female sleeping area.
- Set up the male sleeping area.

Routine Tasks That May Occur During Weekend Training

- Organize the distribution of a meal.
- Clean up the eating area after a meal.
- Launch sailboats.
- Conduct a concurrent activity during weekend training.
- Secure sailboats.
- Organize lights out for the female cadets.
- Organize lights out for the male cadets.
- Organize wakey-wakey for female cadets.
- Organize wakey-wakey for male cadets.

Secure Weekend Training

- Secure the female sleeping area.
- Secure the male sleeping area.
- Secure the first aid station.
- Load group equipment and supplies.
- Complete a final garbage sweep.

After Weekend Training

- Unload equipment and supplies.
- Collect personal equipment.

LEADERSHIP APPOINTMENT AIDE-MEMOIRE

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LEADERSHIP APPOINTMENT AND A LEADERSHIP ASSIGNMENT

During year four training, each cadet will be assessed at least once on a leadership assignment and once on a leadership appointment.

LEADERSHIP ASSIGNMENT

A leadership assignment is a specific, short- or long-term practical leadership opportunity. The team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group. The team will accomplish a single minor duty or task.

LEADERSHIP APPOINTMENT

A leadership appointment is a long-term practical leadership opportunity. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. The team will accomplish a single major duty or task. These may be organizational appointments (eg, Divisional Petty Officer / Platoon Warrant Officer / Flight Sergeant) or they may be functional appointments (eg, Canteen Steward, Drill Team Commander, Marksmanship Team Captain). These appointments must be based on the frequency and duration of the major duty or task. The team leader must meet with their team on a number of occasions and over a period of time. Leadership appointments may be held by a single PL4 cadet (eg, Drill Team Commander) or the PL4 cadets may rotate through a position (eg, Canteen Steward). If a PL4 cadet rotates through a leadership appointment, the appointment must be meaningful for the cadet and have a duration that enables the cadet to meet the objectives of applying their leadership knowledge and skills and displaying the core leadership qualities of a cadet.

The team leader must supervise team members, communicate with team members to solve problems, strive to meet the needs and expectations of team members, motivate team members, and provide feedback to team members. The team leader must attempt to develop the skills and knowledge of their team members.

Direction for the leadership appointment must be given by a superior, usually an activity leader or activity manager.

HOW TO CONDUCT A LEADERSHIP APPOINTMENT

When conducting the leadership appointment, use the following steps:

1. prepare for the leadership appointment;
2. brief the team members during the leadership appointment;
3. carry out the tasks associated with the leadership appointment;
4. provide feedback to the team members following the completion of the leadership appointment; and
5. meet with the activity manager to discuss the outcomes of the leadership appointment.

PREPARING FOR THE LEADERSHIP APPOINTMENT

Ensuring the Required Resources are Available

Make sure all the resources required to complete the appointment are available. For example, if the appointment is to act as a flag party commander, the flags, poles, etc will need to be available.

Completing a Time Appreciation

Be aware of the end date for the completion of the appointment. If the appointment must be divided into stages, the leader must determine how much time to allocate to each stage. All members involved in the appointment must be aware of the current date and the expected time of completion.

Making a Plan

Make a plan to accomplish the appointment by:

1. determining the tasks that need to be completed;
2. developing a process to accomplish all tasks; and
3. allocating resources.

BRIEFING THE TEAM MEMBERS DURING THE LEADERSHIP APPOINTMENT

Communicating the Overall Plan

Explain how the appointment will be conducted. All team members should know what is to be done.

Communicating the Tasks Involved in the Leadership Appointment

Explain the tasks involved within the leadership appointment. Leadership appointments will have a number of tasks within them.

Assigning Tasks to Team Members as Applicable

Assign each team member tasks that must be performed in order to complete the appointment. Every member should have something to do.

Ensuring the Team Members Understand the Their Tasks

Ask the team members if they have any questions. The team leader should also ask a few questions to various team members to ensure comprehension. When team members are given specific tasks, it is important that they are completely aware of what is expected of them.

CARRYING OUT THE TASKS ASSOCIATED WITH THE LEADERSHIP APPOINTMENT

Supervising Team Members

When an appointment is being carried out, the team leader must supervise the team members. The most important aspect of supervision is to ensure that the tasks are being conducted safely. If cadets are completing aspects of tasks unsafely, stop them immediately.

Ensuring the Tasks Within the Appointment are Progressing According to the Time Allotted

Do not wait for the last minute to ensure tasks are being completed. If tasks are not being completed as planned, whether too slow or too fast, the plan may need to be adjusted and feedback should be given.

Providing Feedback to the Team Members

Feedback may be given to the team as a whole or it may be given to individual team members.

Modifying the Plan as Required

If the plan is not working, take time to modify it. If help is required from team members, ask for it. Changing aspects of the plan partway through the appointment may benefit the outcome; however, always keep time

limits in mind. Once a new plan has been developed, communicate the new plan to the team members and then have them implement it.

PROVIDING FEEDBACK TO THE TEAM FOLLOWING THE COMPLETION OF THE LEADERSHIP APPOINTMENT

It is important to give feedback to the team members following the completion of the leadership appointment. It is vital for the team leader to spend time focusing on how the team members worked together to achieve a common goal. When team members complete a task, praise should be given. It is important to recognize dedication shown in seeing a task through to completion. Team leaders should try to recognize each team member for their contribution to the completion of a task.

The team leader should ask for feedback on the appointment from the team members. This can be done using general questions about leadership appointment, such as:

- Was there anything learned from the appointment?
- How did you feel about the appointment?
- Was the goal met?
- How did everyone interact during the appointment?
- Were there behaviours that helped and / or hindered the appointment?
- Were there any cadets who were not motivated to participate in the activity? How did this affect the morale of the remainder of the team?
- Were there leaders that emerged within the team?

MEETING WITH THE ACTIVITY MANAGER TO DISCUSS THE OUTCOMES OF THE LEADERSHIP APPOINTMENT

After the leadership appointment is completed, the team leader should meet with the activity leader and the activity manager to discuss the appointment. Feedback from activity managers should give the team leader ideas to help improve performance.

403 PC ASSESSMENT RUBRIC
LEADERSHIP APPOINTMENT

Name: _____ Corps: _____

Date: _____ Division: _____

TBA

This form shall be reproduced locally.

403 PC ASSESSMENT RUBRIC
LEADERSHIP ASSIGNMENT

Cadet's Name: _____ Squadron: _____

Date: _____ Flight: _____

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership task. Team members did not need clarification.
Supervise cadets.	Did not supervise cadets.	Only supervised cadets 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 the problem(s).		Solved the problem(s).	
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.	

COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 1

EO M404.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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. Additional information on the Cadet Fitness Assessment can be found in CATO 14-18, *Cadet Fitness Assessment and Incentive Program*.

Photocopy the Cadet Fitness Assessment Scoresheet located at Attachment B and the 20-m Shuttle Run Test Individual Scoresheet B located at Attachment C for each cadet.

The cadets will complete the Cadet Fitness Assessment in pairs. The 20-m Shuttle Run Test will be conducted first, with the remaining stations run as a circuit.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it allows the cadets to participate in the Cadet Fitness Assessment in a safe and controlled environment.

INTRODUCTION

REVIEW

Review how to conduct the components of the Cadet Fitness Assessment from EO M304.01 (Describe the Components of Physical Fitness).

OBJECTIVES

By the end of this lesson the cadet shall have participated in the Cadet Fitness Assessment.

IMPORTANCE

It is important for the cadets to participate in the Cadet Fitness Assessment to determine their personal fitness level, and when conducted multiple times over the course of the year, it allows progress to be tracked.

Determining personal fitness level will also allow the cadets to create personal goals and will assist with updating a Personal Activity Plan.

Teaching Point 1 **Conduct a warm-up session composed of light cardiovascular exercises.**

Time: 5 min Method: Practical Activity

The following information will be explained to the cadets during the warm-up session.

PURPOSE OF A WARM-UP

A warm-up session is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise the muscle temperature to facilitate reactions in muscle tissue.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.
- Static stretching, which is stretching a muscle and holding it in position without discomfort for 10–30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm up for every hour of physical activity.

The stretches chosen should focus on the areas of the body that will be used the most during the physical activity.

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 1 and 2).

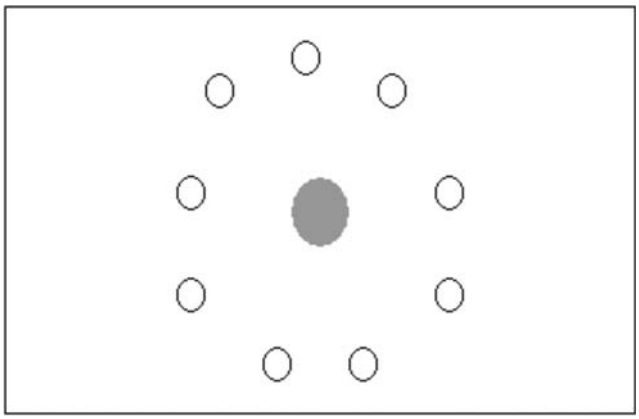


Figure 1 Instructor in the Centre of a Warm-Up Circle

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

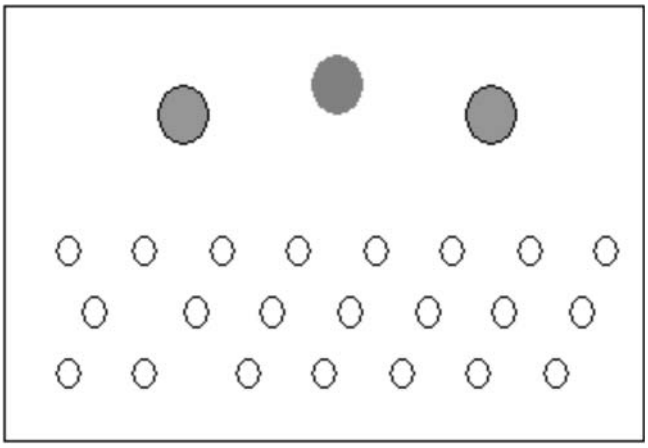


Figure 2 Instructor at the Front with Two Assistant Instructors

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

2. Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.

3. Assistant instructors may help demonstrate the exercises and ensure the cadets are performing them correctly.

4. Have cadets perform each stretch / light cardiovascular exercise.

Light cardiovascular exercises should be done to warm up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretches located at Attachment A.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the warm-up session will serve as the confirmation of this TP.

Teaching Point 2 **Supervise while the cadets perform and score the Cadet Fitness Assessment.**

Time: 15 min Method: Practical Activity

The cadets will participate in the Cadet Fitness Assessment in pairs.

The 20-m Shuttle Run Test will be conducted before the other assessments. A summary of how to conduct the 20-m Shuttle Run Test is located at Attachment C.

The remaining assessments will be conducted as a circuit (summaries of how to conduct the assessments are located at the respective attachments) and are as follows:

1. the curl-up, located at Attachment D,
2. the push-up, located at Attachment E, and
3. choose two of the following:
   a. the trunk lift, located at Attachment F,
   b. the shoulder stretch, located at Attachment G, and
   c. the back-saver sit and reach, located at Attachment H.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets perform and score the 20-m Shuttle Run Test.

RESOURCES

- *20-m Shuttle Run Test CD*,
- CD player,
- Pylons, and
- Photocopies of the *20-m Shuttle Run Test Individual Scoresheet B* located at Attachment C.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs.
2. Distribute the *20-m Shuttle Run Test Individual Scoresheet B* and pens / pencils to one cadet from each pair.
3. Have the cadets with the scoresheet print their partner's name on the scoresheet and sit behind the starting line ready to record results.
4. Have the cadets who are running the 20-m Shuttle Run Test line up in their respective lanes at the starting line and wait for instructions from the CD.
5. Play the CD. The scorekeeper will record the number of laps that are successfully completed on the scoresheet. The supervisors at each line will inform the scorekeeper when a cadet does not cross the line before the beep. The 20-m Shuttle Run Test is complete when all the cadets have not reached the line before the beep for the second time.
6. Once completed, have the cadets who ran the 20-m Shuttle Run Test become the scorekeepers and the scorekeepers become the runners.
7. Repeat Steps 2–6.

SAFETY

- Ensure a designated first-aider and first aid kit are available.
- Ensure water is available for the cadets after they complete the 20-m Shuttle Run Test.

Distribute the Cadet Fitness Assessment Scoresheet located at Attachment B to each cadet prior to starting the circuit.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets perform and score the curl-up.

RESOURCES

- CD player,
- Gym mats, and
- Curl-up measuring strip.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair:
   a. lay on their back with head down;
   b. bend their knees at an angle of approximately 140 degrees;
   c. place their feet flat and legs slightly apart; and
   d. rest their palms on the mat with their arms straight, parallel to their trunk, and fingers stretched out.
2. The scorekeeper will place the measuring strip on the mat under the cadet's knees so the fingertips are resting on the nearest edge of the measuring strip.
3. The cadet on the mat will curl up, ensuring their fingers reach the other side of the measuring strip, repeatedly at a cadence of one curl every three seconds until a second form correction (the first form correction does not count) is made, they can no longer continue, or they have completed 75 curl ups.
4. The scorekeeper will count how many times the cadet can curl up (which is the curl-up score).
5. Have the cadets switch positions and repeat Steps 1–4.

SAFETY

Ensure that the curl-up is conducted using the proper position / form.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets perform and score the push-up.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair:
   a. lay face down;
   b. place their hands under or slightly wider than their shoulders, with fingers stretched out;

c. straighten their legs with feet slightly apart; and

d. tuck their toes under the shins.

2. Have the cadet push up with their arms until they are straight, keeping the legs and back aligned.

3. Have the cadet lower their body using their arms until the elbows bend at a 90-degree angle and the upper arms are parallel to the floor.

4. Have the cadet repeat steps two and three repeatedly at a cadence of one push-up every three seconds (the cadence CD found in *Fitnessgram 8.0 Stand-Alone Test Kit* may be used) until a second form correction (the first form correction does not count) is made, or they can no longer continue.

5. The scorekeeper will count how many times the cadet can complete a push-up (which is the push-up score).

6. Have the cadets switch positions and repeat Steps 1–5.

SAFETY

Ensure that the push-up is conducted using the proper position / form.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets perform and score the trunk lift.

RESOURCES

- Gym mats, and
- Trunk lift measuring device.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair:

   a. lay face down on the mat;

   b. point their toes towards the end of the mat; and

   c. place their hands under thighs.

2. Place a marker (a coin will suffice) on the mat aligned with the cadet's eyes.

3. Have the cadet lift their upper body off the floor in a slow and controlled manner, to a maximum height of 30 cm (12 inches). Ensure their head is aligned straight with the spine.

4. Have the cadet hold this position until the height can be measured.

5. The scorekeeper will measure the distance, in inches between the mat and the cadet's chin to determine the trunk lift score. The score will be a maximum of 12 inches to prevent hyperextension.

6. Have the cadets switch positions and repeat Steps 1–5.

SAFETY

- The ruler should be placed at least one inch from the cadet's chin and not directly under the chin.
- The cadets shall not bounce or hyperextend their backs while performing the trunk lift.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets perform and score the shoulder stretch.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair test their right shoulder by:
   a. reaching with the right hand over the right shoulder and down the back; and
   b. reaching with the left hand behind the back to touch the right hand.
2. The scorekeeper will observe if the hands are touching to determine the right shoulder stretch score (a yes or no).
3. Have the cadet test their left shoulder by:
   a. reaching with the left hand over the left shoulder and down the back; and
   b. reaching with the right hand behind the back to touch the left hand.
4. The scorekeeper will observe if the hands are touching to determine the left shoulder stretch score.
5. Have the cadets switch positions and repeat Steps 1–4.

SAFETY

Nil.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets perform and score the back-saver sit and reach.

RESOURCES

Back-saver sit and reach test apparatus (instructions located at Attachment I).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have one cadet from each pair remove their shoes.
2. Have the cadet:
   a. sit in front of the test apparatus;
   b. extend one leg fully with the foot flat against the face of the box;
   c. bend the knee of the other leg with the sole of the foot flat on the floor placed next to the knee of the straight leg;
   d. ensure that there is a 5–8 cm (2–3 inch) space between the knee on the straight leg, and the foot of the bent leg; and
   e. extend their arms forward with the hands placed on top of one another placing the finger tips just in front of the tip of the ruler.
3. Have the cadet reach forward with both hands along the scale four times, holding the position on the fourth reach for at least one second.
4. The scorekeeper will measure the distance, in inches that the cadet reached. This measurement will be the score for one leg, to a maximum of 12 inches to prevent hyperextension.
5. Have the cadet repeat steps one to three for the other leg.
6. Have the cadets switch positions and repeat Steps 1–4.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the Cadet Fitness Assessment will serve as the confirmation of this TP.

Teaching Point 3 **Conduct a cool-down session composed of light cardiovascular exercises.**

Time: 5 min Method: Practical Activity

The following information will be explained to the cadets during the cool-down session.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.

The stretches chosen should focus on the areas of the body that were used the most during the sports activity.

ACTIVITY

OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity and to prevent injury.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 1 and 2 of TP 1).
2. Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.
3. Assistant instructors may help demonstrate the movements and ensure the cadets are performing them correctly.
4. Have cadets perform each stretch / light cardiovascular exercise.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP 1.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the cool-down session will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the Cadet Fitness Assessment will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The Cadet Fitness Assessment determines personal fitness level and is an excellent tool for tracking progress in personal fitness.

INSTRUCTOR NOTES / REMARKS

The Cadet Fitness Assessment is an individual assessment used to set personal fitness goals. Results from this assessment shall not be used for competition or classification among cadets.

The Cadet Fitness Assessment shall be set up prior to conducting this EO.

This EO shall be conducted at the start and the end of the training year.

REFERENCES

C0-095 ISBN 0-7360-5962-8 The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.

C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.

SAMPLE STRETCHES

a. Neck:

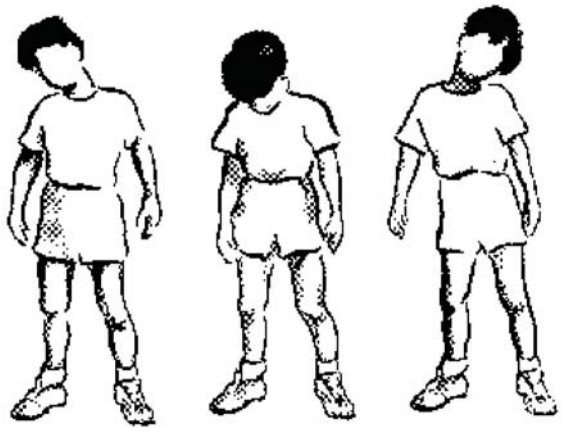
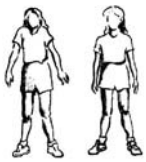


Figure A-1 Neck Stretch

Note. From *Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#I1

Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.

b. Shoulders:

 Figure A-2 Shoulder Push *Note*. From *Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#l1	Stand and extend your arms behind you, interlocking your fingers. Push up and back with your shoulders. Hold this position for a minimum of 10 seconds.
 Figure A-3 Shoulder Shrug *Note*. From *Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#l1	Stand and raise your shoulders as high as possible and then lower your shoulders, stretching your neck up. Pull your shoulders back as far as possible and then round your shoulders forward by pushing your shoulders forward as far as possible. Hold each position for a minimum of 10 seconds.
 Figure A-4 Arm Circles *Note*. From *Warm Ups*, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved October 26, 2006, from http://www.marthajefferson.org/warmup.php	Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size. Reverse the direction of your circles.
 Figure A-5 Shoulder Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Either standing or sitting, take your right arm in your left hand and bring it across your chest, supporting the joint by holding it behind the elbow. Pull the elbow lightly towards your chest. You should feel the stretch in your right shoulder. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

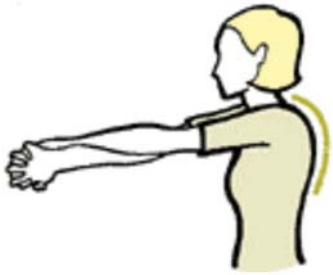
c. Arms:

 Figure A-6 Wrist Rotations *Note*. From *Exercises*. Copyright 1998 by Impacto Protective Products Inc. Retrieved October 26, 2006, from http://www.2protect.com/home.htm	Rotate your hands in circular motions at the wrist. Change direction and repeat on both sides.
 Figure A-7 Triceps Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Stand and bring your right arm over your head, bent at the elbow. Use your left hand to gently pull your arm down. Hold this position for a minimum of 10 seconds and repeat on the opposite side.
 Figure A-8 Forearm Stretch *Note*. From *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved October 26, 2006, from http://www.physionline.co.za/conditions/article.asp?id=49	In a kneeling position, place your hands on the floor in front of you with your fingers pointing toward your knees, and your thumbs pointing out. Keeping your hands flat on the floor, lean back. Hold this position for a minimum of 10 seconds.

d. Chest and Abdominals:

 Figure A-9 Chest Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http:// www.in-motion.ca/walkingworkout/plan/flexibility/	Stand facing a wall. With your right arm bent and your elbow at shoulder height, place your palm against the wall. Turn your body away from your right arm. You should feel the stretch on the front side of your armpit and across the front of you chest. Hold this position for a minimum of 10 seconds and repeat on the opposite side.
 Figure A-10 Side Stretch *Note*. From *Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#I1	Stand with your left arm up over your head. Bend at the waist towards the right side of your body. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

e. Back:

 Figure A-11 Lower Back Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Lie on your back and bring your knees toward your chest. Grasp the back of your knees. Hold this position for a minimum of 10 seconds.
 Figure A-12 Upper Back Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Extend your arms straight in front of you at shoulder height crossing one arm over the other. With the palms facing each other, intertwine your fingers and press out through your arms. Let your chin fall to your chest as you exhale. You should feel the stretch in the upper back. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

f. Legs:

 Figure A-13 Hamstring Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Lie flat on the floor with your knees bent and your back flat on the floor. Slowly raise and straighten one leg, grasping it behind your thigh with both hands. Hold this position for a minimum of 10 seconds.
 Figure A-14 Inner Thigh Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Sit on the floor with your knees bent and the soles of your feet together. Grab your toes and pull yourself forward while keeping your back and neck straight. Hold this position for a minimum of 10 seconds. Grab your ankles and push your knees down toward the floor with your elbows. Hold this position for a minimum of 10 seconds.
 Figure A-15 Hip Flexor *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Kneel on your right knee. Position your left foot in front of you, bending your knee and placing your left hand on that leg for stability. Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You should feel the stretch in the front of your hip and the thigh of the leg you are kneeling on. Cushion your kneecap with a folded towel if necessary. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

f. Legs Continued:

 Figure A-16 Ankle Rotations *Note*. From *Running Exercises*. Retrieved October 26, 2006, http://www.physionline.co.za/conditions/article.asp?id=46	From a sitting position, rotate your foot in a clockwise, and then a counter-clockwise, direction. Switch and repeat on the opposite side.
 Figure A-17 Calf Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Stand three steps away from and facing a wall. Step in towards the wall with your right leg, bending your right knee and keeping your left leg straight. Extending your arms with your palms forward, reach out to the wall and let your body fall toward the wall. Keep your toes forward and your heels down. Lean your body into the wall with your left leg straight behind your body. You should feel the stretch in your left calf. Hold this position for a minimum of 10 seconds and repeat on the opposite side.
 Figure A-18 Quadriceps Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Stand with your hand against a wall for balance. Lift your left foot off the ground, bending your knee as if you are trying to kick your bottom with your heel. Do not lean forward at the hips. Grab and hold your ankle with your left hand. You should feel the stretch in your left thigh. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

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CADET FITNESS ASSESSMENT SCORESHEET

Name: _____

	Assessment 1	Assessment 2	Assessment 3
	Date:	**Date:**	**Date:**
	Score	**Score**	**Score**
Cardiovascular			
20-m Shuttle Run Test			
Muscular Strength			
Curl-up			
Push-up			
Muscular Flexibility			
Trunk Lift			
Shoulder Stretch	**Right**:	**Right**:	**Right**:
	Left:	**Left**:	**Left**:
Back-Saver Sit and Reach	**Right**:	**Right**:	**Right**:
	Left:	**Left**:	**Left**:

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

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20-m Shuttle Run Test

Objective:

The 20-m Shuttle Run Test is progressive, in that it begins with an easy pace and gradually becomes more challenging as time passes. The 20-m Shuttle Run Test is an individual assessment and is based on personal ability.

The 20-m Shuttle Run Test consists of running a distance of 20 m repeatedly, at a specified pace that increases each minute. Each cadet will be expected to run until they can no longer continue.

Scoring:

The 20-m Shuttle Run Test will be scored using the *20-m Shuttle Run Test Individual Scoresheet* B from at Attachment C. Each circle on the scoresheet represents a lap. When the cadet completes a lap they receive a check mark. If they are unsuccessful they receive an X. The cadet has completed the 20-m Shuttle Run Test when they are unable to successfully complete a lap a second time.

Equipment Required:

- *20-m Shuttle Run Test* CD,
- CD player, and
- Pylons.

Set-Up:

1. Set up two lines (pylons) a distance of 20 m apart.
2. Create 100- to 150-cm (40- to 60-inch) lanes depending on the number of participants, using pylons (as illustrated in Figure C-1).
3. Ensure that the CD player is close by and can be heard by all participants.

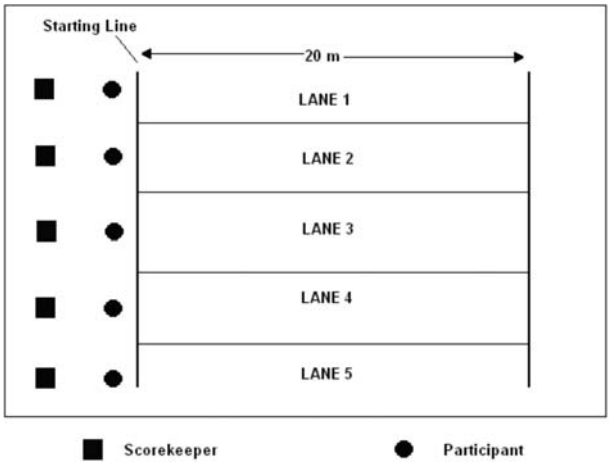

Figure C-1 20-m Shuttle Run Test Layout

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

Conducting the 20-m Shuttle Run Test:

1. Divide the cadets into pairs.
2. Distribute the *20-m Shuttle Run Test Individual Scoresheet B* and pens / pencils to one cadet from each pair.
3. Have the cadets with the scoresheet print their partner's name on the scoresheet and sit behind the starting line ready to record results.
4. Have the cadets who are running the 20-m Shuttle Run Test line up in their respective lanes at the starting line and wait for instructions from the CD.
5. Play the CD. The scorekeeper will record the number of laps that are successfully completed on the scoresheet. The supervisors at each line will inform the scorekeeper when a cadet does not cross the line before the beep. The 20-m Shuttle Run Test is complete when all the cadets have not reached the line before the beep for the second time.
6. Once completed, have the cadets who ran the 20-m Shuttle Run Test become the scorekeepers and the scorekeepers become the runners.
7. Repeat Steps 2–6.

***FITNESSGRAM* 20-m Shuttle Run Test Individual Score Sheet B**

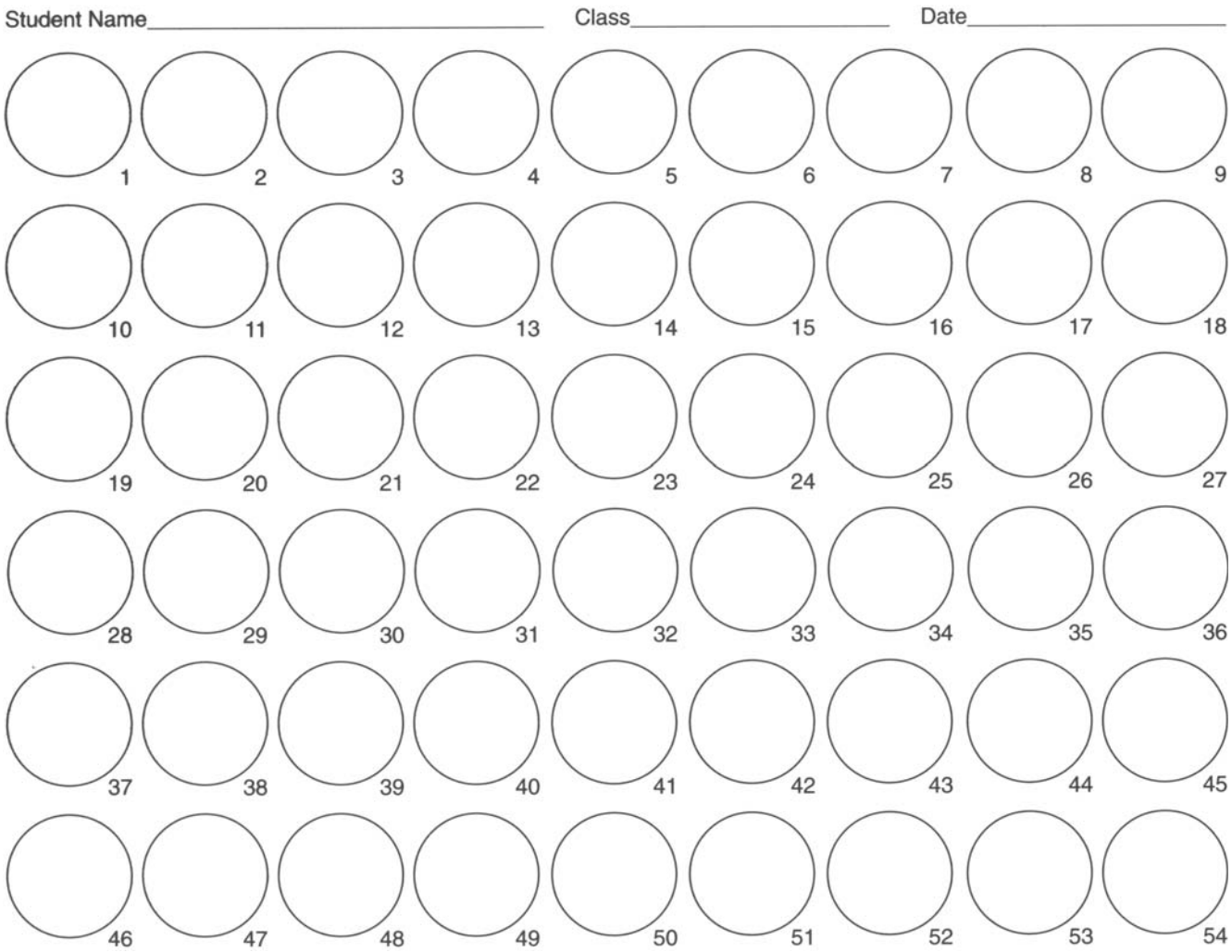

Figure C-2 Fitnessgram 20-m Shuttle Run Test Individual Scoresheet B

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 92), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

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Curl-Up

Objective:

The curl-up with knees bent and feet unanchored was chosen because it is a safe method for assessing abdominal strength and endurance.

This assessment is conducted by curling up repeatedly at a pace of one curl-up every three seconds until a second form correction is made (the first form correction does not count), the person can no longer continue, or has completed 75 curl-ups.

Scoring:

Scoring is based on the number of curl-ups that are completed; until a second form correction (the first form correction does not count) is made, the participant can no longer continue or the participant has completed 75 curl-ups.

Equipment Required:

- CD player,
- Gym mats, and
- Curl-up measuring strip.

Set-Up:

1. Set up each curl-up station with a gym mat and a curl-up measuring strip.
2. Ensure that the CD player is close by and can be heard by all participants.

Conducting the Curl-Up:

1. Have one cadet from each pair:
   a. lay on their back with head down;
   b. bend their knees at an angle of approximately 140 degrees;
   c. place their feet flat and legs slightly apart; and
   d. rest their palms on the mat with their arms straight, parallel to their trunk, and fingers stretched out (as illustrated in Figure D-1).

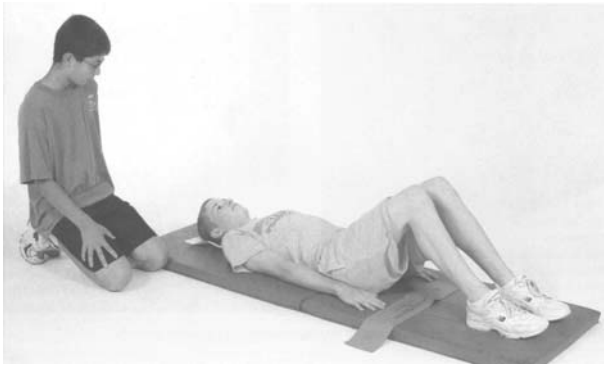

Figure D-1 Curl-Up Starting Position

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 43), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

2. The cadet on the mat will curl up (as illustrated in Figure D-2), ensuring their fingers reach the other side of the measuring strip (as illustrated in Figure D-3), repeatedly at a cadence of one curl every three seconds until a second form correction (the first form correction does not count) is made, they can no longer continue or have completed 75 curl-ups.

Figure D-2 Curl-Up

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 43), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

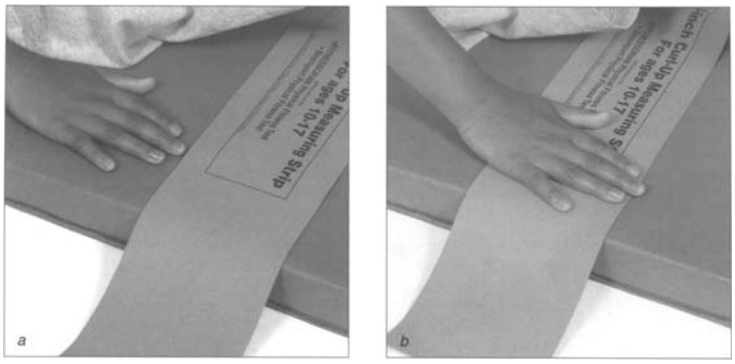

Figure D-3 Curl-Up Finger Position

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 44), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

3. The scorekeeper will count how many times the cadet can curl up (which is the curl-up score).
4. Have the cadets switch positions and repeat Steps 1–4.

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Push-Up

Objective:

The push-up from an elbow angle of 90 degrees is a test of upper body strength and endurance.

This assessment is conducted by pushing up repeatedly at a pace of one push-up every three seconds until a second form correction is made (the first form correction does not count) or the person can no longer continue.

Scoring:

Scoring is based on the number of push-ups that are completed, until a second form correction (the first form correction does not count) is made or the participant can no longer continue.

Equipment Required:

Nil.

Set-Up:

1. Ensure that the push-up station is set up with enough space for the number of participants.
2. Ensure that the CD player is close by and can be heard by all.

Conducting the Push-Up:

1. Have one cadet from each pair:
   a. lay face down;
   b. place their hands under or slightly wider than their shoulders, with fingers stretched out;
   c. straighten their legs with feet slightly apart; and
   d. tuck their toes under the shins.
2. Have the cadet push up with their arms until they are straight, keeping the legs and back aligned (as illustrated in Figure E-1).

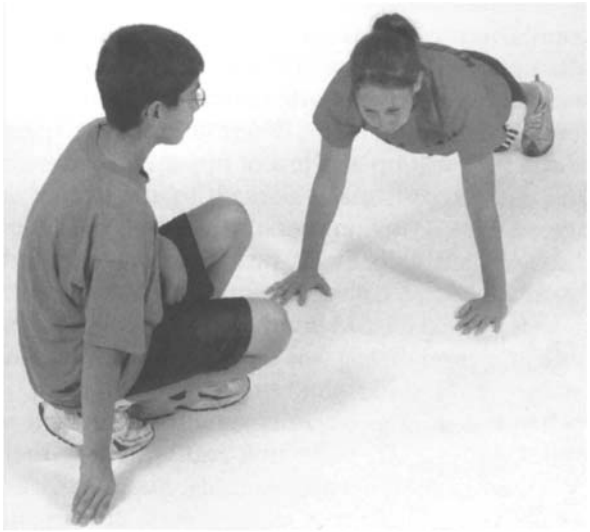

Figure E-1 Push-Up Starting Position

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 48), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

3. Have the cadet lower their body using their arms until the elbows bend at a 90-degree angle and the upper arms are parallel to the floor (as illustrated in Figure E-2).

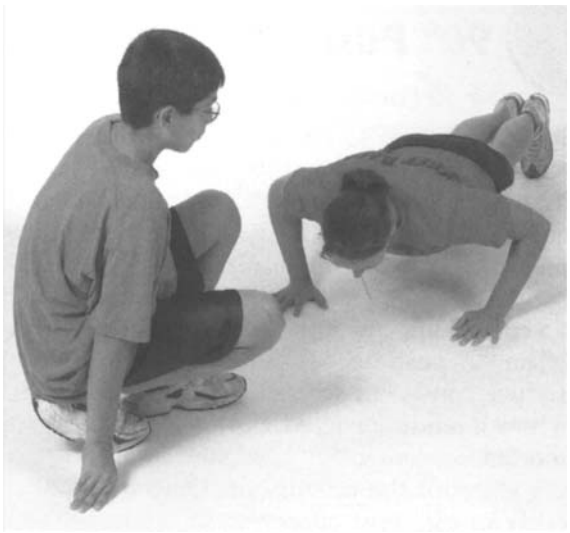

Figure E-2 Down Position of the Push-Up

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 48), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

4. Have the cadet repeat steps two and three repeatedly at a cadence of one push-up every three seconds until a second form correction (the first form correction does not count) is made, or they can no longer continue.
5. The scorekeeper will count how many times the cadet can complete a push-up (which is the push-up score).
6. Have the cadets switch positions and repeat Steps 1–5.

Push-Up

Objective:

The push-up from an elbow angle of 90 degrees is a test of upper body strength and endurance.

This assessment is conducted by pushing up repeatedly at a pace of one push-up every three seconds until a second form correction is made (the first form correction does not count) or the person can no longer continue.

Scoring:

Scoring is based on the number of push-ups that are completed, until a second form correction (the first form correction does not count) is made or the participant can no longer continue.

Equipment Required:

Nil.

Set-Up:

1. Ensure that the push-up station is set up with enough space for the number of participants.
2. Ensure that the CD player is close by and can be heard by all.

Conducting the Push-Up:

1. Have one cadet from each pair:
   a. lay face down;
   b. place their hands under or slightly wider than their shoulders, with fingers stretched out;
   c. straighten their legs with feet slightly apart; and
   d. tuck their toes under the shins.
2. Have the cadet push up with their arms until they are straight, keeping the legs and back aligned (as illustrated in Figure E-1).

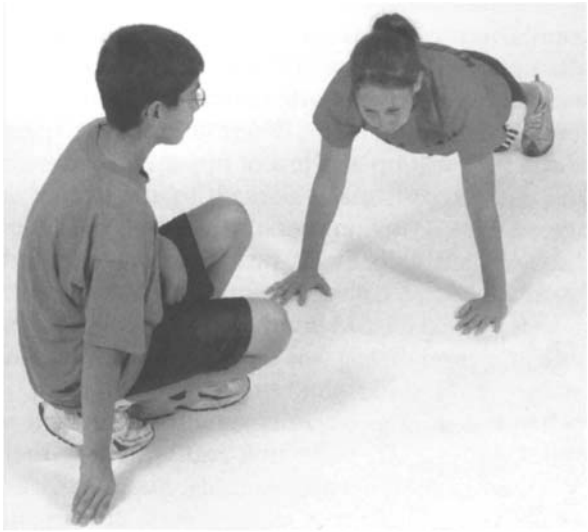

Figure E-1 Push-Up Starting Position

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 48), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

3. Have the cadet lower their body using their arms until the elbows bend at a 90-degree angle and the upper arms are parallel to the floor (as illustrated in Figure E-2).

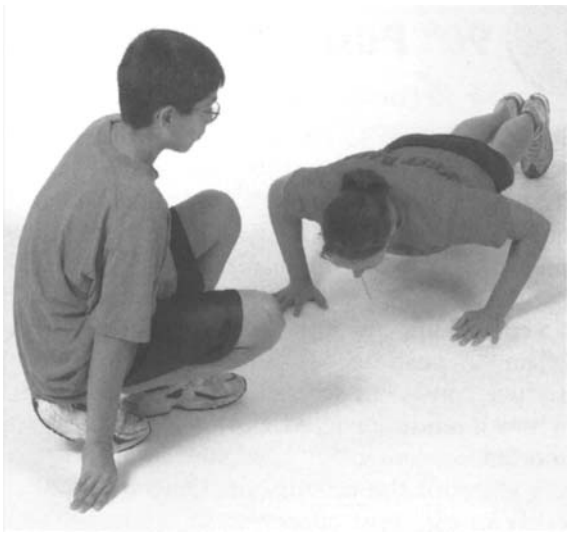

Figure E-2 Down Position of the Push-Up

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 48), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

4. Have the cadet repeat Steps 2 and 3 repeatedly at a cadence of one push-up every three seconds until a second form correction (the first form correction does not count) is made, or they can no longer continue.
5. The scorekeeper will count how many times the cadet can complete a push-up (which is the push-up score).
6. Have the cadets switch positions and repeat Steps 1–5.

Shoulder Stretch

Objective:

The shoulder stretch is an assessment of upper arm and shoulder flexibility.

This assessment is conducted by reaching one arm over the shoulder on the same side, and the other arm behind the back to touch the fingertips.

Scoring:

Scoring for the shoulder stretch is based on the participant's ability to touch their fingers on both their right and left sides. The score is indicated with a yes (Y) or no (N) on the scoresheet.

Equipment Required:

There is no equipment required for the shoulder stretch.

Set-Up:

The shoulder stretch station should be large enough to accommodate the participants.

Conducting the Shoulder Stretch:

1. Have one cadet from each pair test their right shoulder by:
   a. reaching with the right hand over the right shoulder and down the back; and
   b. reaching with the left hand behind the back to touch the right hand (as illustrated in Figure G-1).

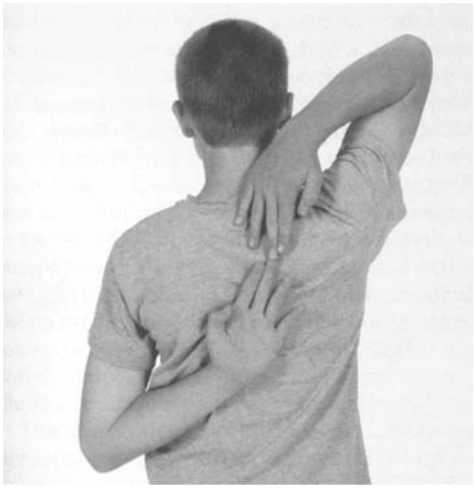

Figure G-1 Right Shoulder Stretch

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 55), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

2. The scorekeeper will observe if the hands are touching to determine the right shoulder stretch score (a yes or no).
3. Have the cadet test their left shoulder by:
   a. reaching with the left hand over the left shoulder and down the back; and
   b. reaching with the right hand behind the back to touch the left hand (as illustrated in Figure G-2).

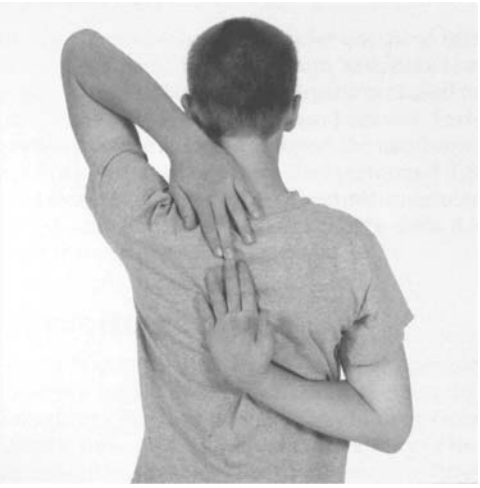

Figure G-2 Left Shoulder Stretch

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 55), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

4. The scorekeeper will observe if the hands are touching to determine the left shoulder stretch score.
5. Have the cadets switch positions and repeat Steps 1–4.

Back-Saver Sit and Reach

Objective:

The back-saver sit and reach tests hamstring flexibility for each leg.

This assessment is conducted by placing the foot flat against the test apparatus, bending the other leg and reaching forward with both hands. The same procedure is repeated for the other leg.

Scoring:

Scoring for the back-saver sit and reach is based on the distance (in inches) that the participant can reach with their hands for each leg, to a maximum of 30 cm (12 inches).

Equipment Required:

The only piece of equipment required for the back-saver sit and reach assessment is the test apparatus.

Set-Up:

1. Ensure that there are enough test apparatuses for the number of groups.
2. Spread out each back-saver sit and reach station to allow enough room for the participants and their scorekeepers.

Conducting the Back-Saver Sit and Reach:

1. Have one cadet from each pair remove their shoes.
2. Have the cadet:
    a. sit in front of the test apparatus;
    b. extend one leg fully with the foot flat against the face of the box;
    c. bend the knee of the other leg with the sole of the foot flat on the floor placed next to the knee of the straight leg;
    d. ensure that there is a 5- to 8-cm (2-to 3-inch) space between the knee on the straight leg, and the foot of the bent leg; and
    e. extend their arms forward with the hands placed on top of one another placing the finger tips just in front of the tip of the ruler (as illustrated in Figure H-1).

Figure H-1 Starting Position for the Back-Saver Sit and Reach

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 54), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

3. Have the cadet reach forward with both hands along the scale four times, holding the position on the fourth reach for at least one second (as illustrated in Figure H-2).

Figure H-2 The Back-Saver Sit and Reach

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 54), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

4. The scorekeeper will measure the distance in inches that the cadet reached. This measurement will be the score for one leg, to a maximum of 12 inches to prevent hyperextension.
5. Have the cadet repeat steps one to three for the other leg.
6. Have the cadets switch positions and repeat Steps 1–4.

HOW TO CONSTRUCT THE BACK-SAVER SIT AND REACH TEST APPARATUS

The test apparatus (as illustrated in Figure I-1) is constructed in the following fashion:

1. Construct or locate a cardboard / wooden box measuring approximately 30 cm (12 inches) high.

2. Attach a metre stick to the top of the box with the nine inch mark at the nearest edge of the box where the participant will rest their foot and the zero end closest to the participant.

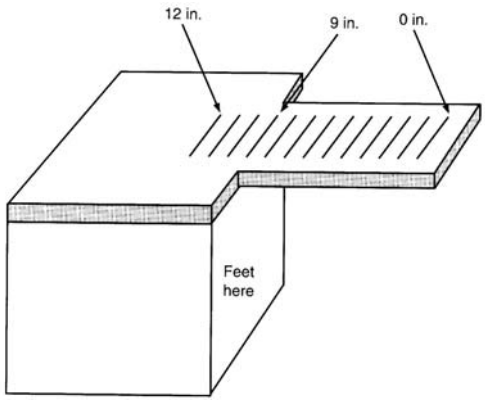

Figure I-1 Back-Saver Sit and Reach Measuring Apparatus

Note. From *Fitnessgram / activitygram: Test administration manual* (3rd ed.) (p. 84), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 2

EO M404.02 – UPDATE PERSONAL ACTIVITY PLAN

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 Attachment A (Sample Personal Activity Plan) and Attachment B (Personal Activity Plan) for each cadet.

Physical fitness resources can be printed or ordered from http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html, through the Public Health Agency of Canada to be given as handouts to the cadets.

PRE-LESSON ASSIGNMENT

Ensure the cadets have a copy of their Phase Three Personal Activity Plan and their Cadet Fitness Assessment results to bring to this lesson.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to update their Personal Activity Plan. This activity contributes to the development of personal fitness goals in a fun and challenging setting.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have updated their Personal Activity Plan (from Phase Three) for the current training year.

IMPORTANCE

In order to help achieve success in physical fitness, it is important to know how to set personal fitness goals and to create an activity plan that will help to achieve those goals. This is important as physical fitness is one of the aims of the cadet program.

Teaching Point 1 **Have the cadets update their Personal Activity Plan from Phase Three.**

Time: 25 min Method: Practical Activity

Describe the terms used in the Personal Activity Plan before having the cadets update their plan. Distribute the sample Personal Activity Plan handout located at Attachment A to each cadet.

A Personal Activity Plan is designed to identify current personal fitness level and to create individual goals to increase fitness level. There are a number of terms used within a Personal Activity Plan to describe type and intensity of activities.

TYPES OF ACTIVITIES

Rest activities. Activities that involve minimal physical effort (eg, homework, computer games and reading).

Lifestyle activities. Activities that are a part of a normal day (eg, walking, household chores and garbage sweeps).

Aerobic activities. Activities that improve aerobic fitness (eg, jogging, swimming and dancing).

Aerobic sports. Sports that involve a great deal of movement (eg, baseball, basketball and soccer).

Muscular activities. Activities that require strength (eg, weightlifting, wrestling and track and field sports).

Flexibility activities. Activities that involve stretching the muscles (eg, martial arts, stretching and yoga).

INTENSITY OF ACTIVITIES

Rest. Activities that involve sitting or standing, and little motion.

Light. Activities that involve slow movements, and are not tiring.

Moderate. Activities that are fairly intense (fall between light and vigorous).

Vigorous. Activities that involve quick movements or running, and increased respiration.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets update their Phase Three Personal Activity Plan.

RESOURCES

- Personal Activity Plan handout located at Attachment B,
- Cadet Fitness Assessment results, and
- Pens / pencils.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Discuss how the results of the Cadet Fitness Assessment can be used to create goals.

The Cadet Fitness Assessment determines personal fitness level through raw scores.

A cadet who scored 5 on the push-up and 10 on the curl-up assessments, may wish to set a long-term goal to improve muscular fitness. Their short-term goal may be to complete 8 push-ups and 12 curl-ups on the next assessment.

2. Distribute the Personal Activity Plan handout, located at Attachment B, to each cadet.
3. Supervise and provide assistance while the cadets update their Personal Activity Plans for the current training year by:
   a. reviewing their Phase Three Personal Activity Plan;
   b. reviewing their Cadet Fitness Assessment results;
   c. listing current fitness and sports activities;
   d. identifying areas that need improvement;
   e. creating goals; and
   f. listing planned fitness and sports activities.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

The cadets' updating their Personal Activity Plan will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

The cadets should follow their Personal Activity Plan throughout the training year. The Personal Activity Plan will be evaluated by the cadet each time they complete the Cadet Fitness Assessment.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

One of the aims of the cadet program is physical fitness. A Personal Activity Plan is an important tool for creating and achieving goals, and will help to track progress in physical fitness.

INSTRUCTOR NOTES / REMARKS

This lesson shall follow the start of year Cadet Fitness Assessment (EO M404.01 [Participate in the Cadet Fitness Assessment]).

Physical fitness resources can be printed or ordered from http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html, through the Public Health Agency of Canada to be given as handouts to the cadets.

REFERENCES

C0-104 ISBN 0-662-26628-5 Public Health Agency of Canada. (1998). *Handbook for Canada's physical activity guide to healthy active living*. Ottawa, ON: Public Health Agency of Canada.

C0-105 ISBN 0-662-32897-3 Public Health Agency of Canada. (2002). *Teacher's guide to physical activity for youth 10–14 years of age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

C0-106 ISBN 0-662-32899-X Public Health Agency of Canada. (2002). *Let's get active! Magazine for youth 10–14 years of age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.

C0-174 ISBN 978-0-7360-6828-4 Masurier, G., Lambdin, D., & Corbin, C. (2007). *Fitness for life: Middle school: Teacher's guide*. Windsor, ON: Human Kinetics.

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SAMPLE PERSONAL ACTIVITY PLAN

Name: Shepherd, John Date: 10 Sept

START OF YEAR

CADET FITNESS ASSESSMENT #1 RESULTS

Assessment	Score
Cardiovascular	
20-m Shuttle Run Test	8
Muscular Strength	
Curl-up	20
Push-up	6
Muscular Flexibility	
Trunk Lift	6 inches
Shoulder Stretch	**Right**: Y
	Left: N
Back-Saver Sit and Reach	**Right**: 4 inches
	Left: 3 inches

CURRENT ACTIVITIES

List the activities that you participated in over the past week.

Date	Activity	Duration	Type of Activity	Intensity of Activity
Wednesday 3 Sept	Computer Games	3 hrs	Rest Activity	Rest
	Soccer	1 hr	Aerobic Sports	Moderate
	Stretching	15 min	Flexibility Activity	Light
Thursday 4 Sept	Soccer	1 hr	Aerobic Sports	Moderate
	Stretching	15 min	Flexibility Activity	Light
	Reading	2 hrs	Rest Activity	Rest
Friday 5 Sept	Yard Work	1 hr	Lifestyle Activity	Moderate
	Bike Riding	1 hr	Aerobic Activity	Moderate
	Watching Television	4 hrs	Rest Activity	Rest
Saturday 6 Sept	Bike Riding	1 hr	Aerobic Activity	Moderate
	Packing	3 hrs	Lifestyle Activity	Light
	Reading	1 hr	Rest Activity	Rest

Date	Activity	Duration	Type of Activity	Intensity of Activity
Sunday 7 Sept	Playing Video Games	2 hrs	Rest Activity	Rest
	Walking	30 min	Lifestyle Activity	Light
	Reading	1 hr	Rest Activity	Rest
Monday 8 Sept	Watching TV	3 hrs	Rest Activity	Rest
	Walking	1 hr	Lifestyle Activity	Light
	Reading	1 hr	Rest Activity	Rest
Tuesday 9 Sept	Sitting in Class	4 hrs	Rest Activity	Rest
	Reading	1 hr	Rest Activity	Rest
	Walking	1 hr	Lifestyle Activity	Light

Areas That Need Improvement:

1. 20-m Shuttle Run Test score is low. Need to improve cardiovascular fitness.
2. Need to participate in more activities at a vigorous intensity.
3. Cut back on rest activities.

GOALS

Remember that goals must be:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**elevant, and
- **T**imed.

Long-term goal for the training year: To increase personal fitness level.

Short-term Goals:

Goal	Date to Achieve By	Date Achieved
Score 15 on the 20-m Shuttle Run Test	Next Cadet Fitness Assessment	
Score 10 on the push-up assessment	Next Cadet Fitness Assessment	
Participate in five aerobic sports in the next week	17 Sept	

PLANNED ACTIVITIES

List the activities that you plan to participate in.

Week	Activity	Was the activity completed?	Why was the activity not completed?
11 Sept-17 Sept	Soccer for 2 hrs		
	Walking for 30 min / day		
	Biking for 2 hrs / twice a week		
18 Sept-24 Sept	Run for 1 hrs		
	Recreational Sports for 1 hr		
	Walking for 30 min / day		
25 Sept-1 Oct	Soccer for 2 hrs		
	Walking for 30 min / day		
	Swimming for 1.5 hrs		
2 Oct-8 Oct	Biking for 2 hrs / twice a week		
	Recreational Sports for 1 hr / twice a week		
	Walking for 30 min / day		
9 Oct-15 Oct	Recreational Sports for 1 hr / twice a week		
	Running / Walking for 30 min / day		
	Biking for 2 hrs / twice a week		
16 Oct-22 Oct	Recreational Sports for 1 hr / twice a week		
	Running / Walking for 30 min / day		
	Biking for 2 hrs / twice a week		
23 Oct-29 Oct	Recreational Sports for 1 hr / twice a week		
	Running / Walking for 30 min / day		
	Biking for 2 hrs / twice a week		

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

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PERSONAL ACTIVITY PLAN

Name: _____ Date: _____

START OF YEAR

CADET FITNESS ASSESSMENT RESULTS

Assessment	Score
Cardiovascular	
20-m Shuttle Run Test	
Muscular Strength	
Curl-up	
Push-up	
Muscular Flexibility	
Trunk Lift	
Shoulder Stretch	**Right**:
	Left:
Back-Saver Sit and Reach	**Right**:
	Left:

CURRENT ACTIVITIES

List the activities that you participated in over the past week.

Date	Activity	Duration	Type of Activity	Intensity of Activity

Date	Activity	Duration	Type of Activity	Intensity of Activity

Areas That Need Improvement:

1. _____
2. _____
3. _____

GOALS

Remember that goals must be:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**elevant, and
- **T**imed.

Long-term goal for the training year: _____

_____

Short-term Goals:

Goal	Date to Achieve By	Date Achieved

PLANNED ACTIVITIES

List the activities that you plan to participate in.

Week	Activity	Was the activity completed?	Why was the activity not completed?

END OF YEAR

CADET FITNESS ASSESSMENT RESULTS

Assessment	Score
Cardiovascular	
20-m Shuttle Run Test	
Muscular	
Curl-up	
Push-up	
Flexibility	
Trunk Lift	
Shoulder Stretch	**Right**:
	Left:
Back-saver Sit and Reach	**Right**:
	Left:

Areas That Need Improvement:

1. _____
2. _____
3. _____

Short-term Goals:

Goal	Date to Achieve By	Date Achieved

PLANNED ACTIVITIES

List the activities that you plan to participate in.

Week	Activity	Was the activity completed?	Why was the activity not completed?

REFLECTION

Was your long-term goal for the training year met? _____

If applicable, why was your long-term goal not met? _____

_____

What is your long-term goal following the completion of this training year? _____

_____

List some short-term goals that will help you achieve your long-term goal:

Goal	Date to Achieve By	Date Achieved

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 3

EO M404.03 – EVALUATE PERSONAL ACTIVITY PLAN

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it allows the cadets to evaluate their Personal Activity Plan in a safe and controlled environment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have evaluated their Personal Activity Plan.

IMPORTANCE

It is important for cadets to evaluate their Personal Activity Plan to determine if goals were met and to track progress in personal fitness.

Teaching Point 1 **Have the cadets evaluate their Personal Activity Plan.**

Time: 25 min Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets evaluate their Personal Activity Plan.

RESOURCES

- Cadet Fitness Assessment results, and
- Personal Activity Plan from the start of the training year.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the cadet's Personal Activity Plan and Cadet Fitness Assessment results.
2. Have the cadets compare their start of year and end of year Cadet Fitness Assessment results.
3. Have the cadets compare their actual and planned fitness and sports activities.
4. Have the cadets complete the reflection portion of the Personal Activity Plan.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

The cadet's evaluation of their Personal Activity Plan will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadet's evaluation of their Personal Activity Plan will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Evaluating a Personal Activity Plan will help determine if goals were met and track progress in personal fitness. This lesson promotes physical fitness, meeting one of the aims of the cadet program.

INSTRUCTOR NOTES / REMARKS

This lesson shall follow the end of year Cadet Fitness Assessment (EO M404.02 [Participate in the Cadet Fitness Assessment]).

Physical fitness resources can be printed or ordered from http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html, through the Public Health Agency of Canada to be given as handouts to the cadets.

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 4

EO C404.01 – DESCRIBE NUTRITION AND HYDRATION REQUIREMENTS FOR FITNESS AND SPORTS ACTIVITIES

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 the handouts located at Attachments A, B and D–G for each cadet.

PRE-LESSON ASSIGNMENT

Have each cadet collect two food labels (one of a food and one of a fluid) from items they commonly consume and bring them to this lesson.

APPROACH

An interactive lecture was chosen for TPs 1 and 3 to orient the cadets to food labels and to the relationship between nutrition, hydration and fitness and sports activities.

An in-class activity was chosen for TP 2 as it is an interactive way for the cadets to estimate daily energy requirements.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have described the nutrition and hydration requirements for fitness and sports activities.

IMPORTANCE

It is important for the cadets to have an understanding of the nutrition and hydration requirements for fitness and sports activities because research has proven that eating healthy foods will help the body to grow strong

and prevent illnesses. The information in this lesson will assist with choosing healthy foods to meet energy requirements for fitness and sports activities.

Teaching Point 1 **Explain food labels.**

Time: 15 min Method: Interactive Lecture

Distribute the *Nutrition Facts* handout located at Attachment A to each cadet.

PURPOSE OF NUTRITION INFORMATION

The nutrition information found on food labels is regulated by Health Canada through the *Food and Drugs Act* and includes an ingredients list, nutrition facts table and nutrition claims. This information makes it easier to:

- compare products;
- determine the nutritional value of foods;
- manage special diets; and
- increase or decrease intake of a particular nutrient.

INGREDIENTS LIST

Ingredients are listed by weight from highest to lowest. The ingredients list provides information for people who have food allergies and / or those who are avoiding specific foods.

NUTRITION FACTS TABLE

The nutrition facts table contains information on calories and important nutrients for a specified amount (serving) of the food. The core nutrients are listed in the table and include the amount (usually in grams or milligrams) and the percentage of daily value that is contained in the food. The daily value refers to the amount of a specific nutrient that is recommended each day. Vitamins and minerals are listed only by the percentage of the daily value.

Nutrition Facts

Per 125 mL (87 g)

Amount	% Daily Value
Calories 80	
Fat 0.5 g	**1** %
Saturated 0 g + Trans 0 g	**0** %
Cholesterol 0 mg	
Sodium 0 mg	**0** %
Carbohydrate 18 g	**6** %
Fibre 2 g	**8** %
Sugars 2 g	
Protein 3 g	

Vitamin A	2 %	Vitamin C	10 %
Calcium	0 %	Iron	2 %

Figure 1 Nutrition Facts Table

Note. From *Food & Nutrition*. Retrieved November 1, 2007, from http://www.hc-sc.gc.ca/fn-an/label-etiquet/nutrition/education/cons-res/cr_tearsheet-cr_fiche_e.html

Direct the cadets to the example on the *Nutrition Facts* handout when describing the nutrition facts table. Other examples of food labels may be used as well.

Core Nutrients

Calories. A calorie is a measurement of food energy.

Fat. Fat as listed in the table includes saturated, trans, and all other fatty acids present in the food by quantity.

Saturated and trans fats. Saturated and trans fats are listed in the table because they may have a negative impact on health and should be consumed in moderation.

Cholesterol. Cholesterol is one of the fats found in blood. It is used to make cell membranes, vitamin D and hormones. There are two main types of cholesterol: low-density lipoprotein (LDL) cholesterol, which is considered the bad cholesterol and high-density lipoprotein (HDL) cholesterol, which is considered the good cholesterol. Cholesterol is listed in the table because high blood cholesterol is a risk factor for heart disease and stroke.

Sodium. Most sodium in food comes from sodium chloride, which is table or sea salt. Salt is a common ingredient in processed and prepared foods. Most people consume more salt than they require. Sodium is listed in the table because a low-sodium diet will reduce the risk of high blood pressure, stroke, and heart disease.

Carbohydrate. Carbohydrates are a primary source of energy for the body. There are two types of carbohydrates listed in the table: fibre, which is a complex carbohydrate, and sugar, which is a simple carbohydrate.

Fibre. Fibre is a complex carbohydrate found in plants. Unlike other carbohydrates it passes through the body undigested and is healthy for the digestive system. Fibre is listed in the table because it provides energy for the muscles and brain.

Complex carbohydrates. Complex carbohydrates break down slowly and can help prevent overeating. They are found in vegetables, fruit, whole grains, brown rice, nuts, soy products, and legumes.

Sugars. Sugar is a simple carbohydrate. Natural sugars are found in foods such as milk, fruit, and vegetables. Added sugars contribute calories and have no significant nutritional value. Sugars are listed in the table because some diets require sugars to be limited (eg, diabetics).

Simple carbohydrates. Simple carbohydrates break down quickly and can cause a person to become hungry quickly. They are found in sugary soft drinks, sugary cereals, white bread, white rice, cookies, candy, fries, and pastries.

Protein. Protein is found in a variety of foods such as meat, poultry, fish, legumes, nuts, milk products, and grain products. It is listed in the table because protein builds muscles, bones, and teeth.

Vitamin A. Vitamin A is found in many vegetables and fruit. It is listed in the table because it will help keep skin healthy and low-light vision functional.

Vitamin C. Vitamin C is found in many vegetables and fruit. It is listed in the table because it will help the body fight infections.

Calcium. Calcium is found in milk and alternative foods. It is listed in the table because it will build strong bones and reduce the risk of osteoporosis (a disease where bones degenerate and become brittle).

Iron. Iron is found in foods such as meat, fish, poultry, grains, vegetables, fruit, nuts, and seeds. It is listed in the table because it helps the red blood cells carry oxygen throughout the body.

NUTRITION CLAIMS

A nutrition claim must meet a set of government rules before it may be printed on a food label. They may highlight a relation between diet and disease (eg, a healthy diet rich in a variety of vegetables and fruit may help reduce the risk of some types of cancer). Nutrition claims may include the following words / phrases:

- free,
- low,
- less,
- more,
- reduced,
- lower,
- very high,
- light / lite,
- source of,
- high source of,

- good source of, and
- excellent source of.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. How are food labels regulated?

Q2. How are ingredients listed on food labels?

Q3. What are three words that may be included in a nutrition claim?

ANTICIPATED ANSWERS:

A1. Health Canada regulates food labels through the *Food and Drugs Act*.

A2. Ingredients are listed by weight from highest to lowest on food labels.

A3. Nutrition claims may include the following words / phrases:

- free,
- low,
- less,
- more,
- reduced,
- lower,
- very high,
- light / lite,
- source of,
- high source of,
- good source of, and
- excellent source of.

Offer the cadets the opportunity to further evaluate their learning by distributing the Nutrition Facts Quiz located at Attachment B. Tell the cadets the Nutrition Facts Quiz Answer Key located at Attachment C will be posted in a common area.

Teaching Point 2 **Conduct an activity where the cadets will estimate their daily energy requirements.**

Time: 20 min Method: In-Class Activity

Daily energy expenditures vary from one person to the other. Daily energy expenditures come from three sources:

1. resting energy expenditure,
2. thermic effect of food, and
3. caloric requirements for daily life.

RESTING ENERGY EXPENDITURE (REE)

REE is the minimum amount of energy (expressed in kilocalories [commonly referred to as calories] per day) our body needs to stay alive while at rest. This is the energy needed for actions such as breathing, digesting and keeping a heartbeat. REEs consist of about 60–70 percent of your daily energy needs. It may vary as much as 20 percent between individuals. Numerous factors account for this variation, such as:

- age,
- muscle mass,
- height and weight,
- gender, and
- amount of food consumed (overeating increases resting energy output while food restriction lowers it).

The Energy Expenditures for Physical Activity Table handout located at Attachment D, the Estimated Daily Energy Requirements worksheet located at Attachment E and the Resting Energy Expenditures Table handout located at Attachment F only serve as guidance. They are only used to *estimate* the resting energy expenditure.

THERMIC EFFECT OF FOOD

Energy that is used by the body to digest and absorb the food is lost in the form of heat. This is called the thermic effect of food and varies depending on the type and amount of food eaten. It accounts for about 10 percent of energy output.

CALORIC REQUIREMENTS FOR DAILY LIFE

Each day's activities (eg, working, studying or playing sports) expend energy. The more active an individual is, the higher their caloric requirements.

Caloric needs vary based on the amount and intensity of the physical fitness activities. When an individual's physical fitness activities change, their eating habits should reflect those changes.

Distribute the Energy Expenditures for Physical Activity Table handout located at Attachment D to each cadet. Ask them what they find interesting and surprising from the chart.

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets estimate their caloric need based on their daily activities.

RESOURCES

- Energy Expenditures for Physical Activity Table handout located at Attachment D,
- Estimated Daily Energy Requirements worksheet located at Attachment E,
- Resting Energy Expenditures Table handout located at Attachment F,
- Estimated Number of Servings table located at Attachment G,
- Pens / pencils, and
- Calculators.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Estimated Energy Requirements worksheets.
2. Have the cadets fill out the worksheet using other provided attachments.
3. Circulate around the class to help cadets who are experiencing difficulties.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3 **Describe nutrition and hydration requirements for fitness and sports activities.**

Time: 15 min Method: Interactive Lecture

Healthy eating provides the body with essential nutrients and energy. Everyday eating should include at least three meals and healthy snacking. An individual will perform more efficiently if the body's energy levels are consistently maintained.

Glucose is produced when carbohydrate foods are broken down by the digestive track and the liver. Glucose is the body's preferred fuel when performing hard physical work or exercising intensely. As well, the brain, nervous system and red blood cells depend completely on glucose for their fuel.

Carbohydrates are found in foods from all food groups. Fruit and root vegetables provide more than leafy vegetables and legumes (eg, beans, peas, lentils), grain products supply a large amount while seeds and nuts have some.

Carbohydrates and fat provide energy. Carbohydrates are stored in the body in the form of glycogen (a large molecule made up of glucose and water) and fat is stored in the body as fat. During high intensity exercise (eg, sprinting), glucose is the primary source of energy because fat cannot be used when oxygen is in short supply. During low-intensity exercise (eg, walking), cells use glucose and fat for energy since oxygen is available and make it possible for fat to be used. A well-conditioned individual has better oxygen delivery and can therefore use more fat than an individual with a lower fitness level.

Glycogen is used when necessary. The body can store only a small amount of glycogen. Glycogen is stored in the liver and the muscles. When the blood glucose level gets low, glycogen from the liver is converted to glucose and moved to the blood stream. Glycogen stored in the muscles is for muscle use only.

PRE-EXERCISE NUTRITION

Since carbohydrates are the fuel for high intensity workouts it is important to consume them prior to exercising. When there are too few carbohydrates, the body changes protein into glucose to provide energy, and prevents the proteins from doing their job (supply amino acids to build muscles, hormones, enzymes and other chemicals).

Time to Allow Between Meal and Activity

The length of time between a meal and a fitness or sports activity determines how much and what you should eat. Ideally, there should be:

- a 3- to 4-hour period to digest a large meal containing carbohydrates, protein and some fat;
- a 2- to 3-hour period to digest a small meal; or
- a 1- to 2-hour period for a carbohydrate snack or liquid meal.

Foods to Choose

Use the following guidelines when choosing food prior to fitness and sports activities:

- Drink fluids, such as water, fruit juice, milk or soup.
- Select foods high in carbohydrates, such as grain products, vegetables and fruit juice, low-fat milk or yogurt. Beans, peas and lentils are sources of slowly released carbohydrate, but unless they are eaten regularly these high fibre foods might cause discomfort.
- Select foods that are easy to digest. Since proteins and fats are digested slowly, it is better to limit them, particularly fat, especially if exercising intensely soon after eating.
- Select familiar foods in order not to upset the stomach.
- Avoid spicy or high in fibre foods unless they can be tolerated.

DURING EXERCISE

Water is essential. Even a small amount of dehydration (1 percent of body weight) can increase cardiovascular strain as indicated by a disproportionate elevation of heart rate during exercise and limit the ability of the body to transfer heat from contracting muscles to the skin's surface where heat can be dissipated to the environment.

For fitness and sports activities less than one hour, water is all that is needed.

For fitness and sports activities that are longer than an hour, a high demand is placed on stored energy. Consuming carbohydrates during the activity will delay fatigue and improve performance. According to the American College of Sports Medicine (ACSM) Fitness Book, "Several research studies have demonstrated the improved performance potential of ingesting carbohydrates during activity, so this should be an important strategy for all persons involved in regular physical activity".

For fitness and sports activities longer than one hour, carbohydrates (from fluids or foods) should be consumed to maintain the blood glucose level and preserve glycogen stores. For training sessions that last several hours, carbohydrate-rich fluids and foods keep energy levels high and help an individual stay focused.

What to Drink

For fitness and sports activities longer than one hour, fluids should contain:

- carbohydrates in concentration of 4–8 percent (which is equivalent to 40–80 g of carbohydrates per litre of fluid), and
- sodium (a pinch of salt) which adds taste and increases fluid intake.

Sports drinks are designed so fluid and some carbohydrates enter your blood stream quickly. They have no other nutrients.

If a fluid has too many carbohydrates, it can be diluted with water to meet the concentration requirements.

Urine volume and colour are simple indicators of hydration status. Ample quantities of lemon juice-coloured urine mean an individual is well hydrated while dark coloured, small volume and infrequent urination mean dehydration.

What to Eat

When an individual trains several times a day, there are opportunities to consume solid snacks between workouts. Those snacks should consist of foods that are easy to digest (low in fibre and in fat—less than 3 g of fat per 30-g serving). To maintain energy levels, the intake of carbohydrates during exercise should be between 30 g and 60 g per hour.

POST-EXERCISE

When an individual has been sweating heavily during fitness and sports activities, fluid replacement is the primary concern. Eating carbohydrates within 15 minutes of the end of the fitness or sports activity will refill muscle glycogen stores. Fat will slow the rate of absorption. Directly after physical activity, look for low fat foods, high in carbohydrates with little protein.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1. What fluid should be consumed during fitness and sports activities of less than one hour?

Q2. What is an indicator of hydration status and how does it indicate it?

Q3. What is the primary concern after exercising?

ANTICIPATED ANSWERS:

A1. Water is to be consumed during fitness and sports activities of less than one hour.

A2. Urine volume and colours are indicators of hydration status. Ample quantities of lemon juice-coloured urine indicate good hydration while dark coloured, small volume infrequent urination indicates dehydration.

A3. Fluid replacement is the primary concern after exercising.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. What is the purpose of including an ingredients list, nutrition facts table and nutrition claims on a food label?

Q2. What factors account for the REE variation between individuals?

Q3. What is the body's preferred fuel when performing hard physical work or exercising intensely?

ANTICIPATED ANSWERS:

A1. This information makes it easier to:

- compare products;
- determine the nutritional value of foods;
- manage special diets; and
- increase or decrease intake of a particular nutrient.

A2. REE variation can be accounted for by factors, such as:

- age,
- muscle mass,
- height and weight,
- gender, and
- amount of food consumed (overeating increases resting energy output while food restriction lowers it).

A3. The body's preferred fuel when performing hard physical work or exercising intensely is glucose.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Meeting energy requirements is an important part of performing well and staying healthy while being active. Eating healthy foods will help the body grow strong, prevent illnesses, and maintain energy. Choosing healthy foods and consuming a sufficient of amount nutrients and energy is important to personal fitness and healthy living.

INSTRUCTOR NOTES / REMARKS

Nil.

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Health Canada Santé Canada

Nutrition Facts

To Help You Make Informed Food Choices

The "Nutrition Facts" table is easy to find, easy to read and on more foods

Information in the Nutrition Facts table is based on a specific amount of food. Compare this to the amount you eat.

Use % Daily Value to see if a food has a little or a lot of a nutrient.

Nutrition Facts

Per 125 mL (87 g)

Amount	% Daily Value
Calories 80	
Fat 0.5 g	1 %
Saturated 0 g + Trans 0 g	**0** %
Cholesterol 0 mg	
Sodium 0 mg	**0** %
Carbohydrate 18 g	**6** %
Fibre 2 g	**8** %
Sugars 2 g	
Protein 3 g	

Vitamin A	2 %	Vitamin C	10 %
Calcium	0 %	Iron	2 %

With the nutrition information on food labels you will be able to:

- Compare products more easily
- Determine the nutritional value of foods
- Better manage special diets
- Increase or decrease your intake of a particular nutrient

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Également disponible en français.

Canada

Nutrition Information on Food Labels

Use Nutrition Facts, the list of ingredients and nutrition claims to help you make informed food choices.

To get more complete information about the nutrient value of a food look at the Nutrition Facts table.

Nutrition Claims

The Government sets rules that must be met before a nutrition claim can be made on a label or advertisement.

A claim highlights a nutrition feature of a food. Look for one of these words:

free	reduced	source of
low	lower	high source of
less	very high	good source of
more	light/lite	excellent source of

A claim may also highlight a relationship between diet and disease. For example:

- A healthy diet rich in a variety of vegetables and fruit may help reduce the risk of some types of cancer.
- A healthy diet low in saturated and trans fats may reduce the risk of heart disease.

Ingredient List

- Ingredients in the food are listed by weight from most to least.
- The ingredient list is a source of information for people with allergies or for people who avoid certain ingredients based on their beliefs.

Follow Canada's Food Guide to Healthy Eating and use Nutrition Facts to help you make healthy food choices.

Enjoy eating well, being active and feeling good about yourself.

ISBN: 0-662-38265-X
Cat. no.: H49-177/1-2003E-1-PDF

www.healthcanada.ca/nutritionlabelling

NUTRITION FACTS QUIZ

1. **Are the following statements true or false:**

   a. The nutrition facts table contains information on calories and important nutrients for a specific amount (serving) of the food. _____

   b. On a label, vitamins are listed only by the percentage of the daily value. _____

   c. Ingredients on a label are listed by weight from lowest to highest. _____

   d. Nutrition information helps to manage special diets and compare products. _____

2. **Match the word to its appropriate definition.**

Vitamin A	Carbohydrate	Cholesterol	Fibre	Sugar	Fat
Iron	Sodium	Vitamin C	Calcium	Calories	Protein

1	Measurement of food energy.	
2	It is a necessary part of your diet because it supplies essential fatty acids and is needed to absorb fat-soluble vitamins (A, D, E and K). It reduces hunger because it is absorbed slowly. It should account for 10–35 percent of the energy of your diet. It provides 9 kcal / g.	.
3	One of the fats found in the blood. It is used to make cell membranes, vitamin D and hormones.	
4	Most of it is from table or sea salt. Most people consume more than they require. Reducing this nutrient will reduce the risk of high blood pressure, stroke, and heart disease.	
5	Primary source of energy for the body. There are two types: fibre, which is a complex one, and sugar, which is a simple one. Should account for 45–65 percent of the energy of your diet. It provides 4 kcal / g.	
6	Complex carbohydrate found in plants. Unlike other carbohydrates it passes through the body undigested and is healthy for the digestive system.	
7	It is a simple carbohydrate. Natural ones are found in foods such as milk, fruit, and vegetables. Added ones contribute calories and have no significant nutritional value.	
8	Found in a variety of foods such as meat, poultry, fish, legumes, nuts, milk products, and grain products. Builds muscles, bones, and teeth. Should account for 10–35 percent of the energy of your diet. It provides 4 kcal / g.	
9	Found in many vegetables and fruit. Helps keep skin and eyesight healthy.	
10	Found in many vegetables and fruit. Helps the body fight infections.	
11	Found in milk and alternative foods. Builds strong bones and reduces the risk of osteoporosis (a disease where bones degenerate and become brittle).	
12	Found in foods such as meat, fish, poultry, grains, vegetables, fruit, nuts, and seeds. Helps the red blood cells carry oxygen throughout the body.	

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NUTRITION FACTS QUIZ

Answer Key

1. **Are the following statements true or false:**

   a. The nutrition facts table contains information on calories and important nutrients for a specific amount (serving) of the food. TRUE

   b. On a label, vitamins are listed only by the percentage of daily value. TRUE

   c. Ingredients on a label are listed by weight from lowest to highest. FALSE, it is from highest to lowest, decreasing.

   d. Nutrition information helps to manage special diet and compare products. TRUE. It also helps to determine the nutritional value of food and gives information for people who need to increase or decrease intake of a particular nutrient.

2. **Match the word to its appropriate definition.**

Vitamin A	Carbohydrate	Cholesterol	Fibre	Sugar	Fat
Iron	Sodium	Vitamin C	Calcium	Calories	Protein

1	Measurement of food energy.	Calories
2	It is a necessary part of your diet because it supplies essential fatty acids and is needed to absorb fat-soluble vitamins (A, D, E and K). It reduces hunger because it is absorbed slowly. It should account for 10–35 percent of the energy of your diet. It provides 9 kcal / g.	Fat
3	One of the fats found in the blood. It is used to make cell membranes, vitamin D and hormones.	Cholesterol
4	Most of it is from table or sea salt. Most people consume more than they require. Reducing this nutrient will reduce the risk of high blood pressure, stroke, and heart disease.	Sodium
5	Primary source of energy for the body. There are two types: fibre, which is a complex one, and sugar, which is a simple one. Should account for 45–65 percent of the energy of your diet. It provides 4 kcal / g.	Carbohydrate
6	Complex carbohydrate found in plants. Unlike other carbohydrates it passes through the body undigested and is healthy for the digestive system.	Fibre
7	It is a simple carbohydrate. Natural ones are found in foods such as milk, fruit, and vegetables. Added ones contribute calories and have no significant nutritional value.	Sugars
8	Found in a variety of foods such as meat, poultry, fish, legumes, nuts, milk products, and grain products. Builds muscles, bones, and teeth. Should account for 10–35 percent of the energy of your diet. It provides 4 kcal / g.	Protein
9	Found in many vegetables and fruit. Helps keep skin and eyesight healthy.	Vitamin A
10	Found in many vegetables and fruit. Helps the body fight infections.	Vitamin C
11	Found in milk and alternative foods. Builds strong bones and reduces the risk of osteoporosis (a disease where bones degenerate and become brittle).	Calcium
12	Found in foods such as meat, fish, poultry, grains, vegetables, fruit, nuts, and seeds. Helps the red blood cells carry oxygen throughout the body.	Iron

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ENERGY EXPENDITURES FOR PHYSICAL ACTIVITY TABLE

Many references evaluate the amount of calories burnt during various activities. This table is a guide, understanding that other resources could suggest different values. Values below are for activities of a one-hour duration.

Activity (1 hour)	130 lbs	155 lbs	190 lbs
Aerobics, general	354	422	518
Aerobics, high impact	413	493	604
Aerobics, low impact	295	352	431
Archery (non-hunting)	207	246	302
Automobile repair	177	211	259
Backpacking, general	413	493	604
Badminton, competitive	413	493	604
Badminton, social, general	266	317	388
Basketball, game	472	563	690
Basketball, non-game, general	354	422	518
Basketball, officiating	413	493	604
Basketball, shooting baskets	266	317	388
Basketball, wheelchair	384	457	561
Bicycling, < 16 km / h, leisure	236	281	345
Bicycling, > 32 km / h, racing	944	1126	1380
Bicycling, 16–19 km / h, light effort	354	422	518
Bicycling, 19–22.4 km /h, moderate effort	472	563	690
Bicycling, 22.4–25.4 km / h, vigorous effort	590	704	863
Bicycling, 25.4–30.4 km / h, very fast, racing	708	844	1035
Bicycling, BMX or mountain	502	598	733
Bicycling, stationary, general	295	352	431
Bicycling, stationary, light effort	325	387	474
Bicycling, stationary, moderate effort	413	493	604
Bicycling, stationary, very light effort	177	211	259
Bicycling, stationary, very vigorous effort	738	880	1078
Bicycling, stationary, vigorous effort	620	739	906
Billiards	148	176	216
Bowling	177	211	259
Boxing, in ring, general	708	844	1035
Boxing, punching bag	354	422	518
Boxing, sparring	531	633	776
Broomball	413	493	604
Callisthenics (push ups, sit-ups), vigorous effort	472	563	690
Callisthenics, home, light/moderate effort	266	317	388
Canoeing, on camping trip	236	281	345
Canoeing, rowing, > 9.6 km / h, vigorous effort	708	844	1035
Canoeing, rowing, crewing, competition	708	844	1035
Canoeing, rowing, light effort	177	211	259
Canoeing, rowing, moderate effort	413	493	604
Carpentry, general	207	246	302
Carrying heavy loads, such as bricks	472	563	690
Child care: sitting / kneeling-dressing, feeding	177	211	259

Activity (1 hour)	130 lbs	155 lbs	190 lbs
Child care: standing-dressing, feeding	207	246	302
Circuit training, general	472	563	690
Cleaning, heavy, vigorous effort	266	317	388
Cleaning, house, general	207	246	302
Cleaning, light, moderate effort	148	176	216
Coaching: football, soccer, basketball, etc	236	281	345
Construction, outside, remodelling	325	387	474
Cooking or food preparation	148	176	216
Cricket (batting, bowling)	295	352	431
Croquet	148	176	216
Curling	236	281	345
Dancing, aerobic, ballet or modern, twist	354	422	518
Dancing, ballroom, fast	325	387	474
Dancing, ballroom, slow	177	211	259
Dancing, general	266	317	388
Darts, wall or lawn	148	176	216
Diving, springboard or platform	177	211	259
Electrical work, plumbing	207	246	302
Farming, baling hay, cleaning barn	472	563	690
Farming, milking by hand	177	211	259
Farming, shovelling grain	325	387	474
Fencing	354	422	518
Fishing from boat, sitting	148	176	216
Fishing from river bank, standing	207	246	302
Fishing in stream, in waders	354	422	518
Fishing, general	236	281	345
Fishing, ice, sitting	118	141	173
Football or baseball, playing catch	148	176	216
Football, competitive	531	633	776
Football, touch, flag, general	472	563	690
Frisbee playing, general	177	211	259
Frisbee, ultimate	207	246	302
Gardening, general	295	352	431
Golf, carrying clubs	325	387	474
Golf, general	236	281	345
Golf, miniature or driving range	177	211	259
Golf, pulling clubs	295	352	431
Golf, using power cart	207	246	302
Gymnastics, general	236	281	345
Hacky sack	236	281	345
Handball, general	708	844	1035
Handball, team	472	563	690
Health club exercise, general	325	387	474
Hiking, cross country	354	422	518
Hockey, field	472	563	690
Hockey, ice	472	563	690
Horse grooming	354	422	518
Horse racing, galloping	472	563	690
Horseback riding, general	236	281	345
Horseback riding, trotting	384	457	561
Horseback riding, walking	148	176	216

Activity (1 hour)	130 lbs	155 lbs	190 lbs
Hunting, general	295	352	431
Jai alai	708	844	1035
Jogging, general	413	493	604
Judo, karate, kick boxing, tae kwon do	590	704	863
Kayaking	295	352	431
Kickball	413	493	604
Lacrosse	472	563	690
Marching band, playing instrument (walking)	236	281	345
Marching, rapidly, military	384	457	561
Moto-cross	236	281	345
Moving furniture, household	354	422	518
Moving household items, boxes, upstairs	531	633	776
Moving household items, carrying boxes	413	493	604
Mowing lawn, general	325	387	474
Mowing lawn, riding mower	148	176	216
Music playing, cello, flute, horn, woodwind	118	141	173
Music playing, drums	236	281	345
Music playing, guitar, classical, folk (sitting)	118	141	173
Music playing, guitar, rock / roll band (standing)	177	211	259
Music playing, piano, organ, violin, trumpet	148	176	216
Paddleboat	236	281	345
Painting, papering, plastering, scraping	266	317	388
Polo	472	563	690
Pushing or pulling stroller with child	148	176	216
Race walking	384	457	561
Racquetball, casual, general	413	493	604
Racquetball, competitive	590	704	863
Raking lawn	236	281	345
Rock climbing, ascending rock	649	774	949
Rock climbing, rappelling	472	563	690
Rope jumping, fast	708	844	1035
Rope jumping, moderate, general	590	704	863
Rope jumping, slow	472	563	690
Rowing, stationary, light effort	413	493	604
Rowing, stationary, moderate effort	502	598	733
Rowing, stationary, very vigorous effort	708	844	1035
Rowing, stationary, vigorous effort	561	669	819
Rugby	590	704	863
Running, 16 km / h	944	1126	1380
Running, 17.4 km / h	1062	1267	1553
Running, 8 km / h	472	563	690
Running, 8.3 km / h	531	633	776
Running, 9.6 km / h	590	704	863
Running, 10.7 km / h	649	774	949
Running, 11.2 km / h	679	809	992
Running, 12 km / h	738	880	1078
Running, 12.8 km / h	797	950	1165
Running, 13.8 km / h	826	985	1208
Running, 14.4 km / h	885	1056	1294
Running, cross country	531	633	776
Running, general	472	563	690

Activity (1 hour)	130 lbs	155 lbs	190 lbs
Running, in place	472	563	690
Running, on a track, team practice	590	704	863
Running, stairs, up	885	1056	1294
Running, training, pushing wheelchair	472	563	690
Running, wheeling, general	177	211	259
Sailing, boat / board, windsurfing, general	177	211	259
Sailing, in competition	295	352	431
Scrubbing floors, on hands and knees	325	387	474
Shovelling snow, by hand	354	422	518
Shuffleboard, lawn bowling	177	211	259
Sitting-playing with child(ren)-light	148	176	216
Skateboarding	295	352	431
Skating, ice, 14.4 km / h or less	325	387	474
Skating, ice, general	413	493	604
Skating, ice, rapidly, > 14.4 km / h	531	633	776
Skating, ice, speed, competitive	885	1056	1294
Skating, roller	413	493	604
Ski jumping (climb up carrying skis)	413	493	604
Ski machine, general	561	669	819
Skiing, cross-country, > 12.8 km / h, racing	826	985	1208
Skiing, cross-country, moderate effort	472	563	690
Skiing, cross-country, slow or light effort	413	493	604
Skiing, cross-country, uphill, maximum effort	974	1161	1423
Skiing, cross-country, vigorous effort	531	633	776
Skiing, downhill, light effort	295	352	431
Skiing, downhill, moderate effort	354	422	518
Skiing, downhill, vigorous effort, racing	472	563	690
Skiing, snow, general	413	493	604
Skiing, water	354	422	518
Ski-mobiling, water	413	493	604
Skin diving, scuba diving, general	413	493	604
Sledding, tobogganing, bobsledding, luge	413	493	604
Snorkelling	295	352	431
Snow shoeing	472	563	690
Snowmobiling	207	246	302
Soccer, casual, general	413	493	604
Soccer, competitive	590	704	863
Softball or baseball, fast or slow pitch	295	352	431
Softball, officiating	354	422	518
Squash	708	844	1035
Stair-treadmill ergometer, general	354	422	518
Standing-packing / unpacking boxes	207	246	302
Stretching, hatha yoga	236	281	345
Surfing, body or board	177	211	259
Sweeping garage, sidewalk	236	281	345
Swimming laps, freestyle, fast, vigorous effort	590	704	863
Swimming laps, freestyle, light / moderate effort	472	563	690
Swimming, backstroke, general	472	563	690
Swimming, breaststroke, general	590	704	863
Swimming, butterfly, general	649	774	949
Swimming, leisurely, general	354	422	518

Activity (1 hour)	130 lbs	155 lbs	190 lbs
Swimming, sidestroke, general	472	563	690
Swimming, synchronized	472	563	690
Swimming, treading water, fast / vigorous	590	704	863
Swimming, treading water, moderate effort	236	281	345
Table tennis, ping pong	236	281	345
Tai chi	236	281	345
Teaching aerobics class	354	422	518
Tennis, doubles	354	422	518
Tennis, general	413	493	604
Tennis, singles	472	563	690
Unicycling	295	352	431
Volleyball, beach	472	563	690
Volleyball, competitive, in gymnasium	236	281	345
Volleyball, non-competitive; 6–9 member team	177	211	259
Walk / run-playing with child(ren)-moderate	236	281	345
Walk / run-playing with child(ren)-vigorous	295	352	431
Walking, 3.2 km / h, slow pace	148	176	216
Walking, 4.8 km / h, mod. pace, walking dog	207	246	302
Walking, 5.6 km / h, uphill	354	422	518
Walking, 6.4 km / h, very brisk pace	236	281	345
Walking, carrying infant or 15 pound load	207	246	302
Walking, grass track	295	352	431
Walking, upstairs	472	563	690
Walking, using crutches	236	281	345
Wallyball, general	413	493	604
Water aerobics, water callisthenics	236	281	345
Water polo	590	704	863
Water volleyball	177	211	259
Weight lifting or body building, vigorous effort	354	422	518
Weight lifting, light or moderate effort	177	211	259
White-water rafting, kayaking, or canoeing	295	352	431

Figure D-1 Energy Expenditures for Physical Activity Table

Note. From “NutriStrategy“, *Calories Burned During Exercise*, Copyright 2007 by NutriStrategy. Retrieved October 23, 2008, from http://www.nutristrateg.com/activitylist4.htm

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ESTIMATED DAILY ENERGY REQUIREMENTS

CALCULATE YOUR REE

Common formulas used to ***approximate***your energy needs are the Harris-Benedict Equations. (Weight in kilograms, height in centimetres and age in years)

Male: REE = 66 + (13.75 x weight) + (5 x height) - (6.76 x age)
Female: REE = 655 + (9.56 x weight) + (1.85 x height) - (4.68 x age)

See the Resting Energy Expenditures Table handout located at Attachment F for additional help.

Your estimated REE: _____ kilocalories (commonly referred to as calories).

CALCULATE THE THERMIC EFFECT OF FOOD

Take your REE and multiply it by 10 percent (which is equivalent to multiplying by 0.1).

_____ x 0.1 = _____ kcal
(REE)

CALCULATE YOUR ENERGY REQUIREMENTS FOR DAILY ACTIVITIES

1. List your daily activities.
2. Using the Energy Expenditures for Physical Activity Table located at Attachment D, determine the hourly energy requirements for each activity.
3. Write how much time you spend doing each activity (1/2, 1, 2 or more hours).
4. Calculate the total energy requirements (multiply values in the hourly energy requirements column by values in the number of hours of activity column).
5. Add the values in the total energy requirements column to obtain the total energy requirements for daily activities.

Activity	Hourly energy requirements	Number of hours of activity	Total energy requirements
Total energy requirements for daily activities			

Daily energy requirement = REE + Thermic effect + Energy for activities

____ + _____ + _____ = _____ kcal

Determine number of servings required from Estimated Number of Servings table located at Attachment G.

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RESTING ENERGY EXPENDITURES TABLE

(in kcal)

This table does not include all possible body sizes. It should only be used as a guide to verify if the calculations are within the correct range.

Males	**Weight (lbs) (kg)**	**105 47.7**	**110 50.0**	**115 52.3**	**120 54.5**	**125 56.8**	**130 59.1**	**135 61.4**	**140 63.6**	**150 68.2**	**160 72.7**	**170 77.3**	**180 81.8**	**190 86.4**	**200 90.9**	**210 95.5**
	Height (ft & in) (cm)	**5'0" 152.4**	**5'1" 154.9**	**5'2" 157.5**	**5'3" 160.0**	**5'4" 162.6**	**5'5" 165.1**	**5'6" 167.6**	**5'7" 170.2**	**5'8" 172.7**	**5'9" 175.3**	**5'10 177.8**	**5'11" 180.3**	**6'0" 182.9**	**6'1" 185.4**	**6'2" 188.0**
	Age															
	14	1390	1434	1478	1521	1565	1609	1653	1697	1772	1848	1923	1998	2073	2148	2224
	15	1383	1427	1471	1515	1559	1603	1647	1691	1766	1841	1916	1991	2067	2142	2217
	16	1376	1420	1464	1508	1552	1596	1640	1684	1759	1834	1909	1985	2060	2135	2210
	17	1369	1413	1457	1501	1545	1589	1633	1677	1752	1827	1903	1978	2053	2128	2203
Females	**Weight (lbs) (kg)**	**90 40.9**	**95 43.2**	**100 45.5**	**105 47.7**	**110 50.0**	**115 52.3**	**120 54.5**	**125 56.8**	**130 59.1**	**140 63.6**	**150 68.2**	**160 72.7**	**170 77.3**	**180 81.8**	**190 86.4**
	Height (ft & in) (cm)	**4'10" 147.3**	**4'11" 149.9**	**5'0" 152.4**	**5'1" 154.9**	**5'2" 157.5**	**5'3" 160.0**	**5'4" 162.6**	**5'5" 165.1**	**5'6" 167.6**	**5'7" 170.2**	**5'8" 172.7**	**5'9" 175.3**	**5'10" 177.8**	**5'11" 180.3**	**6'0" 182.9**
	Age															
	14	1253	1280	1306	1332	1359	1385	1412	1438	1465	1513	1561	1609	1657	1705	1753
	15	1248	1275	1301	1328	1354	1381	1407	1433	1460	1508	1556	1604	1652	1701	1749
	16	1244	1270	1297	1323	1349	1376	1402	1429	1455	1503	1551	1600	1648	1696	1744
	17	1239	1265	1292	1318	1345	1371	1398	1424	1450	1499	1547	1595	1643	1691	1739

Figure F-1 Resting Energy Expenditures Table

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

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ESTIMATED NUMBER OF SERVINGS

The following chart gives an estimate of the number of servings needed to meet the daily energy requirements.

Food Group	**Daily Energy Requirements**					
	1 500 kcal	**2 000 kcal**	**2 500 kcal**	**3 000 kcal**	**3 500 kcal**	**4 000 kcal**
	Number of Servings					
Grain Products (Minimum 5 servings)	5–6	7–9	9–11	11–13	13–15	15–17
Vegetables and fruit (Minimum 5 servings)	5–6	7–9	9–11	11–13	13–15	15–17
Milk products (Minimum 2 servings)	3	3	3	3–4	3–5	4–6
Meat & Alternatives (Minimum 2 servings)	2	2	2	2–3	2–4	3–4
Other Foods	Choose other foods in moderation after you have eaten enough from the four other food groups.			If you find it difficult to eat a large enough volume of food to meet your energy needs, try adding a little oil (olive, canola, soy, etc) or a few concentrated carbohydrates (juices, dried fruit, sweetened cereals or drinks)		
If you are very physically active, add the number of servings from 2 columns. For example, if you need 4 500 kcal, use the servings for 3 000 kcal plus those from 1 500 kcal. If this is more food than you can comfortably eat or if you cannot maintain your body weight because you are training so much, try eating foods that have more energy and less volume. For example, juice or dried fruit rather than salad, 2 percent milk rather than skim milk, and / or nuts and seeds rather than beans.						

Figure G-1 Estimated Number of Servings

Note. From *Top Fuel for Top Performance* (p. 20), by Department of National Defence, 2005, Ottawa, ON: Department of National Defence.

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 5

EO C404.02 – PREPARE TO CONDUCT THE CADET FITNESS ASSESSMENT

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 the enabling objective, lesson specification and instructional guide for EO M404.01 / M304.02 (Participate in the Cadet Fitness Assessment) and the Prepare to Conduct the Cadet Fitness Assessment handout located at Attachment A for each cadet.

Gather all equipment associated with the Cadet Fitness Assessment.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to present basic material on the components of the Cadet Fitness Assessment and to generate interest.

An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought, stimulate interest and become familiar with the enabling objective, lesson specification and instructional guide for EO M404.01 / EO M304.02 (Participate in the Cadet Fitness Assessment).

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be prepared to conduct the Cadet Fitness Assessment.

IMPORTANCE

It is important for the cadets to prepare to conduct the Cadet Fitness Assessment because they may be expected to conduct the assessment at the corps / squadron. The Cadet Fitness Assessment will be conducted at least two times throughout the training year to track personal fitness levels. The information provided by the assessment will also help to create personal fitness goals, improve personal fitness and award Cadet Fitness Assessment Incentive Levels.

Teaching Point 1 **Describe the components of the Cadet Fitness Assessment.**

Time: 35 min Method: Interactive Lecture

The cadets are familiar with the Cadet Fitness Assessment as they have participated in it a number of times. This TP provides a summary of the components of the Cadet Fitness Assessment to prepare the cadets to conduct the assessment.

THE SEQUENCE FOR THE CADET FITNESS ASSESSMENT

The Cadet Fitness Assessment is conducted with the cardiovascular component (20-m Shuttle Run Test) being completed first. The remaining components are set up as a circuit. The cadets complete the assessment with a partner who will track the scores.

THE CARDIOVASCULAR COMPONENT

The 20-m Shuttle Run Test

Describe and show the cadets how to set up the 20-m Shuttle Run Test. If time permits, allow the cadets to set up the 20-m Shuttle Run Test during this lesson.

Objective of the 20-m Shuttle Run Test

The 20-m Shuttle Run Test is progressive, in that it begins with an easy pace and gradually becomes more challenging as time passes. The 20-m Shuttle Run Test is an individual assessment and is based on a personal ability.

The 20-m Shuttle Run Test consists of running a distance of 20 m repeatedly, at a specified pace that increases each minute. Each cadet will be expected to run until they can no longer continue.

Setting up the 20-m Shuttle Run Test

Equipment required for the 20-m Shuttle Run Test includes:

- *20-Meter 20-m Shuttle Run Test* CD,
- measuring tape,
- CD player, and
- pylons.

The 20-m Shuttle Run Test will be set up with two lines (pylons) a distance of 20 m apart. A number of 100–150 cm (40–60 inch) lanes will be created for the run (depending on the number of cadets), as illustrated in Figure 1. Ensure the CD player is close by and can be heard by all cadets.

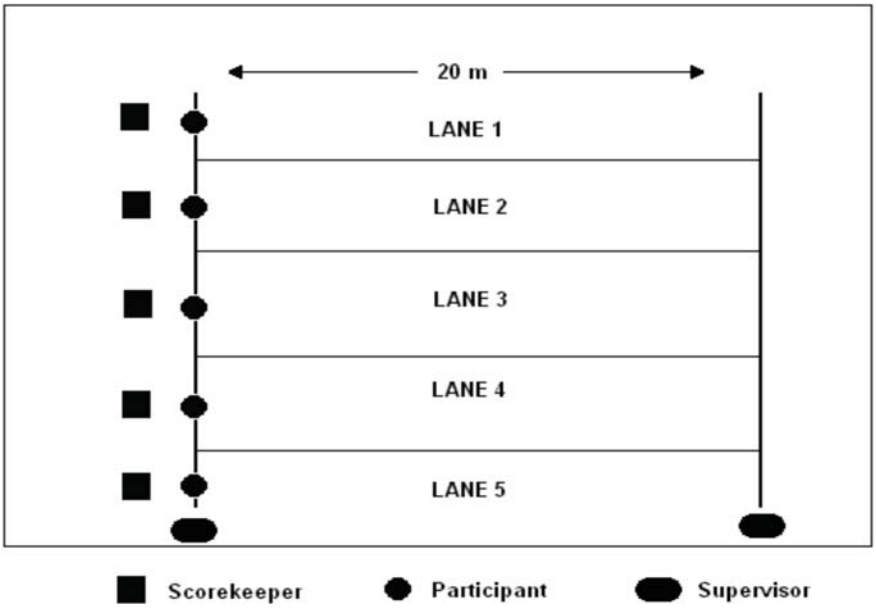

Figure 1 20-m Shuttle Run Test Layout

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Conducting the 20-m Shuttle Run Test

1. Divide the cadets into pairs.
2. Distribute the *20-m Shuttle Run Test Individual Scoresheet B* and pens / pencils to one cadet in each pair.
3. Have the cadets with the scoresheet print their partner's name on the scoresheet and sit behind the starting line.
4. Have the cadets who are running the 20-m Shuttle Run Test line up in their respective lanes at the starting line and wait for instructions from the CD.
5. Play the CD. The scorekeeper will record the number of laps that are successfully completed on the scoresheet. The supervisors at each line will inform the scorekeeper when a cadet does not cross the line before the beep.
6. The 20-m Shuttle Run Test is complete when all the cadets have not reached the line before the beep for the second time.
7. Once completed, have the cadets who ran the 20-m Shuttle Run Test become the scorekeepers and the scorekeepers become the runners.
8. Repeat Steps 2–6.

Scoring the 20-m Shuttle Run Test

The 20-m Shuttle Run Test will be scored using the *20-m Shuttle Run Test Individual Scoresheet B*, located at Attachment B to EO M404.01 / M304.02 (Participate in the Cadet Fitness Assessment) Instructional Guide. Each circle on the scoresheet represents a lap. When the cadet completes a lap they receive a check mark. If they are unsuccessful they receive an X (as illustrated in Figure 2). The cadet has completed the 20-m Shuttle Run Test when they are unable to successfully complete a lap a second time.

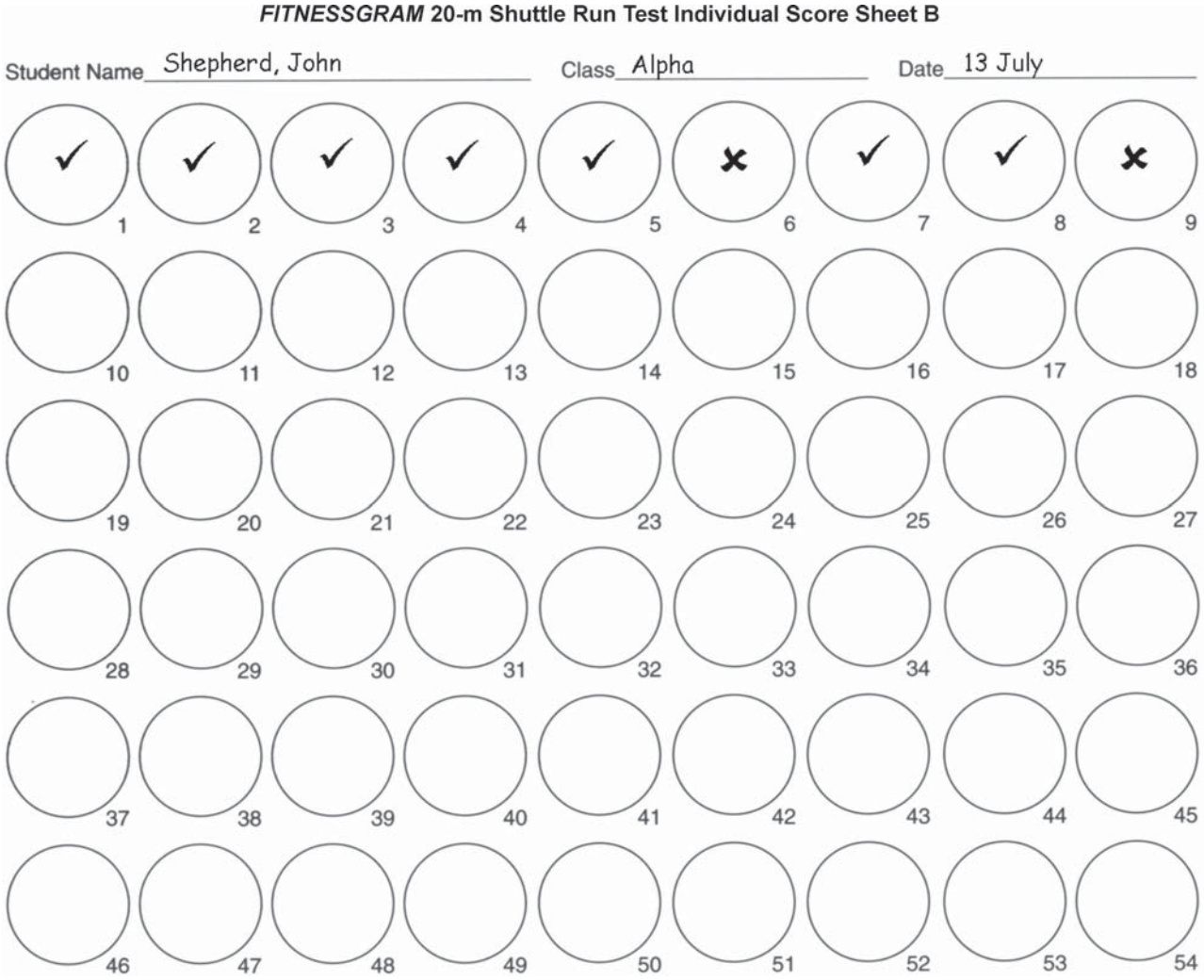

Figure 2 Sample Fitnessgram 20-m Shuttle Run Test Individual Scoresheet B

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 92), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

THE MUSCULAR STRENGTH COMPONENT

The Curl-Up

Describe and show the cadets how to set up the curl-up. If time permits, allow the cadets to set up the curl-up station during this lesson.

Objective of the Curl-Up

The curl-up with knees bent and feet unanchored was chosen because it is a safe method for assessing abdominal strength and endurance.

This assessment is conducted by curling up repeatedly at a pace of one curl-up every three seconds until a second form correction is made (the first form correction does not count), the person can no longer continue, or has completed 75 curl-ups.

Setting Up the Curl-Up

Equipment required for the curl-up includes:

- gym mat, and
- curl-up measuring strip.

Each curl-up station will be set up with a gym mat and a curl-up measuring strip.

Conducting the Curl-Up

1. Have one cadet from each pair:
   a. lay on their back with head down;
   b. bend their knees at an angle of approximately 140 degrees;
   c. place their feet flat and legs slightly apart; and
   d. rest their palms on the mat with their arms straight, parallel to their trunk, and fingers stretched out (as illustrated in Figure 3).
2. The scorekeeper will place the measuring strip on the mat under the cadet's knees so their fingertips are resting on the nearest edge of the measuring strip (as illustrated in Figure 3).

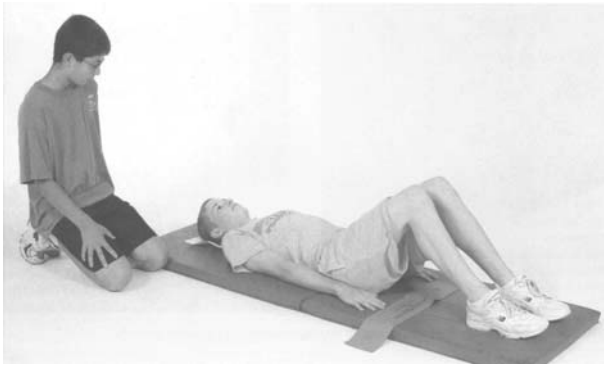

Figure 3 Curl-Up Starting Position

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 43), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

3. The cadet on the mat will curl up (as illustrated in Figure 4), ensuring their fingers reach the other side of the measuring strip (as illustrated in Figure 5), repeatedly at a cadence of one curl every three seconds (the cadence CD found in The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics may be used) until a second form correction (the first form correction does not count) is made, they can no longer continue, or have completed 75 curl-ups.

Figure 4 Curl-Up

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 43), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

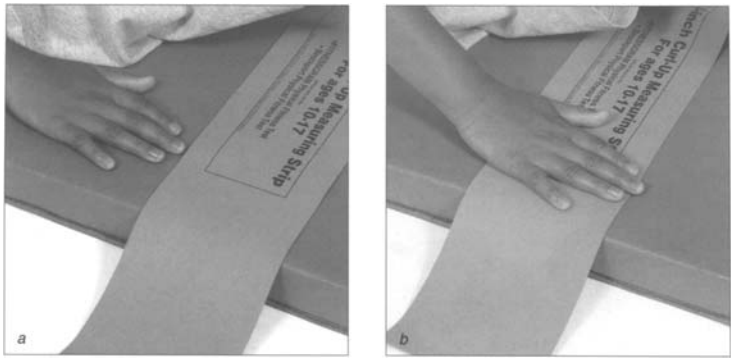

Figure 5 Curl-Up Finger Position

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 44), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

4. The scorekeeper will count how many times the cadet can curl-up (which is the curl-up score).

5. Have the cadets switch positions and repeat Steps 1–4.

Scoring the Curl-Up

Scoring for the curl-up is based on the number of curl-ups that are completed; until a second form correction (the first form correction does not count) is made, the cadet can no longer continue, or has completed 75 curl-ups.

The Push-Up

Describe and show the cadets how to set up the push-up. If time permits, allow the cadets to set up the push-up station during this lesson.

Objective of the Push-Up

The push-up from an elbow angle of 90 degrees is an assessment of upper body strength and endurance.

This assessment is conducted by pushing up repeatedly at a pace of one push-up every three seconds until a second form correction is made (the first form correction does not count) or the person can no longer continue.

Setting Up the Push-Up

Ensure the push-up station is set up with enough space for the number of cadets and that the CD player is close by and can be heard by all.

Conducting the Push-Up

1. Have one cadet from each pair:
   a. lay face down;
   b. place their hands under or slightly wider than their shoulders, with fingers stretched out;
   c. straighten their legs with feet slightly apart; and
   d. tuck their toes under the shins.
2. Have the cadet push up with their arms until they are straight, keeping the legs and back aligned (as illustrated in Figure 6).

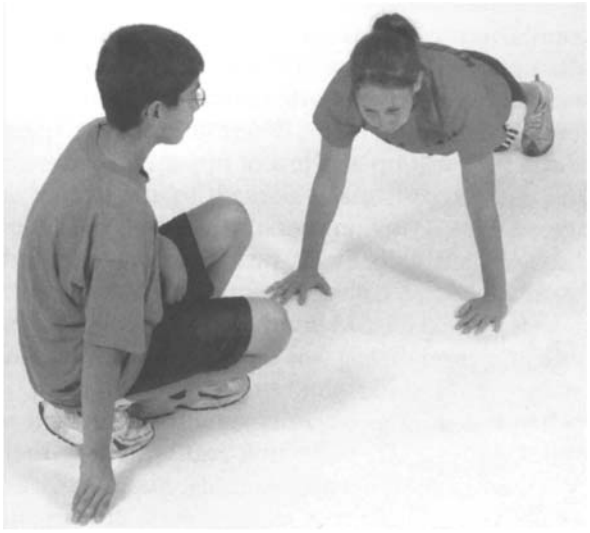

Figure 6 Push-Up Starting Position

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 48), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

3. Have the cadet lower their body using their arms until the elbows bend at a 90-degree angle and the upper arms are parallel to the floor (as illustrated in Figure 7).

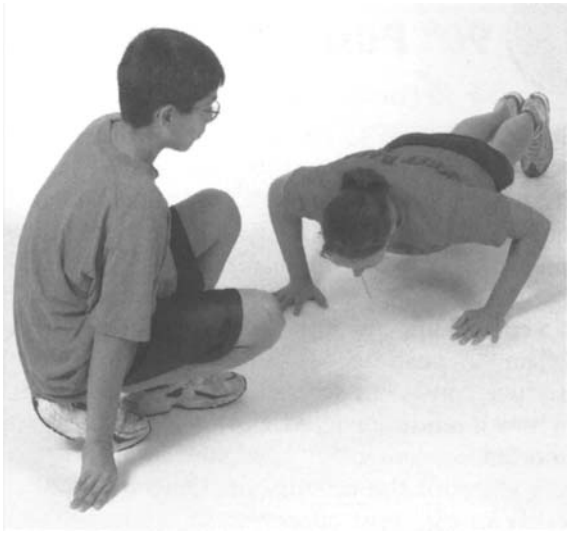

Figure 7 Down Position of the Push-Up

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 48), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

4. Have the cadet repeat Steps 2 and 3 repeatedly at a cadence of one push-up every three seconds (the cadence CD found in The Cooper Institute, *Fitnessgram 8.0 Stand-Alone Test Kit*, Human Kinetics may be used) until a second form correction (the first form correction does not count) is made, or they can no longer continue.

5. The scorekeeper will count how many times the cadet can complete a push-up (which is the push-up score).

6. Have the cadets switch positions and repeat Steps 1–5.

Scoring the Push-Up

Scoring for the push-up is based on the number of push-ups that are completed; until a second form correction (the first form correction does not count) is made, or the cadet can no longer continue.

THE MUSCULAR FLEXIBILITY COMPONENT

The Trunk Lift

Describe and show the cadets how to set up the trunk lift. If time permits, allow the cadets to set up the trunk lift station during this lesson.

Objective of the Trunk Lift

The trunk lift is an assessment of trunk strength and flexibility.

It is important to discourage cadets from hyperextending their backs during this assessment.

This assessment is conducted by lying on the stomach and lifting the trunk to the highest comfortable position.

Setting Up the Trunk Lift

Equipment required for the trunk lift includes:

- gym mat, and
- trunk lift measuring device.

Each trunk lift station will be set up with a gym mat and a trunk lift measuring device.

Conducting the Trunk Lift

1. Have one cadet from each pair:
   a. lay face down on the mat;
   b. point their toes towards the end of the mat; and
   c. place their hands under thighs (as illustrated in Figure 8).
2. Place a marker on the mat aligned with the cadet's eyes (as illustrated in Figure 8).

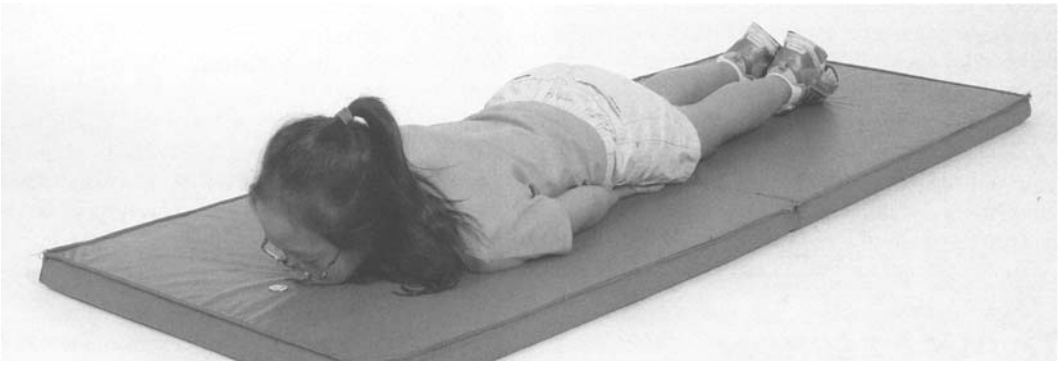

Figure 8 Starting Position for the Trunk Lift

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 46), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

3. Have the cadet lift their upper body off the floor in a slow and controlled manner, to a maximum height of 30 cm (12 inches) (as illustrated in Figure 9). Ensure their head is aligned straight with the spine.

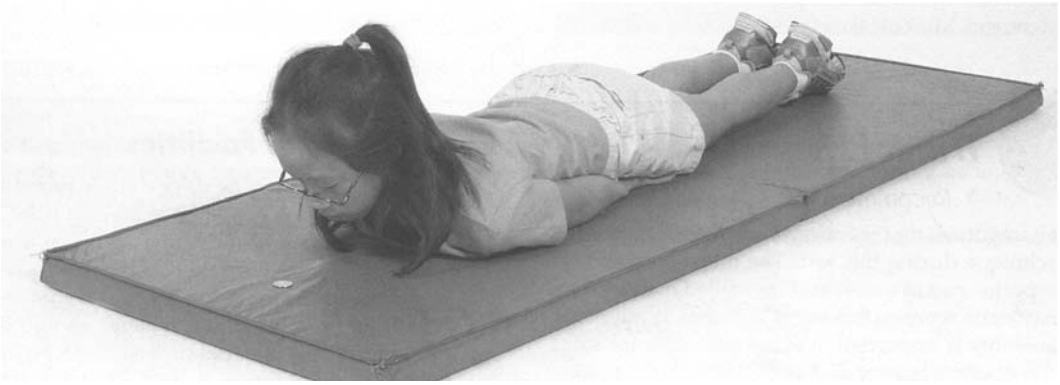

Figure 9 The Trunk Lift

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 46), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

4. Have the cadet hold this position until the height can be measured (as illustrated in Figure 10).

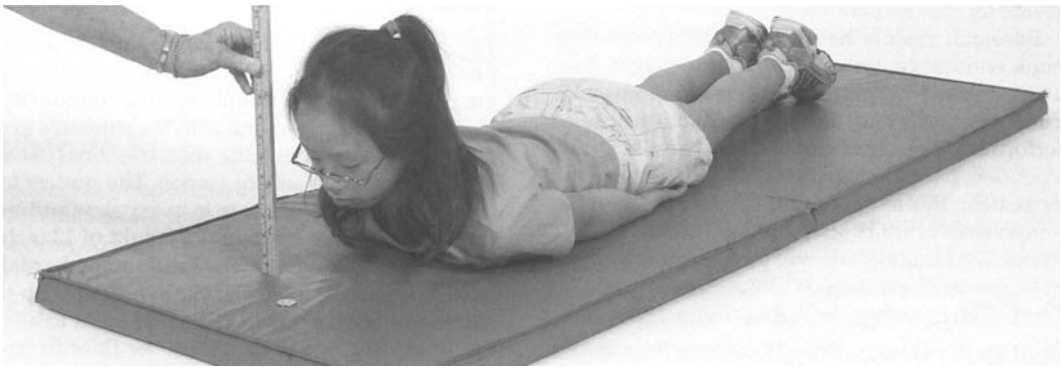

Figure 10 Measuring The Trunk Lift

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 46), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

5. The scorekeeper will measure the distance, in inches, between the mat and the cadet's chin to determine the trunk lift score. The score will be a maximum of 12 inches to prevent hyperextension.

6. Have the cadets switch positions and repeat Steps 1–5.

Scoring the Trunk Lift

Scoring for the trunk lift is based on the distance, in inches, between the mat and the chin, to a maximum of 12 inches.

The Shoulder Stretch

Describe and show the cadets how to set up the shoulder stretch. If time permits, allow the cadets to set up the shoulder stretch station during this lesson.

Objective of the Shoulder Stretch

The shoulder stretch is an assessment of upper arm and shoulder flexibility.

This assessment is conducted by reaching one arm over the shoulder on the same side, and the other arm behind the back to touch the fingertips.

Setting Up the Shoulder Stretch

There is no equipment required for the shoulder stretch.

The shoulder stretch station should be large enough to accommodate the cadets.

Conducting the Shoulder Stretch

1. Have one cadet from each pair test their right shoulder by:
   a. reaching with the right hand over the right shoulder and down the back; and
   b. reaching with the left hand behind the back to touch the right hand (as illustrated in Figure 11).

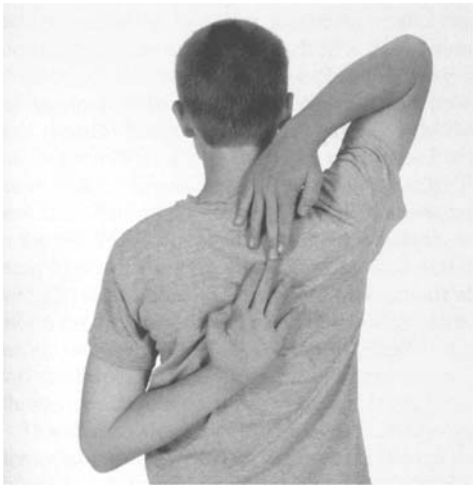

Figure 11 Right Shoulder Stretch

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 55), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

2. The scorekeeper will observe if the hands are touching to determine the right shoulder stretch score (a yes or no).

3. Have the cadet test their left shoulder by:

   a. reaching with the left hand over the left shoulder and down the back; and

   b. reaching with the right hand behind the back to touch the left hand (as illustrated in Figure 12).

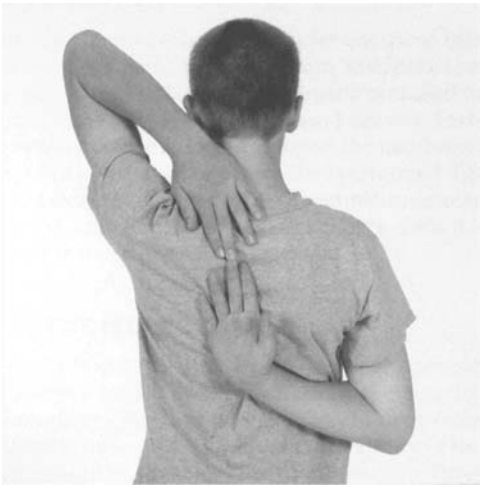

Figure 12 Left Shoulder Stretch

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 55), by The Cooper Institute, 2005,Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

4. The scorekeeper will observe if the hands are touching to determine the left shoulder stretch score.

5. Have the cadets switch positions and repeat Steps 1–4.

Scoring the Shoulder Stretch

Scoring for the shoulder stretch is based on the cadet's ability to touch their fingers on both their right and left sides. The score is indicated with a yes (Y) or no (N) on the scoresheet.

The Back-Saver Sit and Reach

Describe and show the cadets how to set up the back-saver sit and reach. If time permits, allow the cadets to set up the back-saver sit and reach station during this lesson.

Objective of the Back-Saver Sit and Reach

The back-saver sit and reach assesses hamstring flexibility for each leg.

This assessment is conducted by placing the foot flat against the test apparatus, bending the other leg, and reaching forward with both hands. The same procedure is repeated for the other leg.

Setting Up the Back-Saver Sit and Reach

The only piece of equipment required for the back-saver sit and reach is the test apparatus.

Ensure that there is a test apparatus for each group. Spread out each back-saver sit and reach station to allow enough room for the cadets and their scorekeepers.

Conducting the Back-Saver Sit and Reach

1. Have one cadet from each pair remove their shoes.
2. Have the cadet:
    a. sit in front of the test apparatus;
    b. extend one leg fully with the foot flat against the face of the box;
    c. bend the knee of the other leg with the sole of the foot flat on the floor;
    d. ensure there is a 5- to 8-cm (2- to 3-inch) space between the knee on the straight leg, and the foot of the bent leg; and
    e. extend their arms forward over the ruler with the hands placed on top of one another (as illustrated in Figure 13).

Figure 13 Starting Position for the Back-Saver Sit and Reach

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 54), by The Cooper Institute, 2005, Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

3. Have the cadet reach forward with both hands along the scale four times, holding the position on the fourth reach for at least one second (as illustrated in Figure 14).

Figure 14 The Back-Saver Sit and Reach

Note. From *Fitnessgram / Activitygram: Test Administration Manual* (3rd ed.) (p. 54), by The Cooper Institute, 2005,Windsor, ON: Human Kinetics. Copyright 2005 by The Cooper Institute.

4. The scorekeeper will measure the distance, in inches, that the cadet reached. This measurement will be the score for one leg, to a maximum of 12 inches to prevent hyperextension.

5. Have the cadet repeat Steps 1–3 for the other leg.

6. Have the cadets switch positions and repeat Steps 1–5.

Scoring the Back-Saver Sit and Reach

Scoring for the back-saver sit and reach is based on the distance, in inches, that the cadet can reach with their hands for each leg, to a maximum of 12 inches.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What scoresheet is used to score the 20-m Shuttle Run Test?

Q2. How is the curl-up scored?

Q3. What does the push-up assess?

ANTICIPATED ANSWERS:

A1. The 20-m Shuttle Run Test will be scored using the *20-m Shuttle Run Test Individual Scoresheet B*.

A2. The curl-up is scored by counting the number of curl-ups completed.

A3. The push-up assesses upper body strength and endurance.

Teaching Point 2 — **Conduct an activity where the cadets will become familiar with the enabling objective, lesson specification and instructional guide for EO M404.01 / M304.02 (Participate in the Cadet Fitness Assessment).**

Time: 15 min — Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets become familiar with EO M404.01 / M304.02 (Participate in the Cadet Fitness Assessment) enabling objective, lesson specification and instructional guide.

RESOURCES

- EO M404.01 / M304.02 (Participate in the Cadet Fitness Assessment) enabling objective, lesson specification and instructional guide,
- Prepare to Conduct the Cadet Fitness Assessment handout located at Attachment A, and
- Prepare to Conduct the Cadet Fitness Assessment answer key located at Attachment B.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute a copy of the enabling objective, lesson specification and instructional guide for EO M404.01 / M304.02 (Participate in the Cadet Fitness Assessment) and a Prepare to Conduct the Cadet Fitness Assessment handout located at Attachment A to each cadet.

2. Have the cadets read the documents and answer the questions on the handout.

3. Discuss the answers to the questions on the handout (answer key is located at Attachment B).

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

This lesson provides background information on how to prepare to conduct the Cadet Fitness Assessment. This information will be helpful when conducting the Cadet Fitness Assessment at the corps / squadron. Results from the Cadet Fitness Assessment are helpful in tracking personal fitness level, setting fitness goals, promoting lifelong fitness and for awarding Cadet Fitness Assessment Incentive Levels.

INSTRUCTOR NOTES / REMARKS

This lesson should be conducted prior to EO M404.01 (Participate in the Cadet Fitness Assessment).

The cadets will be provided the opportunity to conduct the Cadet Fitness Assessment during EO M404.01 (Participate in the Cadet Fitness Assessment).

REFERENCES

C0-095 ISBN 0-7360-5962-8 The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.

C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.

PREPARE TO CONDUCT THE CADET FITNESS ASSESSMENT

Read EO M404.01 / M304.02's (Participate in the Cadet Fitness Assessment) enabling objective, lesson specification and instructional guide. Answer the following questions.

ENABLING OBJECTIVE / LESSON SPECIFICATION

1. What are the cadets given to participate in the Cadet Fitness Assessment?

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. What method of instruction is used for this lesson? _____

INSTRUCTIONAL GUIDE

3. What layout is used for the muscular strength and muscular flexibility components (stations)?

_____

4. What is located at Attachment A? _____

5. What distance separates the two lines for the 20-m Shuttle Run Test? _____

6. Why was the curl-up chosen for the Cadet Fitness Assessment? _____

_____

7. How is the push-up scored? _____

_____

_____

8. What equipment is required for the trunk lift?

_____

_____

PREPARE TO CONDUCT THE CADET FITNESS ASSESSMENT ANSWER KEY

Read EO M404.01 / M304.02's (Participate in the Cadet Fitness Assessment) enabling objective, lesson specification and instructional guide. Answer the following questions.

ENABLING OBJECTIVE / LESSON SPECIFICATION

1. What are the cadets given to participate in the Cadet Fitness Assessment?

   Cadet Fitness Assessment scoresheet,
   Pylons,
   Measuring tape,
   Gym mats,
   CD player,
   30-cm (12-inch) ruler,
   Small cardboard box, and
   Supervision.

2. What method of instruction is used for this lesson? ***A practical activity*.**

INSTRUCTIONAL GUIDE

3. What layout is used for the muscular strength and muscular flexibility components (stations)? ***A circuit.***

4. What information is located at Attachment A? ***Cadet Fitness Assessment Scoresheet.***

5. What distance separates the two lines for the 20-m Shuttle Run Test? ***20 m.***

6. Why was the curl-up chosen for the Cadet Fitness Assessment? ***The curl-up was chosen because it is a safe method for assessing abdominal strength and endurance.***

7. How is the push-up scored? ***Scoring for the push-up is based on the number of push-ups that are completed, until a second form correction is made or the participant can no longer continue*.**

8. What equipment is required for the trunk lift?

   Gym mat, and

   Trunk lift measuring device.

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 1

EO M405.01 – PARTICIPATE IN ORGANIZED RECREATIONAL TEAM SPORTS

Total Time:	3 X 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Three Qualification Standard and Plan*, 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.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to introduce the cadets to the rules of the selected sport.

A practical activity was chosen for TPs 2–4 as it allows the cadets to participate in sports activities in a safe and controlled environment. This activity contributes to the development of sports skills in a fun and challenging setting.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in an organized recreational team sport.

IMPORTANCE

It is important for cadets to participate in organized recreational team sports because it is an activity that promotes a healthy lifestyle, while meeting one of the aims of the cadet program.

Teaching Point 1 **Introduce the cadets to the selected sport's rules.**

Time: 10 min Method: Interactive Lecture

Refer to the following Attachments for an overview of how to conduct the selected sport:

- Attachment C–Baseball,
- Attachment D–Basketball,
- Attachment E–Floor Hockey,
- Attachment F–Football,
- Attachment G–Lacrosse,
- Attachment H–Ringette,
- Attachment I–Soccer,
- Attachment J–Soccer Baseball,
- Attachment K–Softball,
- Attachment L–Ultimate Frisbee, and
- Attachment M–Volleyball.

HOW TO PLAY THE SPORT

The CCO's list of approved sports is located at Attachment A. Refer to the Attachment for an overview of how to conduct the selected sport.

RULES

Refer to the Attachment for an overview of the selected sport's rules.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. How many members are there on a team?

Q2. What are the rules to be followed while playing?

Q3. How do you score points?

ANTICIPATED ANSWERS:

A1. Answer will depend on the selected sport and can be found at the corresponding Attachment.

A2. Answer will depend on the selected sport and can be found at the corresponding Attachment.

A3. Answer will depend on the selected sport and can be found at the corresponding Attachment.

Teaching Point 2 **Conduct a warm-up session composed of light cardiovascular exercises.**

Time: 10 min Method: Practical Activity

The following information will be explained to the cadets during the warm-up session.

PURPOSE OF A WARM-UP

A warm-up session is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise the muscle temperature to facilitate reactions in muscle tissue.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.
- Static stretching, which is stretching a muscle and holding it in position without discomfort for 10–30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm up for every hour of physical activity.

The stretches chosen should focus on the areas of the body that will be used the most during the physical activity.

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 1 and 2).

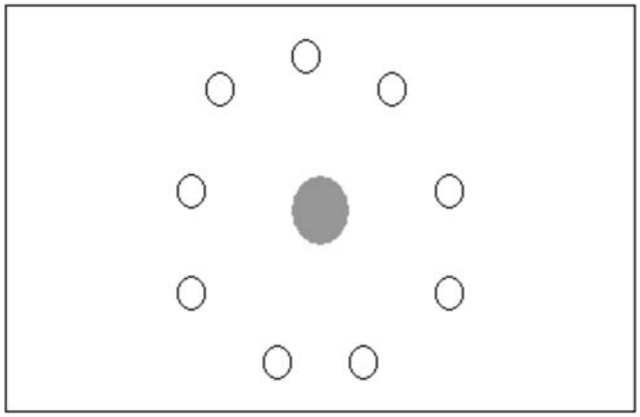

Figure 1 Instructor in the Centre of a Warm-Up Circle

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

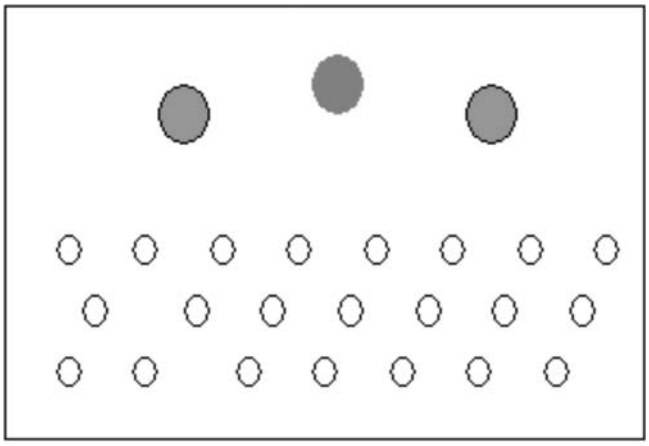

Figure 2 Instructor at the Front with Two Assistant Instructors

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

2. Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.

3. Assistant instructors may help demonstrate the exercises and ensure the cadets are performing them correctly.

4. Have cadets perform each stretch / light cardiovascular exercise.

Light cardiovascular exercises should be done to warm up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretches located at Attachment B.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the warm-up session will serve as the confirmation of this TP.

Teaching Point 3 **Supervise while the cadets play the selected sport.**

Time: 50 min Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to provide cadets the opportunity to participate in an organized recreational team sport.

RESOURCES

- Sports / safety equipment required for the chosen sport,
- First aid equipment,
- Whistle, and
- Stopwatch.

ACTIVITY LAYOUT

- Set up the sporting venue prior to the commencement of the sport.
- Ensure a whistle, or other sound device, is available to stop play when necessary.

ACTIVITY INSTRUCTIONS

1. Divide cadets into teams.
2. Supervise the cadets' participation in the sport.
3. The rules and regulations for the selected sport are located at the corresponding Attachment.

SAFETY

- Ensure cadets are aware of the rules and regulations.
- Ensure constant supervision throughout the activity.
- Ensure a first aid station / kit is readily accessible.
- Ensure a first-aider is identified at the start of the activity and is available at all times.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4 **Conduct a cool-down session composed of light cardiovascular exercises.**

Time: 10 min Method: Practical Activity

The following information will be explained to the cadets during the cool-down session.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.

The stretches chosen should focus on the areas of the body that were used the most during the sports activity.

ACTIVITY

OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity and to prevent injury.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 1 and 2 of TP 1).
2. Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.
3. Assistant instructors may help demonstrate the movements and ensure the cadets are performing them correctly.
4. Have cadets perform each stretch / light cardiovascular exercise.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP 2.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the cool-down session will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in recreational team sports will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Recreational team sports are fun activities that promote physical fitness, which is one of the aims of the cadet program.

INSTRUCTOR NOTES / REMARKS

Recreational sports can be carried out as nine periods during a supported day or over three sessions of three periods each.

REFERENCES

C0-001 ISBN 0-88011-807-5 Hanlon, T. (1998). *The sports rules book: Essential rules for 54 sports*. USA: Human Kinetics Publishers, Inc.

C0-002 ISBN 0-88962-630-8 LeBlanc, J., & Dickson, L. (1997). *Straight talk about children and sport: Advice for parents, coaches, and teachers*. Oakville, ON: Mosaic Press.

C0-030 Ringette Canada. (2006). *How ringette is played*. Retrieved October 30, 2006, from http://www.ringette.ca/e/about/played.htm

C0-031 What is Ultimate Frisbee? (2006). *What is ultimate – the game*. Retrieved October 30, 2006, from http://www.whatisultimate.com/what/what_game_en.html

C0-034 About Ultimate. (2006). *About ultimate*. Retrieved October 30, 2006, from http://www.upa.org/ultimate

C0-074 Norris, G. (Ed.). (1998). *National Football Federation: Touch football rule book 2004*. Ottawa, ON: National Football Federation.

C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.

CANADIAN CADET ORGANIZATION
LIST OF APPROVED SPORTS

- Baseball,
- Basketball,
- Floor Hockey,
- Football (Flag / Touch),
- Lacrosse,
- Ringette,
- Soccer,
- Soccer Baseball,
- Softball,
- Ultimate Frisbee, and
- Volleyball.

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SAMPLE STRETCHES

a. Neck:

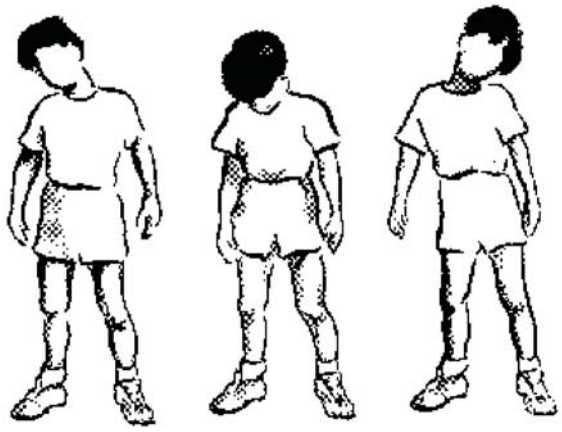
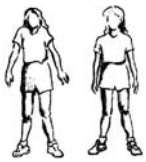


Figure B-1 Neck Stretch

Note. From *Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#I1

Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.

b. Shoulders:

 Figure B-2 Shoulder Push *Note*. From *Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#l1	Stand and extend your arms behind you, interlocking your fingers. Push up and back with your shoulders. Hold this position for a minimum of 10 seconds.
 Figure B-3 Shoulder Shrug *Note*. From *Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#l1	Stand and raise your shoulders as high as possible and then lower your shoulders, stretching your neck up. Pull your shoulders back as far as possible and then round your shoulders forward by pushing your shoulders forward as far as possible. Hold each position for a minimum of 10 seconds.
 Figure B-4 Arm Circles *Note*. From *Warm Ups*, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved October 26, 2006, from http://www.marthajefferson.org/warmup.php	Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size. Reverse the direction of your circles.
 Figure B-5 Shoulder Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Either standing or sitting, take your right arm in your left hand and bring it across your chest, supporting the joint by holding it behind the elbow. Pull lightly on the elbow towards your chest. You should feel the stretch in your right shoulder. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

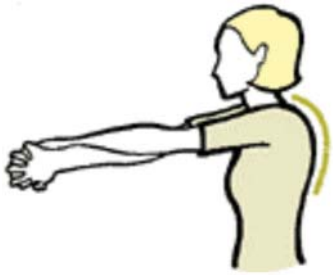
c. Arms:

 Figure B-6 Wrist Rotations *Note*. From *Exercises*. Copyright 1998 by Impacto Protective Products Inc. Retrieved October 26, 2006, from http://www.2protect.com/home.htm	Rotate your hands in circular motions at the wrist. Change direction and repeat on both sides.
 Figure B-7 Triceps Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Stand and bring your right arm over your head, bent at the elbow. Use your left hand to gently pull your arm down. Hold this position for a minimum of 10 seconds and repeat on the opposite side.
 Figure B-8 Forearm Stretch *Note*. From *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved October 26, 2006, from http://www.physionline.co.za/conditions/article.asp?id=49	In a kneeling position, place your hands on the floor in front of you turned so that your fingers are pointing toward your knees, and your thumbs are pointing out. Keeping your hands flat on the floor, lean back. Hold this position for a minimum of 10 seconds.

d. Chest and Abdominals:

 Figure B-9 Chest Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Stand facing a wall. With your right arm bent and your elbow at shoulder height, place your palm against the wall. Turn your body away from your right arm. You should feel the stretch on the front side of your armpit and across the front of your chest. Hold this position for a minimum of 10 seconds and repeat on the opposite side.
 Figure B-10 Side Stretch *Note*. From *Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, ON: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#I1	Stand with your left arm up over your head. Bend at your waist towards the right side of your body. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

e. Back:

 Figure B-11 Lower Back Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Lie on your back and bring your knees toward your chest. Grasp the back of your knees. Hold this position for a minimum of 10 seconds.
 Figure B-12 Upper Back Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Extend your arms straight in front of you at shoulder height crossing one arm over the other. With the palms facing each other, intertwine your fingers and press out through your arms. Let your chin fall to your chest as you exhale. You should feel the stretch in the upper back. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

f. Legs:

 Figure B-13 Hamstring Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Lie flat on the floor with your knees bent and your back flat on the floor. Slowly raise and straighten one leg, grasping it behind your thigh with both hands. Hold this position for a minimum of 10 seconds.
 Figure B-14 Inner Thigh Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Sit on the floor with your knees bent and the soles of your feet together. Grab your toes and pull yourself forward while keeping your back and neck straight. Hold this position for a minimum of 10 seconds. Grab your ankles and push your knees down toward the floor with your elbows. Hold this position for a minimum of 10 seconds.
 Figure B-15 Hip Flexor *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Kneel on your right knee. Position your left foot in front of you, bending your knee and placing your left hand on that leg for stability. Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You should feel the stretch in the front of your hip and the thigh of the leg you are kneeling on. Cushion your kneecap with a folded towel if necessary. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

f. Legs Continued:

 Figure B-16 Ankle Rotations *Note*. From *Running Exercises*. Retrieved October 26, 2006, http://www.physionline.co.za/conditions/article.asp?id=46	From a sitting position, rotate your foot in a clockwise, and then a counter-clockwise, direction. Switch and repeat on the opposite side.
 Figure B-17 Calf Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Stand three steps away from and facing a wall. Step in towards the wall with your right leg, bending your right knee and keeping your left leg straight. Extending your arms with your palms forward, reach out to the wall and let your body fall toward the wall. Keep your toes forward and your heels down. Lean your body into the wall with your left leg straight behind your body. You should feel the stretch in your left calf. Hold this position for a minimum of 10 seconds and repeat on the opposite side.
 Figure B-18 Quadriceps Stretch *Note*. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/	Stand with your hand against a wall for balance. Lift your left foot off the ground, bending your knee as if you are trying to kick your bottom with your heel. Do not lean forward at the hips. Grab and hold your ankle with your left hand. You should feel the stretch in your left thigh. Hold this position for a minimum of 10 seconds and repeat on the opposite side.

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BASEBALL

OBJECTIVE

While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counter-clockwise direction) and steps on all three bases and the home plate. A game lasts nine innings where the team with the highest score wins, unless there is a tie. In the case of a tie, the game will continue for additional innings until a team scores an additional run, breaking the tie.

SCORING

One point is awarded as a member completes a circuit around the bases.

DEFINITIONS

Ball. A pitch that is outside the strike zone.

Bunt. When a batter hits the ball by letting the ball meet the bat to drop as a soft ground ball on the infield.

Double play. When two outs are made on the same play.

Fair ball. The ball when it is legally in play.

Fly ball. A ball batted high into the air.

Fly-out. A fly ball that is caught before it touches the ground or the fence.

Force play. When a runner is forced to move to the next base because the batter becomes a runner.

Foul ball. A ball that is hit into foul territory (as illustrated in Figure C-1).

Foul territory . The area outside the foul lines (as illustrated in Figure C-1).

Home run. When a batter hits a fair ball over the fence, or circles all bases on a hit inside the fence without getting an out on their way around.

Inning. Consists of a top and a bottom. During either the top or bottom half each team will get the opportunity to bat and field accordingly.

Out. An out can be given due to strikeout, force-out, tag-out, and fly-out. There are a number of types of outs, which include:

- **Fly-out.** When a fly ball is caught before it touches the ground or fence.
- **Force-out.** When a fielder touches the base with the ball in their possession before the runner reaches the base during a force play.
- **Strikeout.** When a batter has three strikes.
- **Tag-out.** When a fielder tags a runner with the ball when they are not on a base.

Strike. A pitch, in the strike zone at which the batter does not swing, at which the batter swings and misses, or that the batter hits into foul territory during their first two hits. A foul ball on the third is not considered a strike.

Strike zone. The area over the home plate, between the batter's knees and the midpoint between the top of their shoulders and the top of their pants.

Walk. A batter is awarded first base if four "balls" are pitched to the batter during one time up to bat.

NUMBER OF PLAYERS

Nine players per team.

EQUIPMENT REQUIRED

- Bases (four),
- Bats (two),
- Batter's helmets (two),
- Baseball (extras should be on hand),
- Various gloves, and
- Baseball / softball field.

BASIC RULES

- The game consists of nine innings, with three outs per inning (for each team). Innings may be reduced due to time constraints.
- One team takes the field first, taking up the various positions, to include: pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, and right fielder (as illustrated in Figure C-1).
- The other team bats first in the top half of the inning, according to the batting order for their players.
- The pitcher attempts to get the batter out, preventing him or her from reaching first base and the subsequent bases.
- A batter is out if they receive a strikeout, force-out, tag-out, or fly-out.
- The batter's objective is to get around the bases before the ball reaches the base. The batter has to attempt to get to first base before the ball reaches the base. While the ball is in play the batter can attempt to reach subsequent bases. Once their play is over the next batter is up.
- A team scores a run when a player has safely touched all three bases and has made it back to home base, or hits the ball over the fence resulting in a home run.

Further details on the sport of baseball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 25–35.

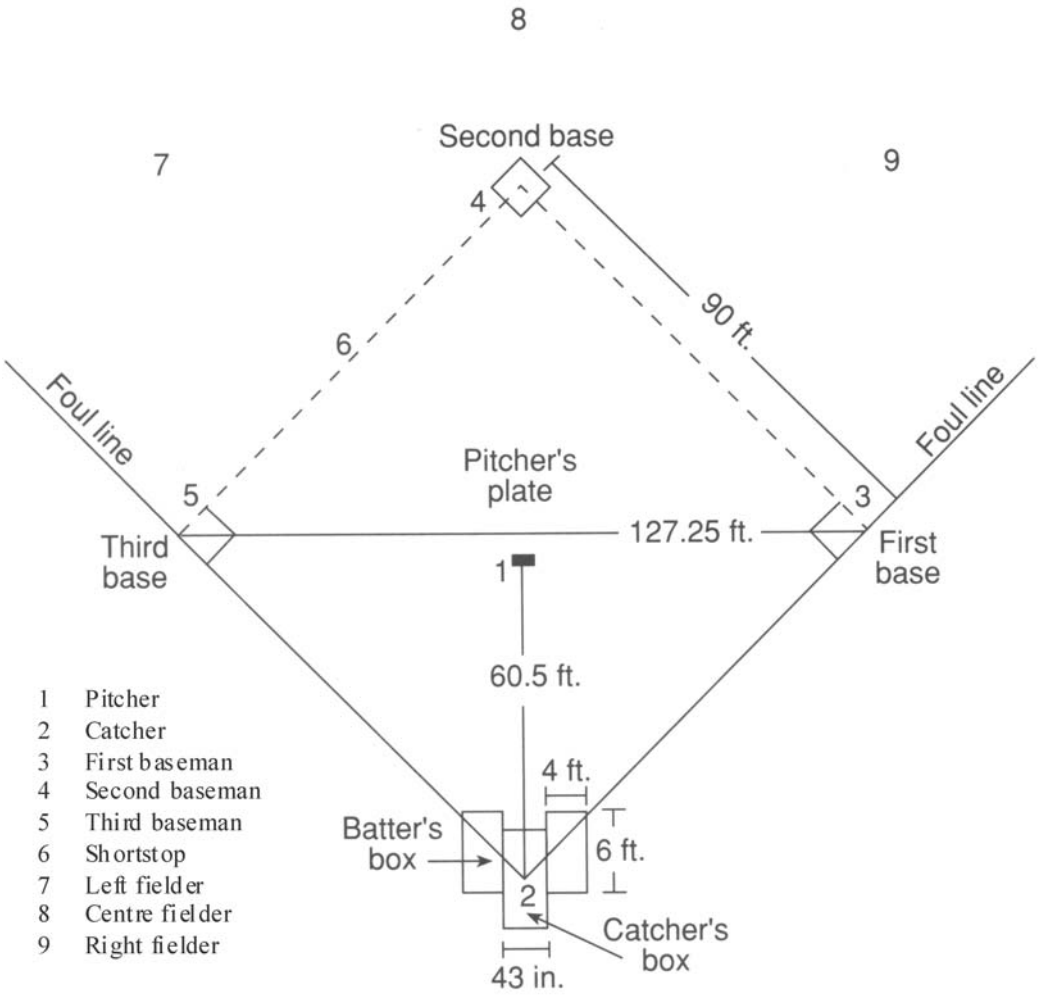

Figure C-1 Baseball Diamond

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 31), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

BASEBALL SCORE SHEET

Team A

NAMES

Team B

NAMES

Record the number of runs scored by each team for each inning.

	Inning 1	Inning 2	Inning 3	Inning 4	Inning 5	Inning 6	Inning 7	Inning 8	Inning 9	**TOTAL**
Team A										
Team B										

Note. The scorekeeper must sign the back of the score sheet when completed

Figure C-2 Baseball Score Sheet

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

BASKETBALL

OBJECTIVE

Teams attempt to score as many points as possible by passing the basketball through the opposing teams' basket. The team with the highest score at the end of the game is the winner.

SCORING

Field goal. A basket worth two points if scored inside the three-point line and three points if scored from outside the line (as illustrated in Figure D-1).

Free throw. A basket worth one point.

DEFINITIONS

Double dribble. Dribbling with both hands at once is a violation that results in a turnover or when a player is dribbling, stops and begins again.

Dribble. Dribbling consists of bouncing the ball on the floor, using only one hand at a time. This can be done while moving on the court or while the player is stationary. Once a player stops dribbling and holds the ball, they cannot dribble again until another player touches the ball.

Field goal. A two or three-point basket.

Foul. A foul is awarded to a player or coach for misconduct and includes the following:

- **Away from the ball.** Committed by a player in a play not involving the player with the ball.
- **Blocking and charging.** Blocking is illegal contact by a defender, impeding the progress of an offensive player. Charging is illegal contact by an offensive player, pushing or moving into the defender's torso.
- **Delay of game.** When a player prevents the ball from being promptly put into play.
- **Double personal.** Occurs when two opposing players commit personal fouls at the same time.
- **Double technical.** When two opposing players commit technical fouls at the same time.
- **Elbow.** When a player elbows a member of the opposing team.
- **Excessive timeout.** When a team calls a timeout when they have no timeouts left, they are granted a technical foul, but the timeout is allowed.
- **Face guarding.** When a defender places a hand in the face or eyes of an opponent they are guarding from the rear, if the opponent does not have the ball.
- **Fighting and flagrant fouls.**
- **Hand checking.** When a defender uses their hands to check the progress of offensive players when those players are in front of them.
- **Hanging on the rim.** When a player hangs off the rim of the basket, unless it is to protect themselves or another player.
- **Offensive.** If a defender has established legal position in a dribbler's path, the dribbler cannot make contact with the opponent.
- **Personal.** A wide variety of contact fouls including holding, pushing, charging, tripping, and illegally interfering with a player's progress.

- **Player-control.** When the dribbler commits an offensive by charging into a defender who has established legal position, this is called charging.
- **Technical.** Can be on a player, coach, etc. and does not involve contact with the opponent while the ball is alive. Some include profanity, delay of game, excessive time outs, unsportsmanlike conduct, and hanging on the rim.
- **Unsportsmanlike conduct.** Includes actions such as disrespectfully addressing an official; trying to influence an official's decision; arguing with an official; taunting an opponent; etc.

Free throw. A shot given to a player from the free throw line as a result of a foul. This shot is worth one point.

Pass. The movement of the ball by a player to another player by throwing, batting, or rolling the ball.

Pivot. When a player holding the ball pivots with one foot kept at a point of contact with the floor, while stepping in other directions with the other foot.

Rebound. When a player controls possession of a missed shot, either by a teammate or an opponent.

Sideline pass. When a player throws the ball in from the sidelines of the court.

Traveling. When a player advances on the court with the ball without dribbling it.

Violations. When a player breaks a rule without contact. These include: basket interference and goaltending, double dribble, faking a free throw, kicking or hitting the ball, out of bounds, shot clock, traveling and throw in.

NUMBER OF PLAYERS

Five players per team on the court at a time.

EQUIPMENT REQUIRED

- Basketball,
- Gymnasium / outdoor court, and
- Nets (two).

BASIC RULES

- The game consists of four 8-minute quarters.
- Teams will consist of a point guard, an off guard / shooting guard, a small forward, a power forward and a centre / post.
- The game begins with what is known as a “jump ball”. A player from each team will meet face to face at the centre of the court. When the official tosses the ball straight up between them, both players will attempt to catch or hit the ball to a teammate.
- Once the game has begun, the player in possession of the ball must dribble at all times in order to continue to move forward along the court. The player may pass the ball at any time to a teammate.
- If a player in possession of the ball stops moving, they may only pivot on the spot or take a maximum of three steps and then pass or shoot the ball towards the basket.
- If a team scores, the opposing team will gain possession of the ball. The opposing team throws the ball inbounds to put the ball back into play. On this throw-in, the thrower cannot step on or over the line while still in possession of the ball.

- During the game, if the ball is tossed out of bounds or a person is fouled, the opposite team will gain the ball where a free throw will be awarded or a sideline pass will take place.

Further details on the sport of basketball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 37–46.

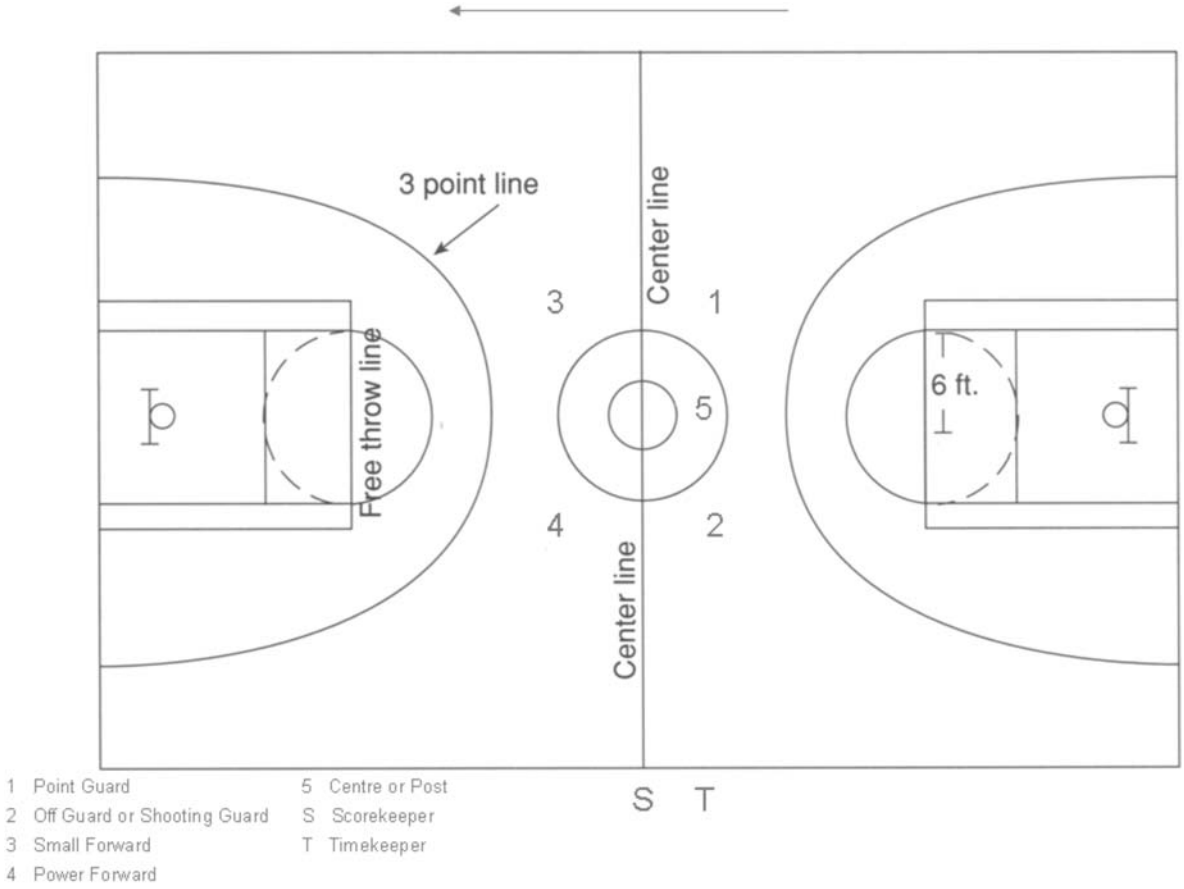

Figure D-1 Basketball Court

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 41), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

BASKETBALL SCORE SHEET

Team A	Team B
NAMES	NAMES

Record the number of points awarded to each team within each quarter.

A basket is worth two points if it is scored inside the three-point line and three if scored from outside the line and a free throw is worth one point.

First Quarter		Second Quarter		Third Quarter		Fourth Quarter	
Team A	Team B	Team A	Team B	Team A	Team B	Team A	Team B
TOTAL		TOTAL		TOTAL		TOTAL	

Note. The scorekeeper must sign the back of the score sheet when completed.

Figure D-2 Basketball Score Sheet

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

FLOOR HOCKEY

OBJECTIVE

Teams attempt to score as many points as possible by shooting the ball into the opposing team's net. The team with the highest score at the end of the game is the winner.

SCORING

A player shooting the ball off their stick into the net, scores a goal.

DEFINITIONS

Faceoff. When two players meet to try to gain possession of the ball when the referee drops it.

Goal. A point / goal is scored when a player gets the ball across the goal line.

Rebound. A ball that bounces off the goalkeeper or the goal post.

Save. When the goalkeeper prevents a goal from being scored.

NUMBER OF PLAYERS

Six players per team on the floor at one time.

EQUIPMENT REQUIRED

- Hockey ball,
- Hockey sticks for the number of players,
- Goalie sticks (two),
- Goalie equipment, and
- Hockey nets (two).

BASIC RULES

- A game consists of three 20-minute periods.
- Teams will consist of a goalkeeper, three forwards—centre, left wing, and right wing—and two defencemen.
- A game begins with a faceoff between two opposing players where an official drops the ball at the centre of the playing field / gymnasium.
- Players advance with the ball while stickhandling the ball or passing it to fellow teammates. The ball must be in motion at all times.
- Every time a goal is scored, the players return to the initial set-up for a faceoff at the centre of the area of play.
- If an attacker in the team’s attacking zone causes the play to stop, a faceoff will occur at the nearest faceoff spot in the neutral zone (the central portion between the blue lines).

- If a defender in the team's defensive zone causes the play to stop, a faceoff occurs at the point of stoppage.

Further details on the sport of hockey can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 159–168. These rules then must be adapted for floor hockey.

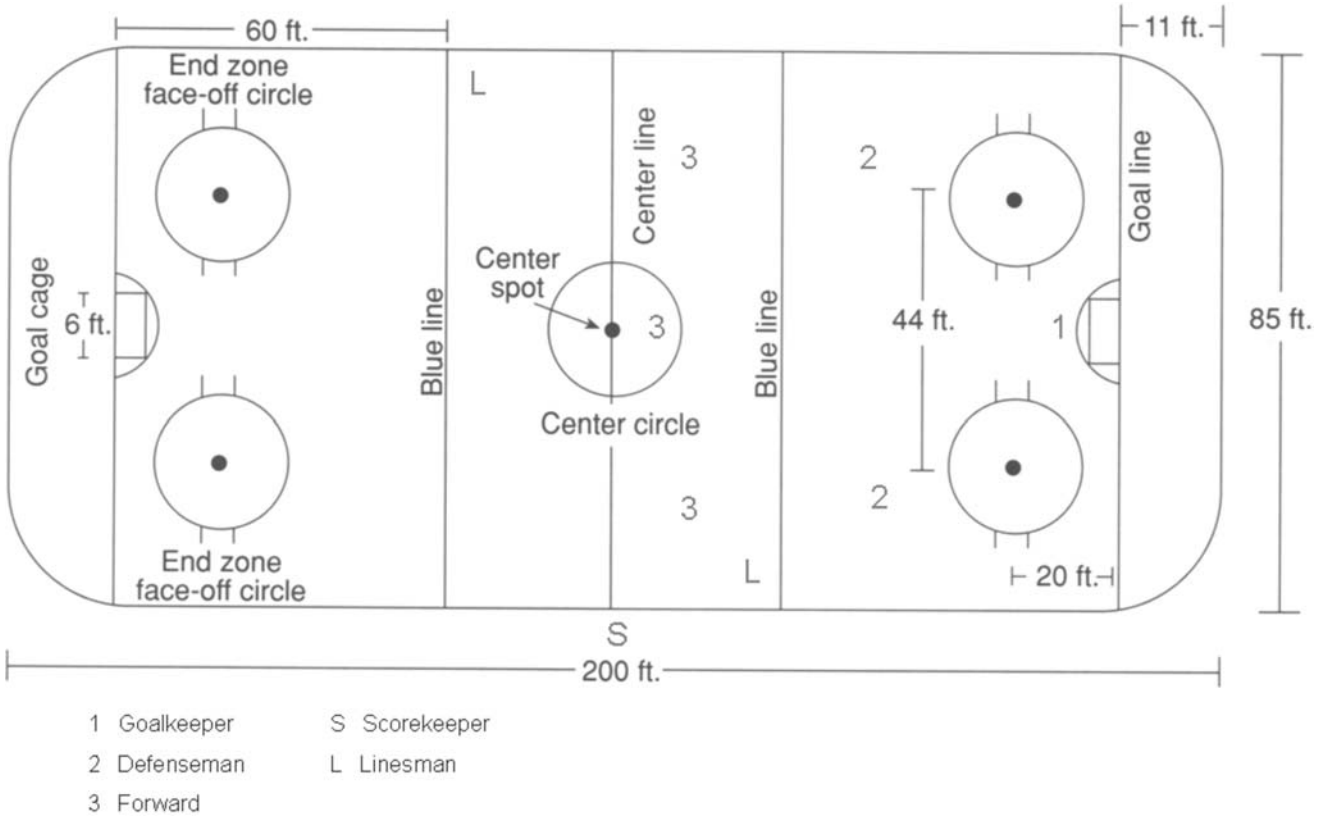

Figure E-1 Hockey Set-Up

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 162), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

FLOOR HOCKEY SCORE SHEET

Team A	Team B
NAMES	NAMES

Record the number of goals achieved by each team within each period.

First Period		Second Period		Third Period	
Team A	Team B	Team A	Team B	Team A	Team B
TOTAL		TOTAL		TOTAL	

Note. The scorekeeper must sign the back of the score sheet when completed.

Figure E-2 Floor Hockey Score Sheet

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

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FOOTBALL (FLAG / TOUCH)

OBJECTIVE

Teams attempt to score as many points as possible through touchdowns. The team with the highest score at the end of the game is the winner.

SCORING

Touchdown. A touchdown is worth six points and is scored when a player carries the ball into the opponent's end zone or catches the ball in the opponent's end zone before it touches the ground. After a touchdown has been scored, the scoring team can make a one-point convert attempt from the 5-yard line (approximately 4-1/2 m / 15 feet) or a two-point convert attempt from the 10-yard line (approximately 11 m / 36 feet).

Safety. An interception return to the opponent’s end zone, on any extra-point play by the defence, will result in the defence scoring two points, plus they will gain possession for the next series at their own 5-yard (4-1/2 m / 15 feet) line.

Rouge. A team is awarded one point when they legally kick the ball into the opponent's end zone and the ball is not brought out of the end. To score off a kick off, the ball must land in the field of play or in the end zone before it goes out of bounds.

DEFINITIONS

Convert. A pass or a run attempt; no kicking allowed.

Dead ball. When the ball is no longer in play and the play is over.

First down. Is a new set of three downs. Each team, when they are the offence, get three downs in which to make a play.

Forward pass. When the ball is intentionally thrown or handed towards the opponent's goal line.

Fumble. When a player loses possession of the ball while the play is still in progress.

Punt. When the ball is deliberately dropped and then kicked with the foot or leg before the ball touches the ground.

Scrimmage line. The line where the players line up for the snap.

Snap. When a player designated as the centre passes the ball between the legs to the quarterback.

Touchback. Occurs when the ball is dead on or behind a team’s own goal line, provided the ball’s force came from an opponent and it is not a touchdown.

NUMBER OF PLAYERS

Seven players per team on the field at one time for touch football. Eight players per team on the field at one time for flag football.

EQUIPMENT REQUIRED

- Football,
- Flags / ribbons,
- Field, and
- Safety / protective equipment.

BASIC RULES

- The game consists of four 15-minute quarters.
- Whichever team takes first possession of the ball is the offence. The other team becomes the defence.
- The offence has three downs to obtain 10 yards, keep possession of the ball, and attempt to score. If they do not gain 10 yards and a first down, possession of the ball changes and that team then becomes the offence.
- To begin the game, a team will kickoff from their own 45-yard line (or on a non-regulation field, ten yards back from the centre line). The remaining players of the team must stay behind the kickoff line until the ball has been kicked.
- At the kickoff, all players of the receiving team must be at least 20 yards away from the kickoff line.
- To begin a series of three downs, the ball will be placed on the ground at the point where the ball carrier was touched after the kickoff. All members of the offensive team will line up on or behind the line of scrimmage. A player designated as the centre will begin the play by snapping the ball between the legs to the quarterback who must receive the ball from a minimum of five yards behind the line of scrimmage.
- The defensive players must be at least one yard from the line of scrimmage on the opposite side during the snap.
- All players on the offence, with the exception of the centre, can be in motion prior to the snap. They may not cross the line of scrimmage until after the snap.
- In touch football, play is terminated when a defender touches the ball carrier with the hand. In flag football, play is terminated when a defender removes the ball carrier's flag.
- The defensive team will have one player during scrimmage play, called the rusher, who will pursue the quarterback after the ball is snapped. The rusher must be at least five yards away from the line of scrimmage at the time the ball is snapped and cannot be lined up directly with the centre of the opposing team.
- No player is permitted to block or obstruct the rusher in the direct path to the quarterback.
- Teams are only permitted one forward pass on each scrimmage play. Forward passes are not permitted on kickoffs or after punts.
- The team that plays defence at the beginning of the first half receives possession at the start of the second half.
- If a team fails to make it across midfield within three plays, possession of the ball changes.
- Once a ball is punted, the team gives up possession of the ball.
- There are no fumbles in touch football.
- Must be played as non-contact. Blocking and tackling are not allowed.

Further details on the sport of football can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 125–136. These rules must be adapted for flag / touch football. Some of these modifications can be found on pp. 132–133. Further rules may be found in the *National Football Federation's Touch Football Rule Book*.

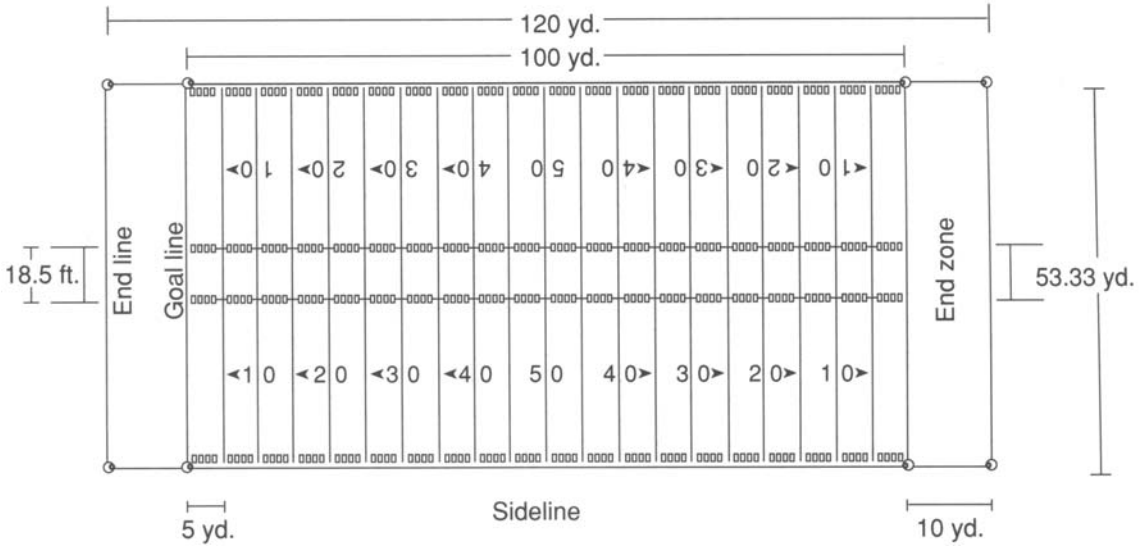

Figure F-1 Football Field

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 129), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

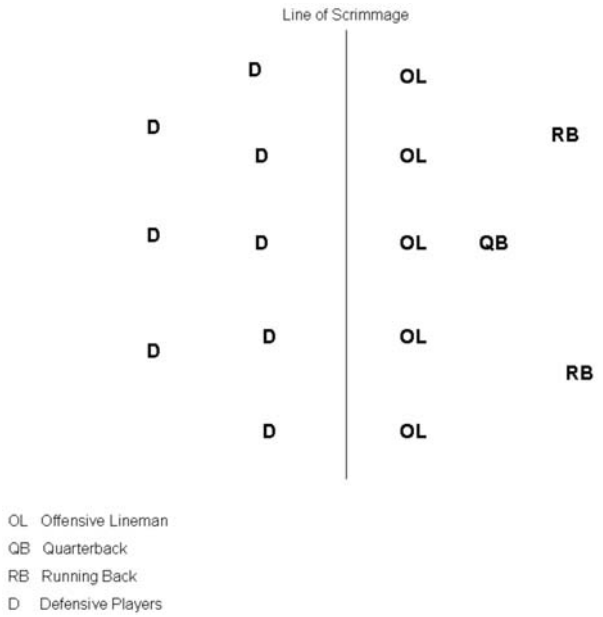

Figure F-2 Line of Scrimmage

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

FOOTBALL SCORE SHEET

Team A	Team B
NAMES	NAMES

Record the number of points awarded to each team within each quarter.

A touchdown is worth six points. A safety is worth two points. A rouge is worth one point.

First Quarter		Second Quarter		Third Quarter		Fourth Quarter	
Team A	Team B	Team A	Team B	Team A	Team B	Team A	Team B
TOTAL		TOTAL		TOTAL		TOTAL	

Note. The scorekeeper must sign the back of the score sheet when completed.

Figure F-3 Football Score Sheet

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

LACROSSE

OBJECTIVE

Teams attempt to score as many points as possible by passing the ball into the opposing team's goal. The team with the highest score at the end of the game is the winner.

SCORING

A goal is scored when the ball passes completely over the goal line, between the posts and under the cross bar of the opponent's goal.

DEFINITIONS

Blocking. Occurs when one player moves into the path of an opponent with the ball without giving the opponent a chance to stop or change direction without contact.

Critical scoring area. An area at each end of the field, where the attacking team shoots for a goal.

Deputy. A player on the defensive goalkeeper's team who may enter the goal circle when his or her team is in possession of the ball and the goalkeeper is out of the goal circle.

Draw. With two opposing players toeing the centreline, holding their crosses in the air, parallel to the centreline. The umpire places the ball between the players and when they call ready the players pull their sticks up and away, lifting the ball into the air. All other players must be outside the centre circle for the draw.

Free space to goal. The path to the goal within the critical scoring area.

Marking. Guarding an opponent within a stick's length.

Penalty lane. The path to the goal that is cleared when a free position is awarded to the attacking team within the critical scoring area in front of the goal line.

Pick. A technique used by a player without the ball to force an opponent to take a different direction. The player must give the opponent time to see the pick and react to it.

Throw. Two players of opposing teams stand 1 m (3-1/3 feet) apart; the umpire stands 4–8 m (13–26 feet) away, and throws the ball into the air and the players take it as they move toward the field. No other player can be within 4 m (13 feet) of the players taking the throw.

NUMBER OF PLAYERS

Twelve players per team on the field at one time.

EQUIPMENT REQUIRED

- Ball,
- Field crosses for the number of players,
- Goalkeeper's crosse (two),

- Goalkeeper's helmet, face mask, and throat and chest protector (two of each), and
- Mouth guards for the number of players.

BASIC RULES

- The game consists of two 30-minute halves.
- The team consists of a goalkeeper, point, cover-point, third man, left defence wing, right defence wing, left attack wing, right attack wing, third home, second home, first home, and centre (as illustrated in Figure G-1).
- The game begins with a draw.
- The team in possession of the ball attempts to score goals by advancing the ball down the field. This is done by carrying, throwing, rolling, or batting the ball.
- If the ball goes out of bounds, it is given to the closest player. If two players of opposing teams are an equal distance from the ball, the game is continued with a throw.
- Only one player can be in the goal circle at a time. This can only be the goalkeeper or the deputy.
- Within the goal circle, the goalkeeper must clear the ball within 10 seconds. This can be done with the goalkeeper's crosse, hands, or body.
- After each goal, the ball is put back into play with a draw.

Further details on the sport of lacrosse can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 179–186.

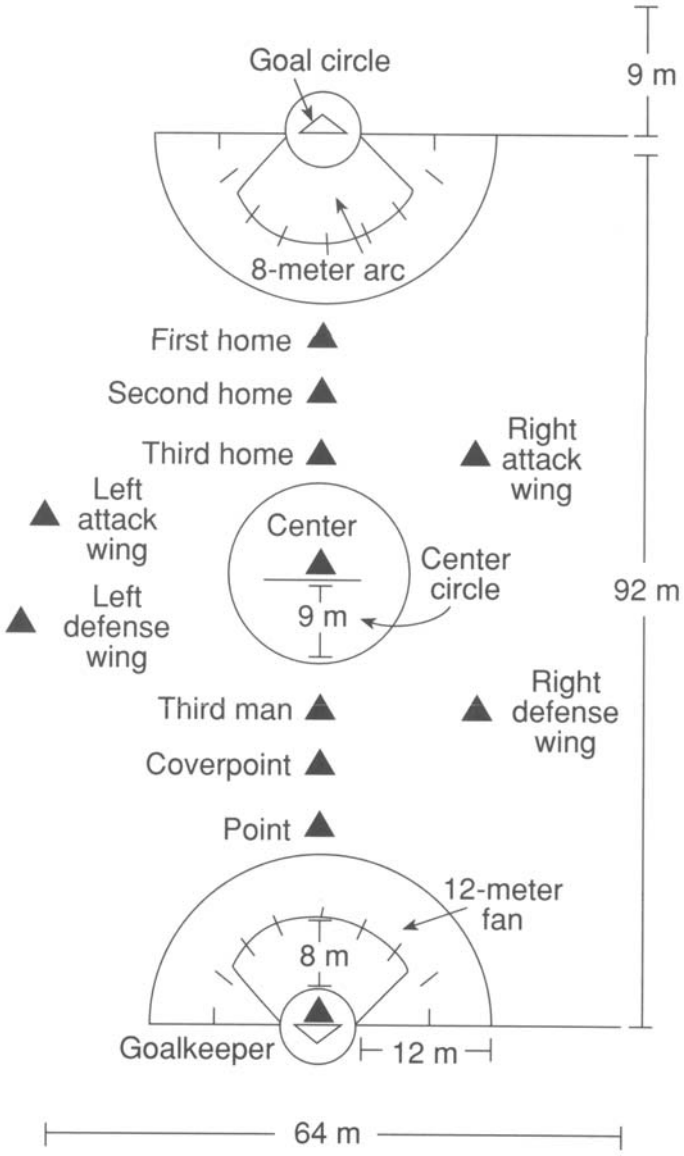

Figure G-1 Lacrosse Field

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 182), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

LACROSSE SCORE SHEET

Team A	Team B
NAMES	NAMES

Record the number of goals achieved by each team within each period.

First Half

Team A	Team B
TOTAL	

Second Half

Team A	Team B
TOTAL	

Note. The scorekeeper must sign the back of the score sheet when completed.

Figure G-2 Lacrosse Score Sheet

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

RINGETTE (OFF ICE VERSION)

OBJECTIVE

Teams attempt to score as many points as possible by getting the ring in the opposing team's net. The team with the highest score at the end of the game is the winner.

SCORING

One point for every time a ring passes into the opposing team's net.

DEFINITIONS

Nil.

NUMBER OF PLAYERS

Six players per team on the floor at one time.

EQUIPMENT REQUIRED

- Nets (two),
- Safety equipment,
- Rubber ring,
- Straight sticks for number of players,
- Goalkeeper's sticks (two), and
- Goalkeeper's masks (two).

BASIC RULES

- Teams consist of a goalkeeper, two defencemen, and three forwards.
- The stick is placed inside the ring to play.
- The game is played in two 20-minute periods.
- Play begins with the visiting team being given a free pass in the centre free pass circle (which is like a faceoff circle in hockey).
- The ring is passed up the playing area in order to get the ring in the opposing team's net.
- Free passes are used in ringette to restart play. The ring is placed in the free pass circle for this and one player gets to take possession, having five seconds to pass the ring to a teammate. Shots on goal are allowed from the free pass.
- If the ring is within the goal crease the only player who is allowed to touch it is the goalie. The goalie will pick up the ring and throw it like a Frisbee to a teammate but it cannot be thrown beyond the blue line. The goalkeeper can also hit the ring with their stick or foot to move it out of the goal crease.

Further details on the sport of ringette can be found at http://www.ringette.ca

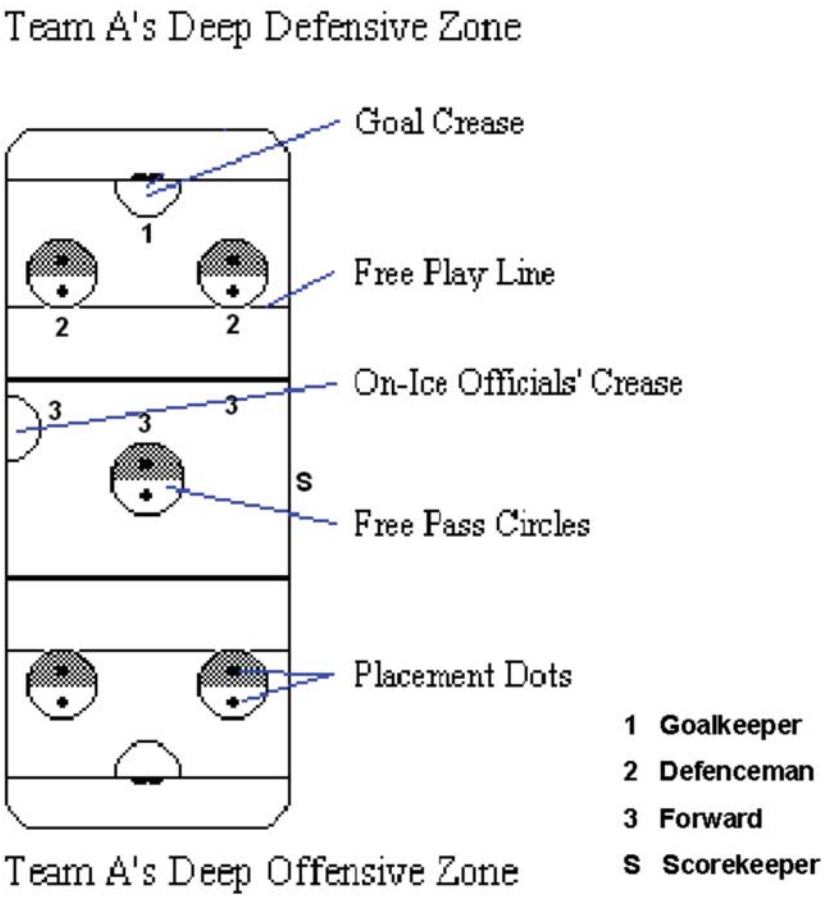

Figure H-1 Ringette Ice / Playing Field

Note. From *How Ringette is Played*, by Ringette Canada, n.d. Retrieved October 30, 2006, from http://www.ringette.ca/e/about/played.htm

RINGETTE SCORE SHEET

Team A

NAMES

Team B

NAMES

Record the number of goals achieved by each team within each period.

First Period

Team A	Team B
TOTAL	

Second Period

Team A	Team B
TOTAL	

Note. The scorekeeper must sign the back of the score sheet when completed.

Figure H-2 Ringette Score Sheet

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

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SOCCER

OBJECTIVE

Teams attempt to score as many points as possible by getting the ball in the opposing team's net. The team with the highest score at the end of the game is the winner.

SCORING

One point is scored for every goal made into the opposing team's net that completely crosses the goal line.

DEFINITIONS

Corner kick. Awarded to the opposing team when players kick the ball over their own goal line. All opposing players must be at least 10 yards (9 m / 29.5 feet) from the ball for a corner kick.

Dribble. To move the ball with the feet in a continuous motion by passing the ball from one foot to the other.

Foul. Results in a direct or indirect free kick for the opposing team at the spot where the foul occurred. Fouls include:

- kicking, tripping or pushing;
- jumping into an opponent;
- violently or dangerously charging an opponent;
- striking an opponent with the hand, arm, or elbow;
- holding an opponent's body or clothing;
- playing the ball anywhere on the arm;
- going offside;
- obstructing an opponent by deliberately blocking their path;
- kicking too high, putting an opponent in danger;
- bending low, putting themselves in danger;
- unsportsmanlike conduct;
- charging an opponent when the ball is no more than one step away;
- charging into the goalkeeper while in the goal area, preventing them from playing the ball or retaining possession of the ball; and
- the goalkeeper taking more than four steps before releasing the ball.

Free kick. Direct free kicks are awarded for fouls on a player; indirect free kicks are awarded for other violations made by the opposing team.

Goal kick. Occurs when a player kicks the ball over the opposing team's goal line. The opposing team is awarded the goal kick. Opposing players must be outside the penalty box area; either the goalkeeper or another player may kick the ball. The ball must be kicked beyond the penalty box area to be put into play. The player who performs the goal kick cannot touch the ball again until another player has done so.

Heads the ball. When a player hits the ball with their head.

Penalty kick. Is awarded to a team when an opposing player commits an intentional foul. All players, except the kicker and the goalkeeper, must stand outside the penalty area, at least ten yards (9 m / 29.5 feet) from the ball. The goalkeeper must stand on the goal line and not move their feet until the kick is made. If a goal is not scored and the ball goes out of bounds after being touched by the goalkeeper, the attacking team gets a corner kick.

Throw-in. Is awarded to a team when the ball goes over the sideline and was last touched by an opponent. A player throws the ball in from over their head, keeping both feet on the ground while releasing the ball. At least part of each foot must be on or behind the sideline.

NUMBER OF PLAYERS

Up to 11 players per team on the field at one time.

EQUIPMENT REQUIRED

- Soccer ball,
- Nets (two), and
- Field or gymnasium.

BASIC RULES

- The game consists of two 45-minute halves.
- Teams will consist of a goalkeeper, defenders, midfielders, and forwards, or strikers.
- The game begins with a kickoff at the centre of the playing field, where the ball is placed in a stationary position at the centre spot.
- All players must be on their team's half of the playing field before the kickoff takes place. The player who kicks off may not touch the ball again until another player has.
- Players have to move the ball up the field with their feet, head, or chest. They may not touch the ball with their hands.
- The game continues in this manner, with players dribbling the ball and moving it toward the opposing team's goal in order to score.
- When a goal is scored the play begins again with the team losing the goal taking the kickoff.
- A goal may not be scored directly off a kickoff, goal kick, or throw-in.

Further details on the sport of soccer can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 237–245.

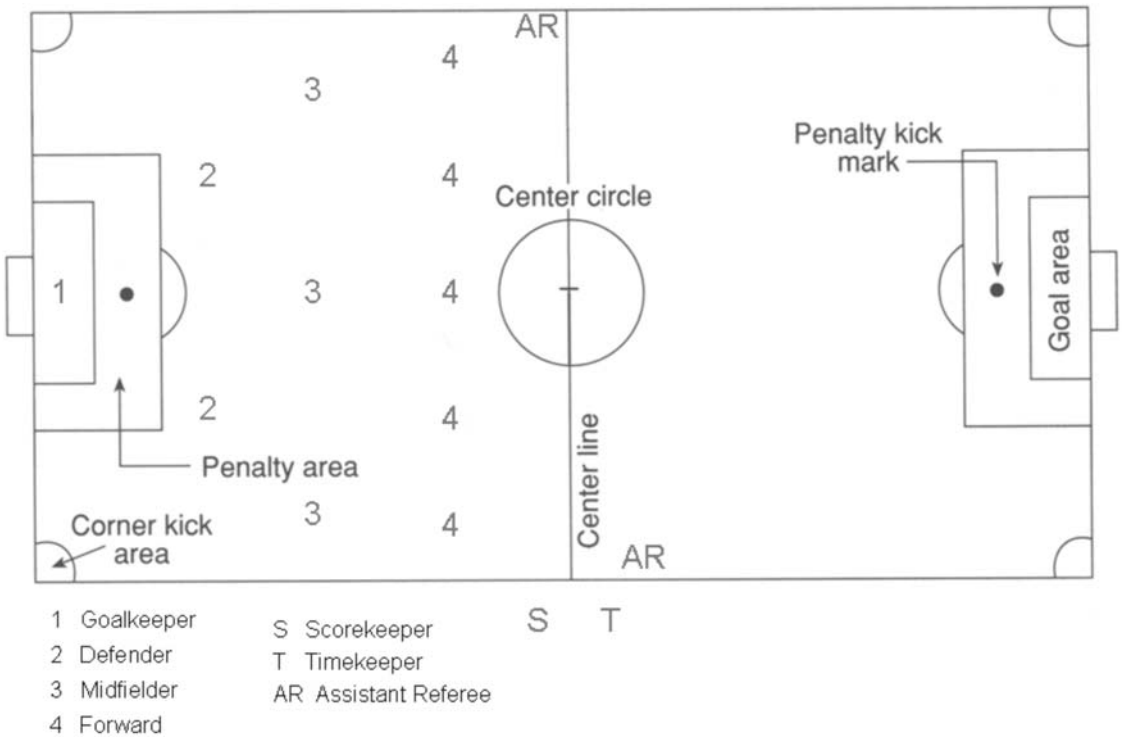

Figure I-1 Soccer Field

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 241), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

SOCCER SCORE SHEET

Team A

NAMES

Team B

NAMES

Record the number of goals achieved by each team within each half.

First Half

Team A	Team B
TOTAL	

Second Half

Team A	Team B
TOTAL	

Note. The scorekeeper must sign the back of the score sheet when completed.

Figure I-2 Soccer Score Sheet

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

SOCCER BASEBALL / KICKBALL

OBJECTIVE

While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counter-clockwise direction) and steps on all three bases and the home plate.

SCORING

One point is awarded as a member completes a circuit around the bases. A game lasts five innings where the team with the highest score wins, unless there is a tie. In the case of a tie the game will continue for additional innings until a team scores an additional run, breaking the tie.

DEFINITIONS

Double. A kick in which the batter safely runs to second base.

Double play. When two outs are made on the same play.

Fair ball. The ball when it is legally in play.

Force play. Occurs when a runner is forced to advance to the next base because the batter becomes a runner.

Foul play. Any ball hit into foul territory.

Foul territory. The area outside the foul lines.

Home run. When a batter kicks a fair ball over the fence or circles all bases on a kick that was inside the fence.

Lead off. When a runner leads off a base before the ball has left the pitcher's hand.

Legal touch. When a defensive player tags a runner with the ball while the runner is not on a base. This results in an out.

Out. There are a number of types of outs, which include:

- **Fly-out.** When a fly ball is caught before it touches the ground or fence.
- **Force-out.** When a fielder touches the base with the ball in their possession before the runner reaches.
- **Strikeout.** When a batter has three strikes.
- **Tag-out.** When a fielder tags a runner with the ball when they are not on a base. This is also known as a legal touch.

Steal. When a runner attempts to steal a base during a pitch to the kicker.

Tag-up rule. If the ball is caught in the air after the kicker has kicked it, the kicker is out. Other players who are on bases must touch the base they were on after the ball is caught before they can run to the next base.

NUMBER OF PLAYERS

Nine players per team on the field at one time.

EQUIPMENT REQUIRED

- Soccer ball,
- Baseball / softball field or a gymnasium or field, and
- Bases / pylons (four).

BASIC RULES

- The game consists of five innings, with three outs per inning (for each team).
- One team takes the field first, taking up the various positions, to include a pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, right fielder, and other fielders depending on the number of players.
- When pitching, the ball must touch the ground at least once and cannot be higher than one foot (30 cm) above the plate when it gets to the kicker. The ball should be pitched to roll as smoothly as possible.
- A ball is put into play once the pitcher rolls the ball toward home plate and the kicker has attempted to kick the ball.
- The kicker must wait for the ball to be within 1 m of the home plate before they can attempt to kick the ball.
- Leading off and stealing bases is not allowed.
- Bunts are not permitted.
- The kicker at home plate must kick the ball with the leg (below the knee) or foot.
- Field players can tag the runner out while either carrying the ball or throwing it at the runner and making contact. Thrown balls are to hit below the waist.
- A runner who leaves their base before the pitch reaches home plate or before the pitch is kicked, is out and the ball is considered dead.

Further details on the sport of soccer baseball / kickball can be found at http://www.kickball.com

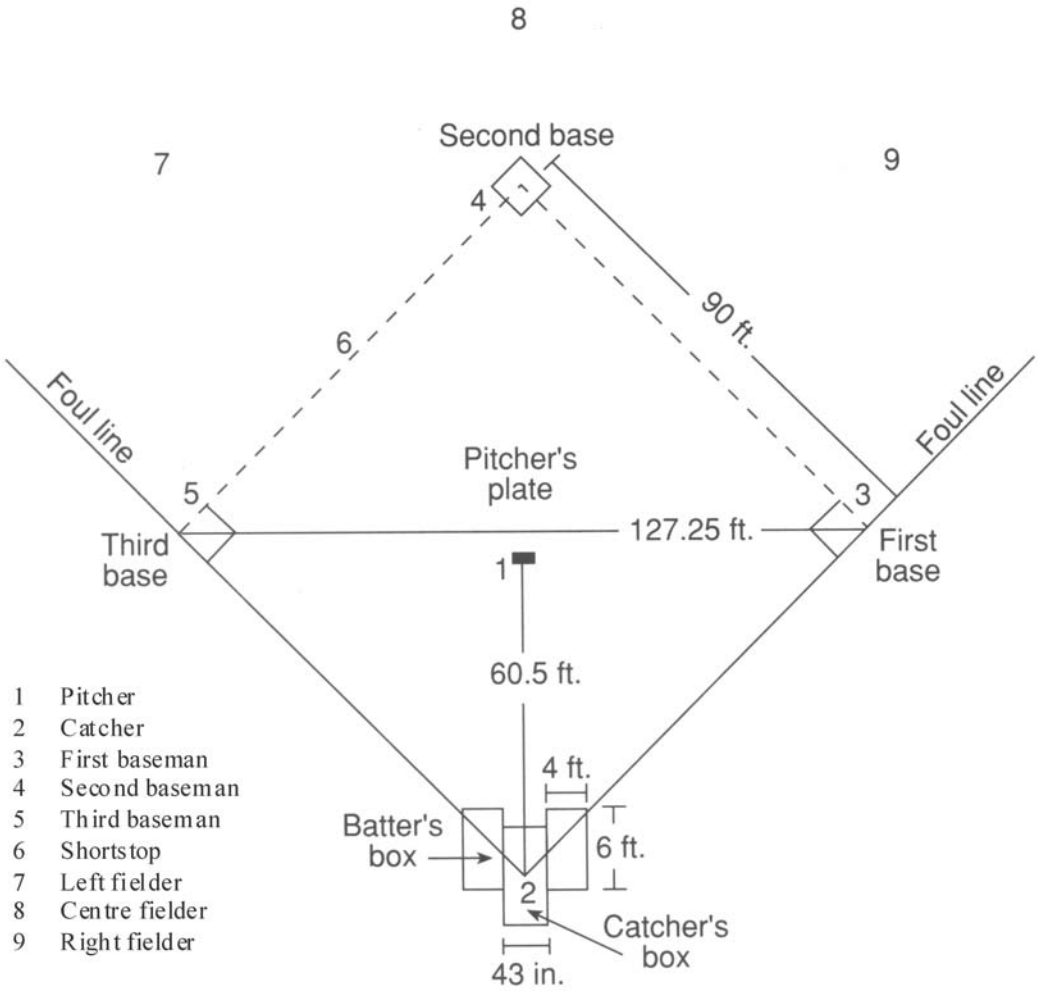

Figure J-1 Baseball Diamond (used for soccer baseball)

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 31), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

SOCCER BASEBALL / KICKBALL SCORE SHEET

Team A	Team B
NAMES	NAMES

Record the number of runs scored by each team for each inning.

	Inning 1	Inning 2	Inning 3	Inning 4	Inning 5	**TOTAL**
Team A						
Team B						

Note. The scorekeeper must sign the back of the score sheet when completed.

Figure J-2 Soccer Baseball / Kickball Score Sheet

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

SOFTBALL

OBJECTIVE

While trying to prevent the opposing team from scoring runs, each team tries to score as many runs as possible. A run is scored when a team's player runs (in a counter-clockwise direction) and steps on all three bases and the home plate.

SCORING

One point is awarded as a member completes a circuit around the bases. A game lasts seven innings where the team with the highest score wins, unless there is a tie. In the case of a tie the game will continue for additional innings until a team scores an additional run, breaking the tie.

DEFINITIONS

Ball. A pitch that is outside the strike zone.

Bunt. When a batter hits the ball by letting the ball meet the bat to drop as a soft ground ball on the infield.

Double play. When two outs are made on the same play.

Fair ball. The ball when it is legally in play.

Fake tag. A form of obstruction of a runner by a fielder who neither has the ball nor is about to receive it. The umpire will award the runner the base they would have made, if the obstruction had not been made.

Fly ball. A ball batted high into the air.

Fly-out. A fly ball that is caught before it touches the ground or the fence.

Force play. When a runner is forced to advance to the next base because the batter becomes a runner.

Foul play. Any ball hit into foul territory.

Foul territory. The area outside the foul lines (as illustrated in Figure K-1).

Home run. When a batter hits a fair ball over the fence or circles all bases on a ball that was hit inside the fence.

Inning. An inning consists of a top and a bottom. During either the top or bottom half each team will get the opportunity to bat and field accordingly.

Interference. This occurs when an offensive player impedes or confuses a defensive player as they are trying to make a play. Interference can be physical or verbal.

Lead off. When a runner leads off a base once the ball has been batted, touches the ground, or reaches home plate, but must return to the base if the ball is not hit.

Out. There are a number of types of outs, which include:

- **Fly-out.** When a fly ball is caught before it touches the ground or fence.
- **Force-out.** When a fielder touches the base with the ball in their possession before the runner reaches.
- **Strikeout.** When a batter has three strikes.
- **Tag-out.** When a fielder tags a runner with the ball when they are not on a base. This is also known as a legal touch.

Overslide. When a player over slides first base when running. It is allowed at first base, but at second and third base, the runner may be tagged out.

Steal. In fast-pitch, a runner may attempt to steal a base during a pitch to the batter.

Strike zone. The area over the home plate, between the batter's back shoulder and front knee.

Walk. A batter is awarded first base if four “balls” are pitched to the batter during one time up to bat.

NUMBER OF PLAYERS

10 players per team on the field at a time if team is not batting.

EQUIPMENT REQUIRED

- Bases (four),
- Bat,
- Batter’s helmets,
- Softball,
- Various gloves for the number of players, and
- Baseball / softball field.

BASIC RULES

- The game consists of seven innings, with three outs per inning (for each team).
- One team takes the field first, taking up the various positions, to include a pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, centre fielder, right fielder, and extra fielder.
- The other team bats first in the top half of the inning, according to the batting order for their players.
- The pitcher attempts to get the batter out, preventing them from reaching first base and the subsequent bases.
- The pitcher must use an underhand pitch.
- A batter is out if they receive a fly-out, force-out, strikeout or tag-out.
- The batter’s objective is to get around the bases without being tagged and before the ball reaches the base.
- A team scores a run when a player has safely touched first, second, and third base, and has made it back home or hits the ball over the fence.

Further details on the sport of softball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 247–259.

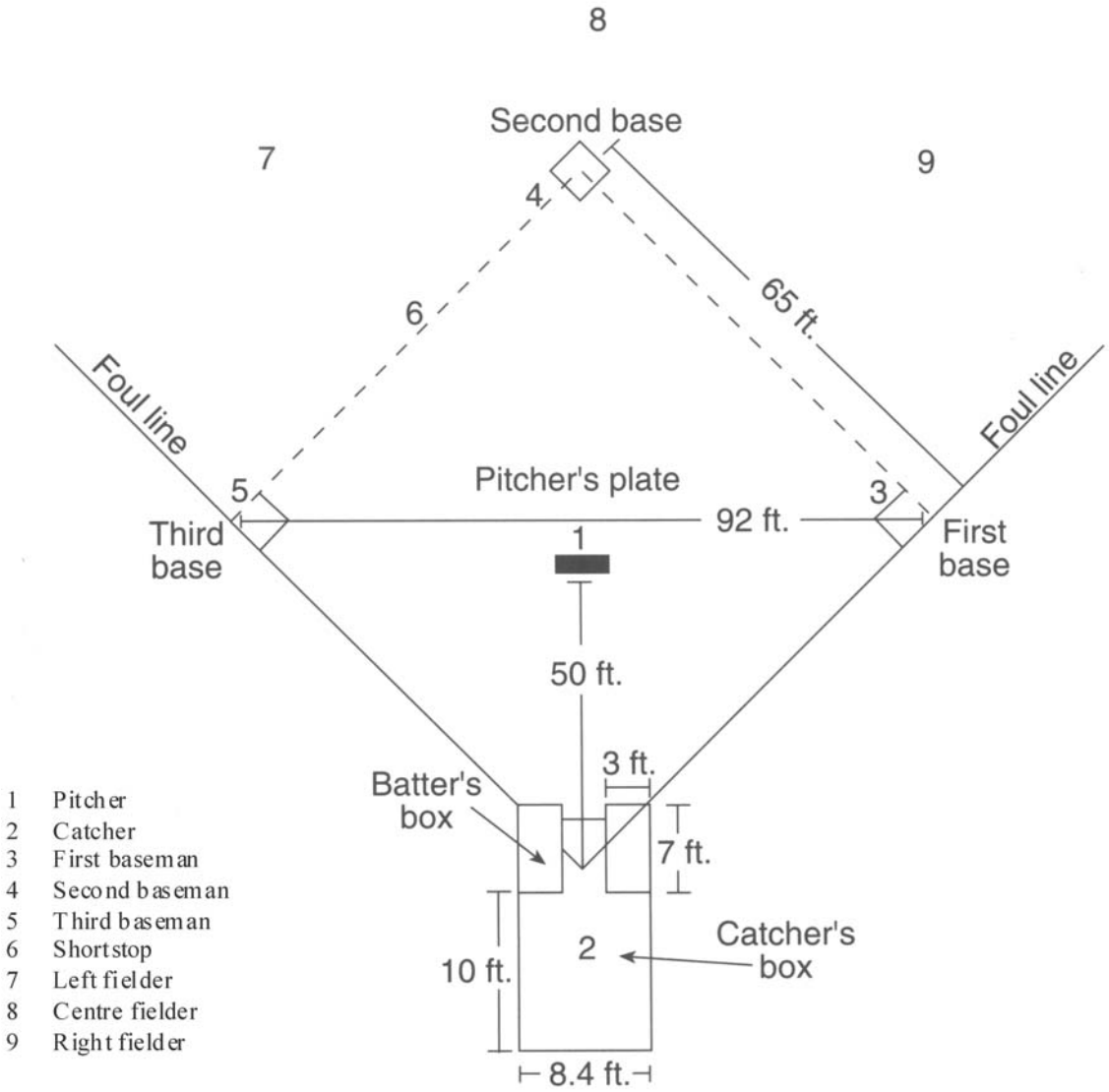

Figure K-1 Softball Field

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 251), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

SOFTBALL SCORE SHEET

Team A

NAMES

Team B

NAMES

Record the number of runs scored by each team for each inning.

	Inning 1	Inning 2	Inning 3	Inning 4	Inning 5	Inning 6	Inning 7	**TOTAL**
Team A								
Team B								

Note. The scorekeeper must sign the back of the score sheet when completed.

Figure K-2 Softball Score Sheet

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

ULTIMATE FRISBEE

OBJECTIVE

Teams attempt to score as many points as possible by catching a pass in the opponent's end zone. The team with the highest score at the end of the game is the winner.

SCORING

Points are awarded to a team when a player catches a pass in the opponent's end zone. A typical game is scored to 15 points.

DEFINITIONS

Clearing. To get out of the area where the thrower wants to pass the Frisbee.

Cut. An attempt to get free of other players in order to receive a pass.

Force. To make it difficult for the thrower to throw the Frisbee in a certain direction in an attempt to try to get them to pass it the other way.

Huck. A long high pass that is nearly the length of the field.

Layout. When a player dives to catch or intercept the Frisbee.

Poach. When a defender moves away from their marker to try to intercept a pass to another player.

Swing. A lateral pass across the pitch, instead of upfield.

Switch. When two defenders exchange the offensive players they were marking.

NUMBER OF PLAYERS

Seven players per team on the field at one time.

EQUIPMENT REQUIRED

- One Frisbee, and
- Pylons to mark boundaries.

BASIC RULES

- The game is played in two halves. There is no time set for the halves. Halftime begins when one team reaches eight points.
- Each team lines up on the front of their respective end zone line to initiate play. The defence will then throw the Frisbee to the offence.
- The Frisbee may be played in any direction by passing to teammates. Players must remain stationary when they hold the Frisbee. It must be passed to other players on the field that is closer to the opponent's end zone.

- A player cannot hold the Frisbee for longer than 10 seconds. The defender, who is guarding the player holding the Frisbee (staller), must count out the stall count.
- When a pass is not completed due to being out of bounds, being dropped, blocked or intercepted, etc. the defence takes possession of the Frisbee and becomes the offence.
- To bring the Frisbee back into play it must be brought to the point on the pitch where it went out, or the nearest point where a defender touched it.
- There is no physical contact allowed between the players.
- A throw can be made without stopping if it is within three steps of the catch. The thrower cannot change direction or speed up after catching the Frisbee.
- After halftime the teams will switch ends of the playing field.

Further details on the sport of ultimate Frisbee can be found at http://www.whatisultimate.com or http://www.upa.org/ultimate

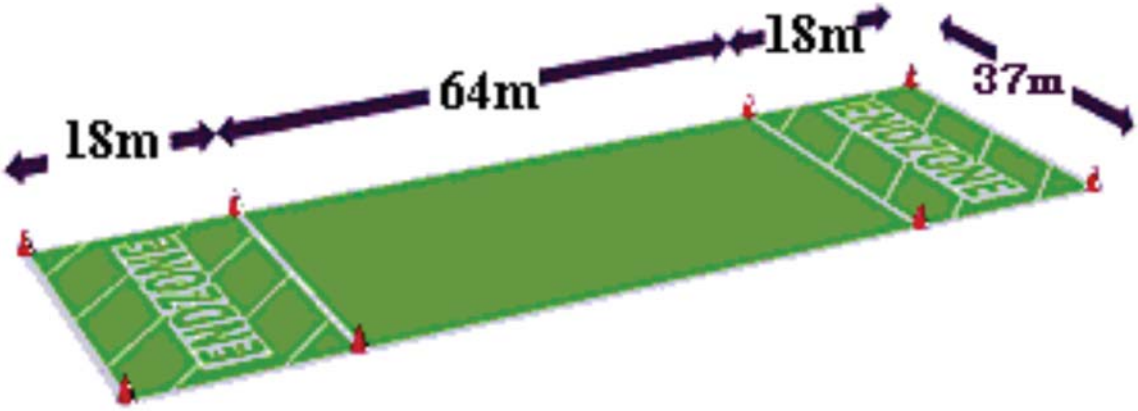

Figure L-1 Ultimate Frisbee Field

Note. From *What is Ultimate Frisbee*, by What is Ultimate, n.d. Retrieved October 30, 2006, from http://www.whatisultimate.com/what/what_game_en.html

ULTIMATE FRISBEE SCORE SHEET

Team A

NAMES

Team B

NAMES

Record the number of points achieved by each team within each half to a total of 15. Points are achieved when a player catches the Frisbee within the opponent's end zone.

First Half

Team A	Team B
TOTAL	

Second Half

Team A	Team B
TOTAL	

Note. The scorekeeper must sign the back of the score sheet when completed.

Figure L-2 Ultimate Frisbee Score Sheet

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

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VOLLEYBALL

OBJECTIVE

Teams attempt to score as many points as possible by hitting the ball into the opposing team's portion of the court. The team with the highest score at the end of the game is the winner.

SCORING

One point is awarded every time the ball hits inside the boundary lines of the opposing teams court; the opponents are unable to return the serve within three hits; the opponents hit the ball out of bounds; or the opponents commit a fault or foul when the team was the serving team.

DEFINITIONS

Attack hit. A hit aimed into the opponent’s court.

Attack lines. These separate each side of the court into a front zone and a back zone.

Block. Occurs when one or more players stop the ball before, or just after, it crosses the net.

Rally. The exchange of hits back and forth between the teams. The team that wins the rally gets the serve.

Rotation order. Each team has a rotation order that must be kept when it gains the serve. Each time a team gains a serve; players will rotate one position clockwise.

NUMBER OF PLAYERS

Six players per team on the court at one time.

EQUIPMENT REQUIRED

- Volleyball,
- Volleyball net, and
- Volleyball court.

BASIC RULES

- The game continues until a team scores 21 points in a rally format (a point is awarded on each play of the game regardless of which team serves the ball) and has a two-point advantage.
- The team has three players on the front of the court and three on the back of the court.
- Players can hit the ball with their hands clasped together or with either an open or closed fist. Players can strike the ball overhand or underhand.
- One team will start the serving, the other receiving. A player retains the serve until the other team wins the right to serve.
- Upon completing the serve a team must rotate positions.
- The server may stand anywhere behind the end line to serve.

- A service fault occurs if the ball touches a player of the serving team; fails to pass through the crossing space over the net; touches the net or any other object; or lands out of bounds.
- If the team that is receiving stops their opponents from scoring, they are awarded the serve.
- Each team has a maximum of three hits to get the ball over the net to return the ball. This is in addition to blocking.
- Except on the serve, the ball is still in play if it touches the net.

Further details on the sport of volleyball can be found in *The Sports Rules Book: Essential Rules for 54 Sports* (1998), pp. 325–334.

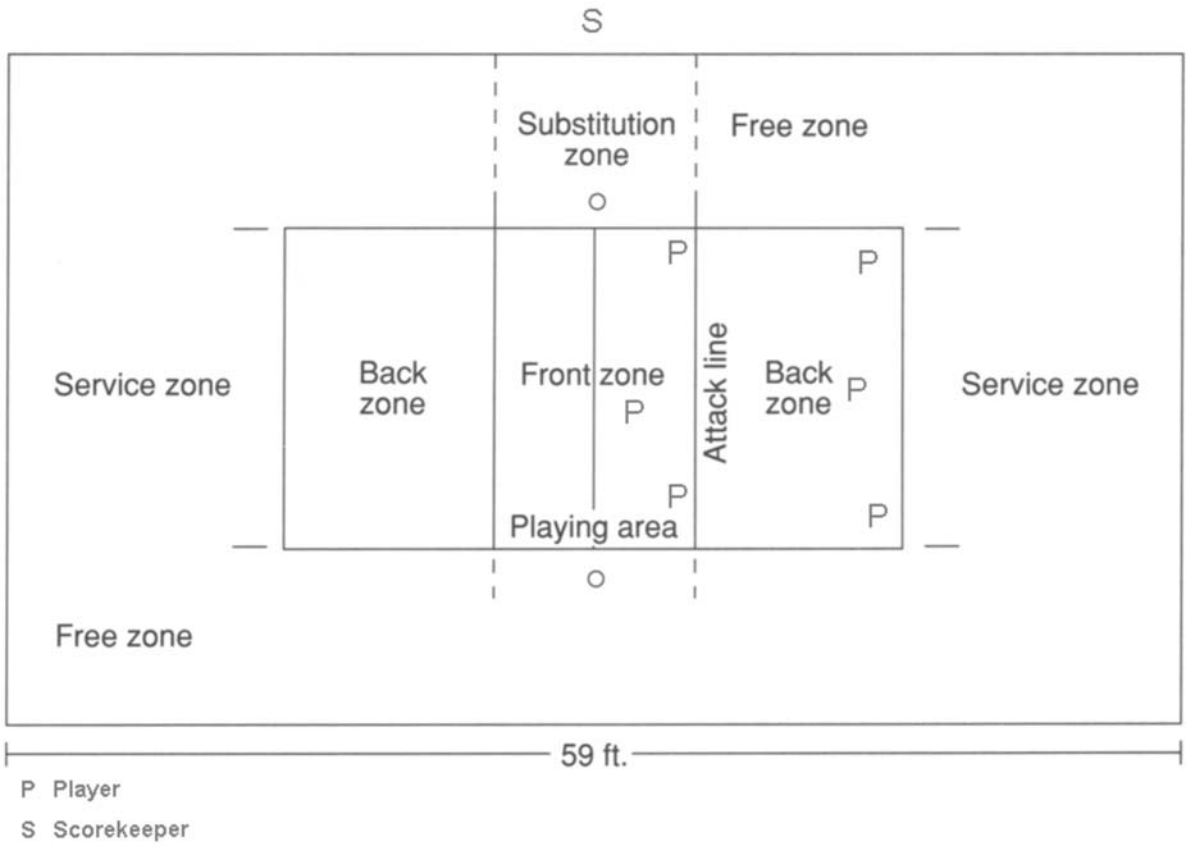

Figure M-1 Volleyball Court

Note. From *The Sports Rules Book: Essential Rules for 54 Sports* (p. 327), by T. Hanlon, 1998, USA: Human Kinetics Publishers, Inc. Copyright 1998 by Human Kinetics Publishers, Inc.

VOLLEYBALL SCORE SHEET

Team A	Team B
NAMES	NAMES

Check off each point as it is awarded to a team.

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Team A																					
Team B																					

Note. The scorekeeper must sign the back of the score sheet when completed.

Figure M-2 Volleyball Score Sheet

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 1

EO M406.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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, unit range standing orders, and become familiar with the material prior to delivering the lesson.

Photocopy the targets located at Attachments B–J as required.

Construct a range IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

The review for this lesson will be from EO M106.02 (Carry Out Safety Precautions on the Cadet Air Rifle).

QUESTIONS:

Q1. Why do we follow safety regulations?

Q2. How would you verify the safety catch is ON?

Q3. What are the four “ACTS” of firearm safety?

ANTICIPATED ANSWERS:

A1. We follow safety regulations to prevent accidents with the cadet air rifle.

A2. When the safety is ON, no red can be seen.

A3. The mnemonic “ACTS” stands for:

- Assume every firearm is loaded.
- Control the muzzle direction at all times.
- Trigger finger must be kept off the trigger and out of the trigger guard.
- See that the firearm is unloaded (prove it safe).

OBJECTIVES

By the end of this lesson the cadet shall have participated in a recreational marksmanship activity.

IMPORTANCE

It is important for cadets to participate in a recreational marksmanship activity because it allows them to experience marksmanship in a fun, dynamic and safe setting.

Teaching Point 1 **Supervise the cadet's participation in a recreational marksmanship activity.**

Time: 80 min Method: Practical Activity

A range briefing is conducted to pass on vital information and answer any questions the cadets may have prior to participating in a marksmanship activity. The range briefing is required to ensure the safe execution of a marksmanship activity.

CONDUCT A RANGE BRIEFING

1. Explain pertinent sections of the local range standing orders.
2. Review general rules observed on all ranges, to include:
   a. proving that rifles are safe prior to being picked up, handed to or received from another person;
   b. never pointing rifles at people;
   c. inserting safety rods into the barrels of rifles when not in use on the range;
   d. never horseplaying on a range;
   e. always pointing rifles down range; and
   f. following the Range Safety Officer's (RSO) directions and orders at all times.

Review range commands with an explanation and demonstration for each command.

All loading / firing is to be simulated.

3. Review commands used on an air rifle range (as illustrated in Figure 1).

COMMAND	ACTION TO BE TAKEN
Cover off your firing point	Stand up, move behind the firing point and await further commands.
Place your equipment down and stand back	Lay the equipment down on the mat and stand back when finished.
Adopt the prone position	Adopt the prone position, pick up the rifle, ready the equipment and put on hearing and eye protection.
Type of firing (GRIT)	GRIT is the acronym for: 1. Group (relay), 2. Range (distance), 3. Indication (number of rounds), and 4. Type (grouping, scored).
Relay, load	1. Pick up and hold the rifle with the dominant hand. 2. Ensure the safety catch is in the “ON” position. 3. Pump the rifle, observing a three-second pause. 4. Load a pellet (flat end forward). 5. Close the bolt.
Relay, fire	1. Place the safety catch in the “OFF” position. 2. Aim the rifle at the target. 3. Squeeze the trigger. 4. Open the bolt. 5. Repeat the following sequence for each shot: (a) Pump the rifle, observing a three-second pause. (b) Load a pellet (flat end forward). (c) Close the bolt. (d) Aim the rifle at the target. (e) Squeeze the trigger. (f) Open the bolt. 6. Place the safety in the “ON” position. 7. Partially open the pump lever. 8. Lay down the rifle.

Figure 1 Air Rifle Range Commands

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

4. Describe the layout of the air rifle range.

5. Review hand-washing procedures on completion of firing. This is important because each time a person handles pellets, a small trace of lead is left on their hands. To decrease the risk of lead poisoning, it is important that all persons wash their hands thoroughly after handling pellets.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets participate in a recreational marksmanship activity.

RESOURCES

- Cadet air rifle (one per firing lane),
- Cadet air rifle sling (one per cadet),
- Air rifle pellets (as per activity chosen),
- Target frames (one per firing lane),
- Targets (as per activity chosen),
- Shooting mats (one per firing lane),
- Safety glasses / goggles (10 pairs),
- Stopwatch, and
- Pen / pencil.

Additional resources required for specific marksmanship activities may be found in the Attachments.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Brief cadets on the safety rules or any other guidelines pertaining to the activity.
2. Divide the cadets into relays according to the number of firing lanes.
3. Conduct a recreational marksmanship activity, choosing from the following categories:
   a. classification (located at Attachment A),
   b. fun activities (located at Attachments B–E),
   c. timed activities (located at Attachments F–H), or
   d. competitive team / individual activities (located at Attachments I–J).

If EO C306.03 (Fire the Cadet Air Rifle From the Standing Position) has been taught prior to this marksmanship activity, this EO may be conducted in the standing position.

SAFETY

Range activities will be conducted IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

The cadets' participation in the recreational marksmanship activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Marksmanship is a fun and exciting activity that requires personal discipline and teamwork skills. This activity has also developed into highly competitive levels at the provincial, regional, and national levels.

INSTRUCTOR NOTES / REMARKS

Hand-washing stations must be available for cleanup after the activity is completed.

Cadets may fire in the standing position if they have received the training associated with EO C306.03 (Fire the Cadet Air Rifle From the Standing Position).

Corps choosing to instruct EO C406.01 (Assist the Range Safety Officer) should allow cadets to fill these roles during air rifle marksmanship activities.

This activity provides opportunities for cadets to complete a leadership assignment as outlined in PO 403 (Act as a Team Leader).

REFERENCES

A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.

A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles and ammunition*. Ottawa ON: Department of National Defence.

CLASSIFICATION ACTIVITY

CLASSIFICATION ACTIVITY

Objective: To provide cadets the opportunity to obtain marksmanship classifications.

Scoring: The standard for the classification levels are:

1. Marksman: Two five-round groupings within a circle of 3 cm in diameter.
2. First Class Marksman: Two five-round groupings within a circle of 2.5 cm in diameter.
3. Expert Marksman: Two five-round groupings within a circle of 2 cm in diameter.
4. Distinguished Marksman: Two five-round groupings within a circle of 1.5 cm in diameter.

Equipment Required:

Mandatory:

- CCT200GRTD Canadian Cadet Movement Air Rifle Grouping Target (one per cadet), and
- Air Rifle Grouping Template from *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual* (p. B1-1).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute an Air Rifle Grouping Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets five pellets to fire into the centre of the target.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets 15 minutes to complete firing.
6. Have the cadets retrieve their targets.
7. Score the targets using the Air Rifle Grouping Template.
8. Record the scores and allow the cadets to keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,

- Use of sights not provided with the cadet air rifle, and
- Coaching.

FUN ACTIVITIES

PYRAMID

Objective: To fire pellets into each point on the pyramid.

Scoring: One point is awarded for each point on the pyramid that is hit by a pellet.

Equipment Required:

Mandatory: Pyramid Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute one Pyramid Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets three pellets to fire, one pellet into each corner of the pyramid.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets three minutes to complete firing.
6. Score the targets awarding one point for each corner hit on the pyramid.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

PYRAMID TARGET

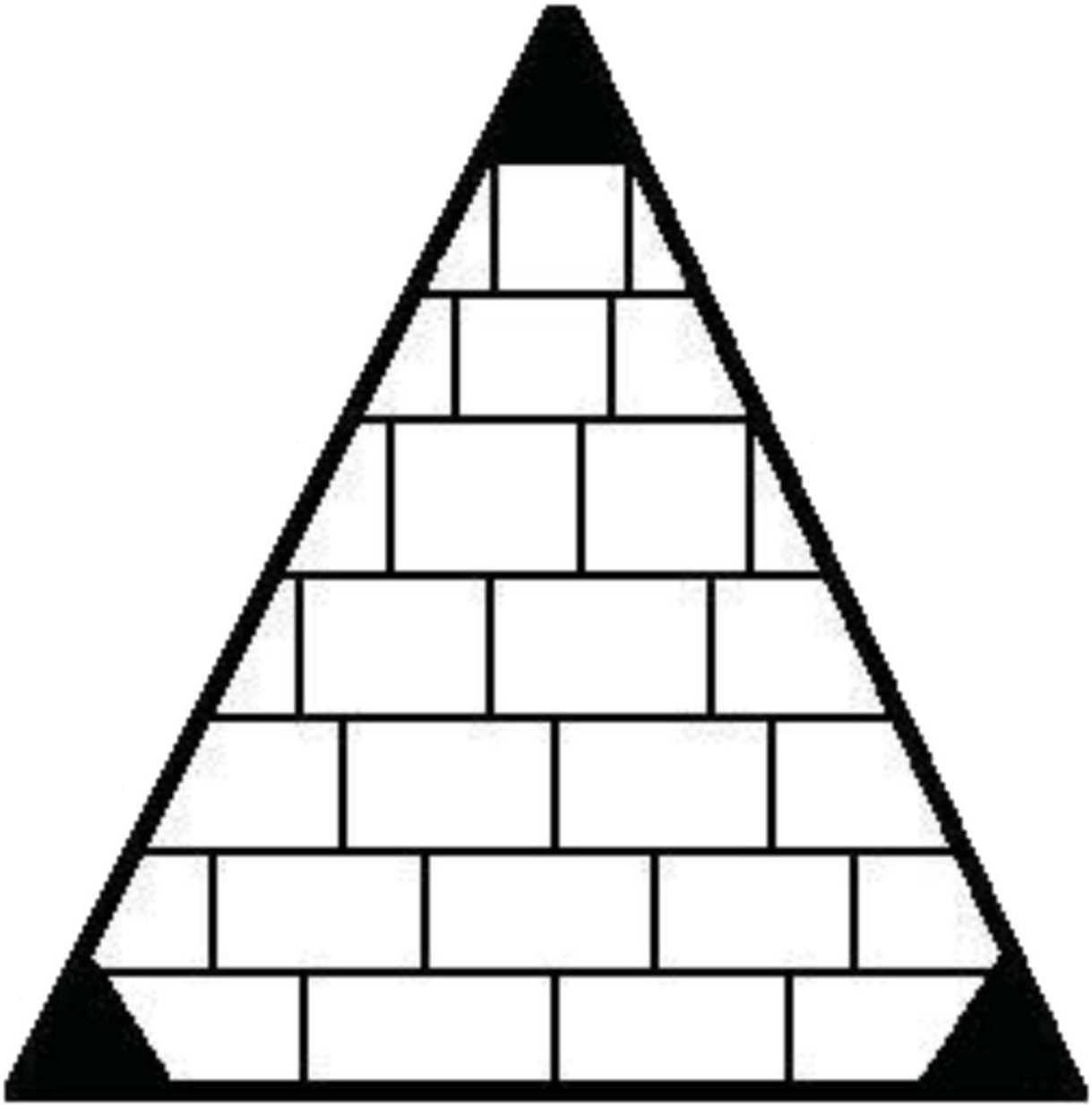

Figure B-1 Pyramid Target

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Name: _____ Date: _____

FUN ACTIVITIES

SHOOTING STAR

Objective: To fire a pellet into each point on the star.

Scoring: One point is awarded for each point on the star that is hit by a pellet.

Equipment Required:

Mandatory: Star Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute one Star Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets five pellets to fire, one pellet into each point on the star.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets five minutes to complete firing.
6. Score the targets awarding one point for a pellet hit within each point on the star.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

STAR TARGET

Figure C-1 Star Target

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Name: _____ Date: _____

FUN ACTIVITIES

BEACH BALL

Objective: To fire 10 pellets into the black circle on the beach ball.

Scoring: One point is awarded for each successful hit in the black circle.

Equipment Required:

Mandatory: Beach Ball Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions

1. Distribute one Beach Ball Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets 10 pellets to fire into the black circle of the beach ball.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets 10 minutes to complete firing.
6. Score the targets awarding one point for each pellet hit within the black circle.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

BEACH BALL TARGET

Figure D-1 Beach Ball Target

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

Name: _____ Date: _____

FUN ACTIVITIES

BALLOONS

Objective: To fire pellets into balloons on the target.

Scoring: One point is awarded for each balloon hit by a pellet.

Equipment Required:

Mandatory: Balloon Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute one Balloon Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets five pellets to fire, one pellet into each balloon.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets five minutes to complete firing.
6. Score the targets awarding one point for each balloon hit.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

Note: Actual balloons may be used in place of the paper targets.

BALLOON TARGET

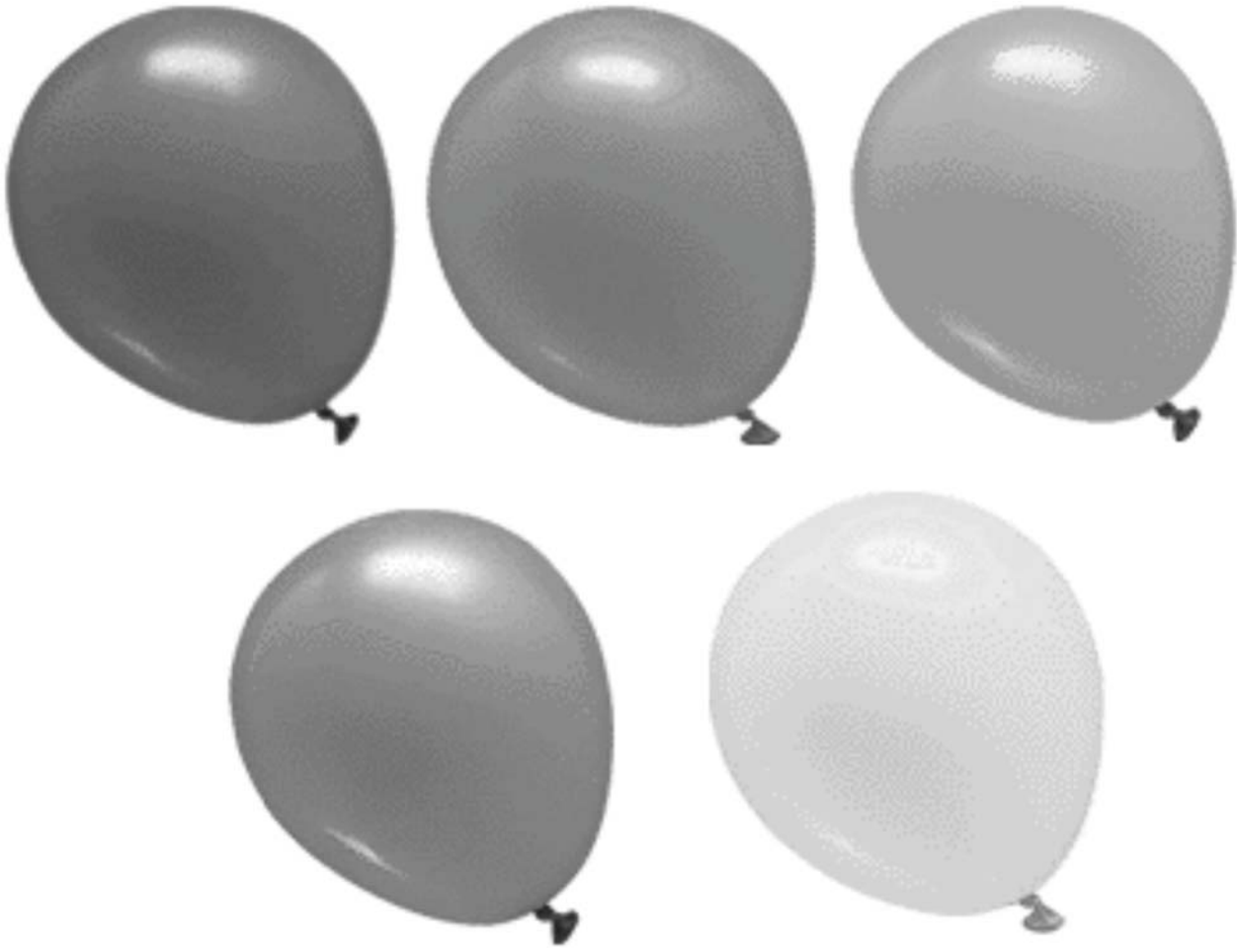

Figure E-1 Balloon Target

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Name: _____ Date: _____

TIMED ACTIVITIES

CHASE THE DOTS

Objective: To fire pellets into the dots on the target in a clockwise direction, within a time limit.

Scoring: One point is awarded for each black dot that is hit by a pellet within the time allotted.

Equipment Required:

Mandatory: Chase the Dots Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute one Chase the Dots Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets eight pellets to fire, one pellet into each black dot, in a clockwise direction.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets eight minutes to complete firing.
6. Score the targets awarding one point for each black dot hit.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

CHASE THE DOTS TARGET

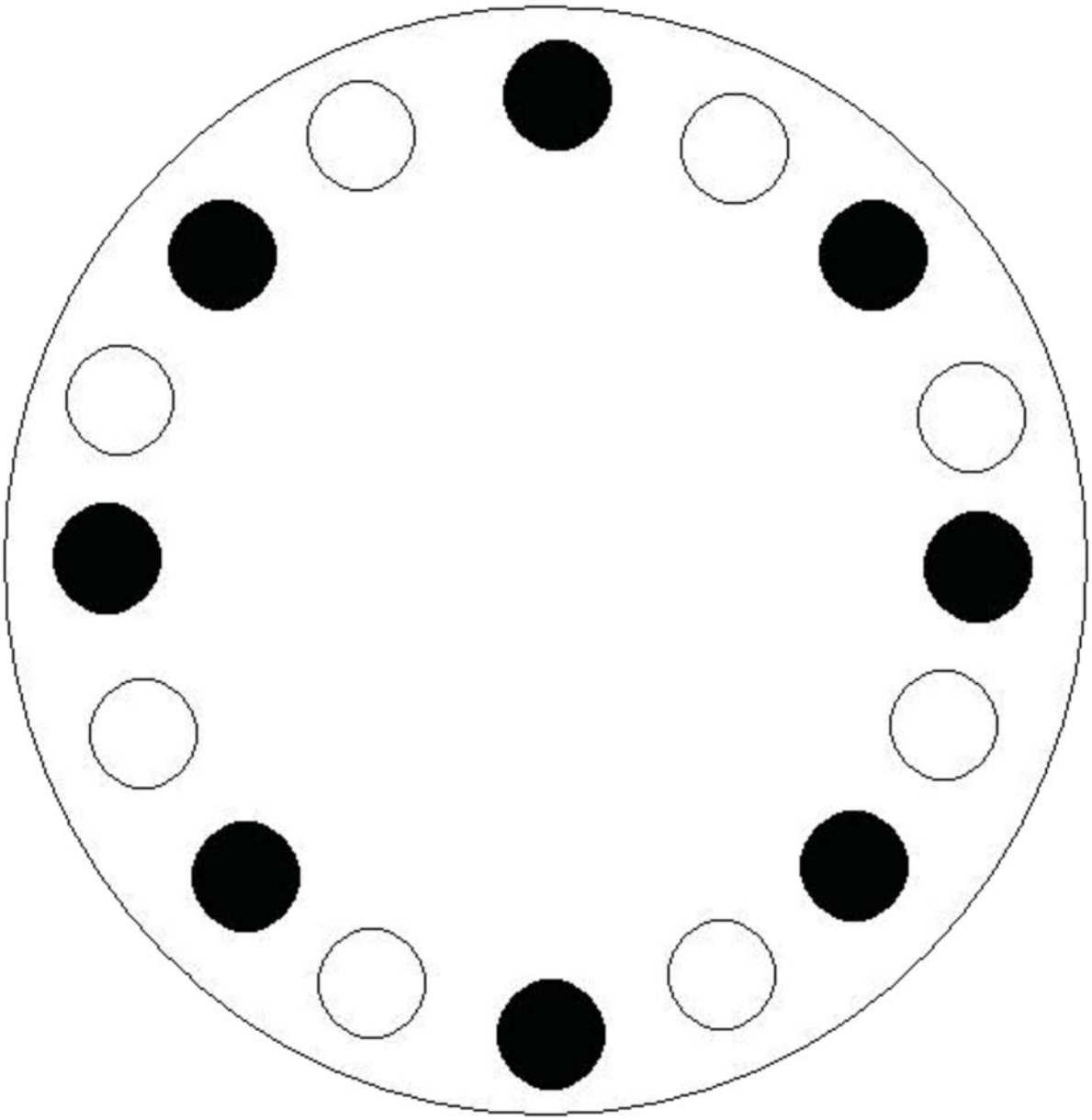

Figure F-1 Chase the Dots Target

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Name: _____ Date: _____

TIMED ACTIVITIES

SPEED GRID

Objective: To fire pellets into the circles on the target, within a time limit.

Scoring: One point is awarded for each circle that is hit by a pellet within the time allotted.

Equipment Required:

Mandatory:

- Cadet air rifle five-pellet clip (three per firing lane), and
- Speed Grid Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute one Speed Grid Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets 15 pellets, pre-loaded into three five-pellet clips.
4. Have the cadets fire one pellet into each circle on the target.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Score the targets awarding one point for each circle hit.
8. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

SPEED GRID TARGET

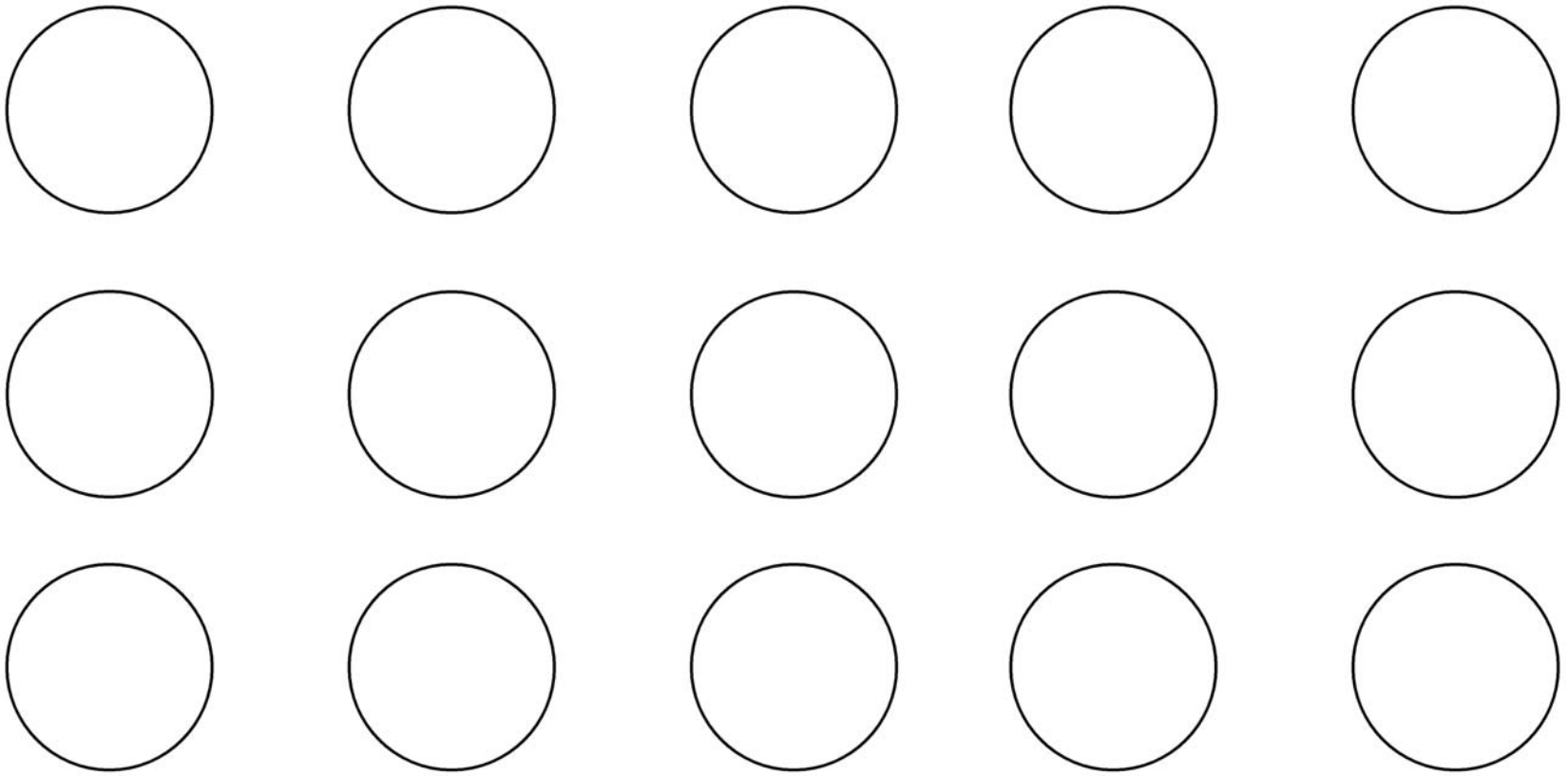

Figure G-1 Speed Grid Target

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Name: _____ Date: _____

TIMED ACTIVITIES

BEAT THE CLOCK

Objective: To fire pellets into the designated hours (numbers) within a time limit.

Scoring: One point is awarded for each correct hour (number) hit by a pellet within the time allotted.

Equipment Required:

Mandatory: Beat the Clock Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute one Beat the Clock Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Have the cadets fire, in relays, following the commands given by the RSO.
4. Have the RSO using the clock, call out one number every 20 second for a total of six numbers.
5. Give the cadets six pellets to fire, one pellet at each hour (number) as it is called.
6. Score the targets awarding one point for each correct number hit on the target.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

BEAT THE CLOCK TARGET

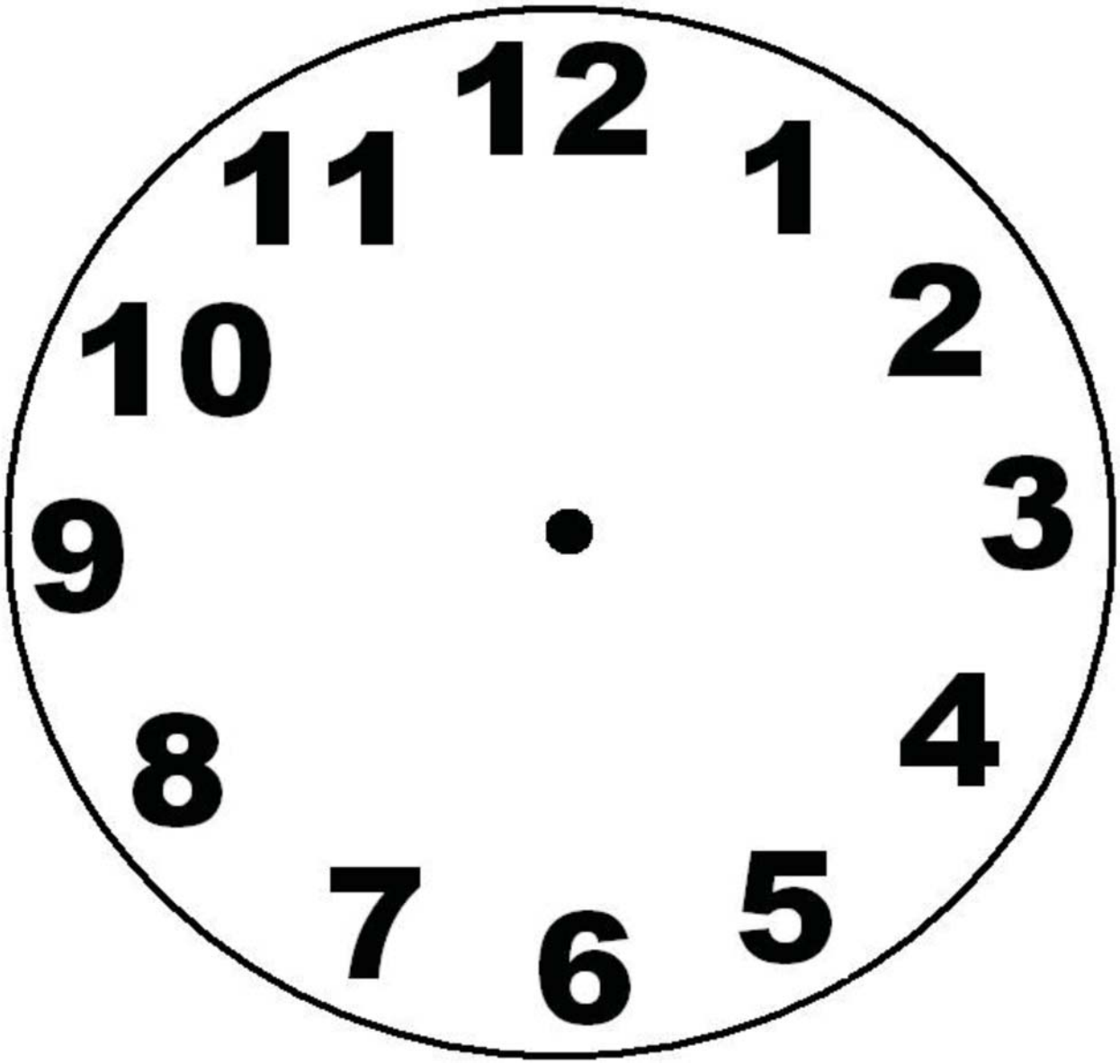

Figure H-1 Clock Target

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Name: _____ Date: _____

COMPETITIVE ACTIVITIES

CORPS MARKSMANSHIP COMPETITION

Objective: To provide cadets the opportunity to compete within the corps.

Scoring: Targets will be scored IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, to include:

- Each target has a highest possible score of 100 points (10 diagrams worth 10 points each).
- All shot holes are scored using the highest value of the scoring ring that it is broken.
- Shots outside the scoring rings are given a value of zero.
- If more than the one pellet is fired on a target, the shots with the highest value will be discarded until one shot remains on the target. Also, a two-point penalty will be applied to each excess shot.
- If more than one shot is fired at a scoring diagram, only the prescribed number of shots may be fired at the remaining diagrams (eg, if two shots were fired at the first diagram, one diagram on the target would remain blank [free of shots]). If this occurs more than twice, a two-point penalty will be applied to each excess shot.
- This activity may be conducted as individuals or teams of four.

Equipment Required:

Mandatory: CCT2001AR853 CCM Competition Targets (two per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute two CCT2001AR853 CCM Competition Targets to each cadet.
2. Have the cadets write their name and date on each target and attach them to the target frame.
3. Give the cadets 20 scoring pellets to fire, one pellet at each scoring diagram (additional zeroing pellets are permitted).
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets 30 minutes to complete firing.
6. Have the RSO collect the targets, score as described above and record the results.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Crossfiring,
- Alterations made to the rifles,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

COMPETITIVE ACTIVITIES

LUNAR LAUNCH

Objective: To provide cadets the opportunity to compete within the corps.

Scoring: The average distance from the earth to the moon is 384 400 km. All targets from marksmanship activities conducted during marksmanship training will be added together to calculate a distance from Earth and achieve a position on the space shuttle crew. The four scoring levels / positions must meet the following standards:

1. Mission Commander: A score of 100 plus: 384 400 km from earth, lunar landing!
2. Mission Specialist: A score of 75 to 99: 288 300 km from earth.
3. Chief Engineer: A score of 50 to 74: 192 200 km from earth.
4. Science Officer: A score of 25 to 49: 96 100 km from earth, lunar launch!

Equipment Required:

Mandatory: Scores for all targets used in marksmanship activities during the training year.

Activity Instructions:

1. Add the scores from the targets used by each cadet during the training year.
2. Use the scoring method described above to assign the cadets levels / positions on the space shuttle crew.

Notes:

1. A record must be kept of each cadet's scores from all marksmanship activities.
2. This activity may be conducted over multiple training years.
3. The certificate found at Attachment J may be awarded to cadets who achieve levels / positions in this activity.

This is to certify that

_____

has achieved the position of

_____

in the

Lunar Launch Marksmanship Activity

_____ Date

_____ Range Safety Officer

COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 2

EO C406.01 – ASSIST THE RANGE SAFETY OFFICER (RSO)

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

PRE-LESSON ASSIGNMENT

Photocopy, distribute and have each cadet read the Ways to Assist the RSO handout located at Attachment A a minimum of one week prior to delivering the lesson.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to assist the RSO on an air rifle range.

IMPORTANCE

It is important for cadets to have knowledge of how to assist the Range Safety Officer (RSO) on the range. In order to assist the RSO, cadets must know how to set up and dismantle an air rifle range, control pellets, perform the duties of a range sentry, and score targets.

Teaching Point 1 **Discuss ways to assist the RSO.**

Time: 25 min Method: Group Discussion

BACKGROUND KNOWLEDGE

The point 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.

SETTING UP AN AIR RIFLE RANGE

Once the required air rifle range equipment has been collected and the cadet air rifles have been inspected, the equipment can be set up. The specific details of an air rifle range layout may vary depending on the type of air rifle range; however, the dimensions and location of the equipment will remain the same. The air rifle range will be set up by:

1. **Post warning signals.** A sentry should be posted at access points if they cannot be permanently blocked (eg, a door to a gymnasium that does not have a lock).

2. **Set up equipment at the backstop.** At one end of the room, the target frames will be set up in front of a wall. Care should be taken to avoid using a wall with windows or other items (eg, light switch, fire alarm, smoke detector) that would be damaged by a stray pellet. If this is unavoidable, a plywood covering should be placed over those items. The front of the target frame must be perpendicular to the floor and aligned with the front of other target frames along a target line. Additional lighting may be required for the target during some competition activities to satisfy competition rules. Lighting will not interfere with the cadets' view of the target frame.

3. **Indicate firing lanes.** Target frames will be centred in a lane at least 1.25 m wide and extend away from the target line toward the firing point a distance of 10 m. 10 m from the target line, another line will be marked on the floor. This is the firing line and no person will move forward of it without permission from the RSO.

4. **Place equipment at the firing point.** Behind the firing line is the firing box, an area at least 1.25 m wide by 2.5 m deep. A firing box will be allocated for each firer. A shooting mat will be placed within the firing box aligned with the firing line (during standing position firing no mat is required). Safety glasses / goggles will be placed on every shooting mat. An area behind the firing box will be allocated for range staff.

5. **Place equipment behind the firing point.** The area behind the firing point contains the table(s) required to set up a pellet distribution point, scoring area or other workspace as required for the specific air rifle marksmanship activity being conducted. The first aid point with stretcher is located in this area and must be clearly identified. The handwashing facility may be located on the range behind the firing point or in a washroom within the building.

6. **Place the cadet air rifle at the firing point.** A cadet air rifle with cadet air rifle safety rod will be the last item placed on the air rifle range. When removing the cadet air rifle from the case, control the muzzle by carrying the cadet air rifle in a vertical position with a cadet air rifle safety rod inserted into the barrel. Once the cadet air rifle is placed on the firing point, the cadet air rifle safety rod may be removed

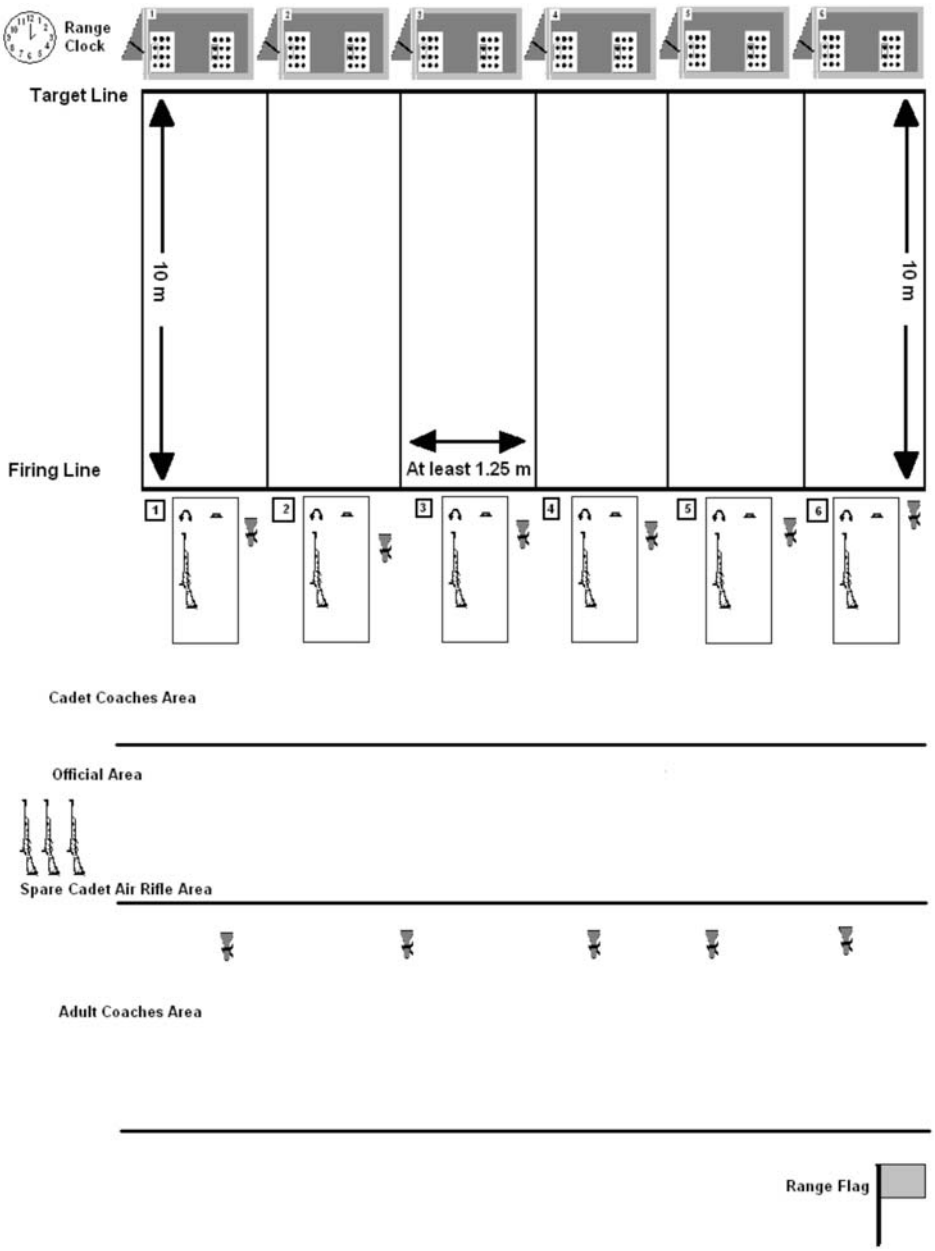

Figure 1 Cadet Air Rifle Range

Note. Created by D Cdts 3, 2007, Ottawa, ON: Department of National Defence.

DISMANTLING AN AIR RIFLE RANGE

Once the air rifle marksmanship activity has been completed, the air rifle range can be dismantled. The air rifle range will be dismantled by:

1. **Store the cadet air rifle.** After an air rifle marksmanship activity, the cadet air rifle is the first piece of range equipment secured. A cadet air rifle safety rod is inserted into the barrel before the cadet air rifle is moved from the firing point. Cadet air rifles are securely stored at the unit according to current policy guidelines.

For detailed storage requirements for the cadet air rifle refer to NDSI 65, *Storage and Transportation of Rifles for Canadian Rangers, Cadets and Junior Canadian Rangers*.

2. **Store the equipment behind the firing point.** Equipment used behind the firing point is stored next. Equipment must be cleaned (if required) and stored to prevent damage. If the first aid kit has been used, it may require refilling.

3. **Store the equipment at the firing point.** Equipment used at the firing point is stored next. Equipment must be cleaned (if required) and stored to prevent damage. Care should be taken to minimize scratching of safety glasses / goggles. Shooting mats are folded or rolled properly to minimize rips or tears. Spotting scopes are stored in their cases (if applicable).

4. **Clean the backstop area.** Once the firing point equipment has been secured, the target frames are thoroughly emptied of spent pellets. The target holder is cleaned of any material (eg, targets, thumbtacks, staples) and the target frame is folded and stored.

5. **Clean the firing lanes.** Since lead dust in the air is a minor hazard to safety, a method of sweeping / mopping that reduces the amount of dust produced should be used. One set of cleaning gear is used after air rifle marksmanship activities to limit cross-contamination of other areas of the building.

6. **Remove the warning signals.** Once all other air rifle marksmanship equipment has been secured, the range warning signals are removed. This will indicate that the room in which the temporary indoor range was set up is now cleaned and ready for general use.

PELLET CONTROLLER

During an air rifle marksmanship activity, cadets may be appointed to assist the RSO by acting as a pellet controller. The duties of a pellet controller include:

- **Maintain possession of pellets at all times.** Pellets are placed in the possession of the pellet controller. They ensure the pellets are secured at all times by means of direct supervision.

- **Distribute pellets.** Depending on the specific type of air rifle marksmanship activity being conducted, the pellet controller counts pellets into containers that will be placed on the firing point upon the RSO's command.

- **Dispose of pellets.** Once the air rifle marksmanship activity is concluded, the pellet controller ensures that the area around the target frame is swept. The spent pellets are collected into a container for disposal by the RSO.

Since pellets are made of lead, a hazardous material, they must be disposed IAW local standing orders.

- **Record the number of pellets used during the activity.** As the activity proceeds, the pellet controller tracks the number of pellets being used during each relay. Once the activity is complete, the total number of pellets used can be calculated. Any additional pellets given by the RSO / range assistants to cadets during the activity (eg, misfires, deformed pellets) are added to the total. This information is used by the RSO to track the quantity of pellets available at the unit.

The need to record the number of pellets used at a corps / squadron / CSTC may or may not be regionally directed. In the case where no requirement exists, it is still an effective tool for the RSO and a practical leadership opportunity for the cadets acting as pellet controllers.

- **Record the number of pellets used for each rifle.** The Cadet Air Rifle Usage Log shows the RSO when one thousand pellets have been fired by each cadet air rifle. When one thousand pellets have been fired the cadet air rifle requires cleaning. The pellet controller records the total number of pellets used in each cadet air rifle during the air rifle activity.

The Cadet Air Rifle Usage Log was developed as a practical leadership opportunity for cadets to be given added responsibility while they act as a pellet controller.

RANGE SENTRY

A range sentry is responsible, during the course of firing, to restrict entry on to the range and for changing warning signals when instructed to do so by the RSO. They must be able to constantly communicate with the RSO to report any safety concerns.

Restrict Access to the Range During Firing

On most indoor temporary ranges, access points exist and must be secured during the course of firing. By posting a range sentry outside an access point, the RSO can be assured no one can access the range and be struck by pellets. On outdoor ranges, roads leading to the range may need to be blocked and a range sentry posted to control vehicle access. In a situation where the range sentry is unable to directly attract the attention of the RSO, a means of communication such as a hand-held radio may be required.

Control Range Warning Signals

Range sentries are responsible for controlling the range warning signals. At the commencement of an air rifle marksmanship activity, a green flag / light / signal shall be posted to alert people that the range is in use but no live firing is currently in progress. The location of warning signals vary based on the local specifications of the air rifle range being used. Typically, warning signals are posted at the backstop, firing point and on access roads leading to the range.

For indoor ranges, warning signals are posted at entranceways to the room in which the range is set up. On the command of the RSO, the range sentry changes the green warning signal to red. The red signal alerts people that the range is in use and live firing is in progress. The red warning signal is posted from before the course of fire begins until the RSO has cleared the last cadet air rifle of the relay. At this time, on the command of the RSO, the range sentry changes the warning signal back to green. At the conclusion of the air rifle marksmanship activity, all warning signals are removed to indicate that the range is no longer in use.

Notify the RSO of Safety Concerns Inside / Outside the Range Area

During the conduct of an air rifle marksmanship activity, the range sentry is responsible for bringing safety concerns both on and off the range area to the attention of the RSO. These concerns may include wildlife entering the range or visitors requesting access to the range.

FIRING POINT ASSISTANT

A firing point assistant is appointed by the RSO; usually to a specific number of firing points (eg, firing points 1–4). Their main responsibility is to ensure that the firers are carrying out the RSO's commands safety and correctly.

Supervise Firers Responding to Range Commands

As the RSO gives commands, the firing point assistant observes the firers to ensure they respond correctly. Each cadet should know exactly what to do when given a command on the range. When a cadet does not perform the given command, the firing point assistant will move to the cadets firing point to ensure they are capable of firing on the range and assist where necessary. If safety is a concern, notify the RSO as soon as possible.

Assist Firers as Necessary

Some cadets may require assistance throughout the firing practice (eg, pumping the cadet air rifle, tightening their sling). The firing point assistant will look for opportunities where assistance is required, and help out the cadets as necessary.

Correct Errors

When errors are made, the firing point assistant will correct them immediately. To correct an error, explain what was done wrong, demonstrate how to perform it correctly (if able to do so) and observe the cadet perform.

Notify the RSO of Safety Concerns

Any safety concerns observed on the range shall be brought to the attention of the RSO immediately.

TARGET SCORER

The target scorer is responsible for scoring targets once they have been fired. Once a target has been scored, the score is recorded directly on the target. In some cases, an RSO may require the scores to be recorded on a spreadsheet or separate piece of paper.

The process for scoring targets is detailed in EO C406.02 (Score Air Rifle Marksmanship Targets).

There are two official targets used for air rifle marksmanship activities: the CCM Air Rifle Grouping Target (CCT2000GRTD) and the CCM Competition Target (CCT2001AR853). There are various targets used in fun and timed air rifle marksmanship activities. These other targets are reproduced locally and can be found attached to the activity's applicable instructional guide.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. What are some of the ways to assist an RSO?

Q2. What are the dimensions of a firing lane?

Q3. What will be the last piece of equipment placed on the air rifle range?

Q4. What method of cleaning should be used to clean the firing lanes on an indoor temporary air rifle range?

Q5. What are the five duties of a pellet controller?

Q6. How must pellets be disposed?

Q7. What is one benefit of tracking how many pellets were fired during an air rifle activity?

Q8. What are the responsibilities of a range sentry?

Q9. Why is it important to restrict access points to the air rifle range?

Q10. What does a red warning signal indicate?

Q11. What are the duties of a firing point assistant?

Q12. What are some occasions on the range in which the firing point assistant can assist the firers?

Q13. When a cadet is making an error, how should it be corrected?

Q14. Once a target is scored, where is the value recorded?

Q15. What are the two official targets used for air rifle marksmanship activities?

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.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

There will be many opportunities to assist the RSO when completing marksmanship activities. Knowing how to set up and dismantle an air rifle range, enforce safety, control pellets, assist on the firing point and score targets are critical duties that have to be completed whenever completing air rifle marksmanship activities. The ways to assist an RSO produce a variety of leadership opportunities.

INSTRUCTOR NOTES / REMARKS

Cadets will assist the RSO during marksmanship activities, specifically EO M406.01 (Participate in a Recreational Marksmanship Activity) and EO C106.01 (Participate in a Recreational Marksmanship Activity).

REFERENCES

A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Cadet marksmanship program: Reference manual*. Ottawa, ON: Department of National Defence.

A0-041 CATO 14-41 Director Cadets 4. (2009). *Authorized rifle training*. Ottawa, ON: Department of National Defence.

WAYS TO ASSIST THE RSO

SET UP AN AIR RIFLE RANGE

Once the required air rifle range equipment has been collected and the cadet air rifles have been inspected, the equipment can be set up. The specific details of an air rifle range layout may vary depending on the type of air rifle range; however, the dimensions and location of the equipment will remain the same. The air rifle range will be set up by:

1. **Post warning signals.** A sentry should be posted at access points if they cannot be permanently blocked (eg, a door to a gymnasium that does not have a lock).

2. **Set up equipment at the backstop.** At one end of the room, the target frames will be set up in front of a wall. Care should be taken to avoid using a wall with windows or other items (eg, light switch, fire alarm, smoke detector) that would be damaged by a stray pellet. If this is unavoidable, a plywood covering should be placed over those items. The front of the target frame must be perpendicular to the floor and aligned with the front of other target frames along a target line. Additional lighting may be required for the target during some competition activities to satisfy competition rules. Lighting will not interfere with the cadets' view of the target frame.

3. **Indicate firing lanes.** Target frames will be centred in a lane at least 1.25 m wide and extend away from the target line toward the firing point a distance of 10 m. 10 m from the target line, another line will be marked on the floor. This is the firing line and no person will move forward of it without permission from the RSO.

4. **Place equipment at the firing point.** Behind the firing line is the firing box, an area at least 1.25 m wide by 2.5 m deep. A firing box will be allocated for each firer. A shooting mat will be placed within the firing box aligned with the firing line (during standing position firing no mat is required). Safety glasses / goggles will be placed on every shooting mat. An area behind the firing box will be allocated for range staff.

5. **Place equipment behind the firing point.** The area behind the firing point contains the table(s) required to set up a pellet distribution point, scoring area or other workspace as required for the specific air rifle marksmanship activity being conducted. The first aid point with stretcher is located in this area and must be clearly identified. The handwashing facility may be located on the range behind the firing point or in a washroom within the building.

6. **Place the cadet air rifle at the firing point.** A cadet air rifle with cadet air rifle safety rod will be the last item placed on the air rifle range. When removing the cadet air rifle from the case, control the muzzle by carrying the cadet air rifle in a vertical position with a cadet air rifle safety rod inserted into the barrel. Once the cadet air rifle is placed on the firing point, the cadet air rifle safety rod may be removed.

DISMANTLE AN AIR RIFLE RANGE

Once the air rifle marksmanship activity has been completed, the air rifle range can be dismantled. The air rifle range will be dismantled by:

1. **Store the cadet air rifle.** After an air rifle marksmanship activity, the cadet air rifle is the first piece of range equipment secured. A cadet air rifle safety rod is inserted into the barrel before the cadet air rifle is moved from the firing point. Cadet air rifles are securely stored at the unit according to current policy guidelines.

2. **Store the equipment behind the firing point.** Equipment used behind the firing point is stored next. Equipment must be cleaned (if required) and stored to prevent damage. If the first aid kit has been used, it may require refilling.

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4. **Clean the backstop area.** Once the firing point equipment has been secured, the target frames are thoroughly emptied of spent pellets. The target holder is cleaned of any material (eg, targets, thumbtacks, staples) and the target frame is folded and stored.

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During an air rifle marksmanship activity, cadets may be appointed to assist the RSO by acting as a pellet controller. The duties of a pellet controller include:

- **Maintain possession of pellets at all times.** Pellets are placed in the possession of the pellet controller. They ensure the pellets are secured at all times by means of direct supervision.

- **Distribute pellets.** Depending on the specific type of air rifle marksmanship activity being conducted, the pellet controller counts pellets into containers that will be placed on the firing point upon the RSO's command.

- **Dispose of pellets.** Once the air rifle marksmanship activity is concluded, the pellet controller ensures that the area around the target frame is swept. The spent pellets are collected into a container for disposal by the RSO.

- **Record the number of pellets used during the activity.** As the activity proceeds, the pellet controller tracks the number of pellets being used during each relay. Once the activity is complete, the total number of pellets used can be calculated. Any additional pellets given by the RSO / range assistants to cadets during the activity (eg, misfires, deformed pellets) are added to the total. This information is used by the RSO to track the quantity of pellets available at the unit.

- **Record the number of pellets used for each rifle.** The Cadet Air Rifle Usage Log shows the RSO when one thousand pellets have been fired by each cadet air rifle. When one thousand pellets have been fired the cadet air rifle requires cleaning. The pellet controller records the total number of pellets used in each cadet air rifle during the air rifle activity.

RANGE SENTRY

A range sentry is responsible, during the course of firing, to restrict entry on to the range and for changing warning signals when instructed to do so by the RSO. They must be able to constantly communicate with the RSO to report any safety concerns.

Restrict Access to the Range During Firing

On most indoor temporary ranges, access points exist and must be secured during the course of firing. By posting a range sentry outside an access point, the RSO can be assured no one can access the range and be struck by pellets. On outdoor ranges, roads leading to the range may need to be blocked and a range sentry

posted to control vehicle access. In a situation where the range sentry is unable to directly attract the attention of the RSO, a means of communication such as a hand-held radio may be required.

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Range sentries are responsible for controlling the range warning signals. At the commencement of an air rifle marksmanship activity, a green flag / light / signal shall be posted to alert people that the range is in use but no live firing is currently in progress. The location of warning signals vary based on the local specifications of the air rifle range being used. Typically, warning signals are posted at the backstop, firing point and on access roads leading to the range.

For indoor ranges, warning signals are posted at entranceways to the room in which the range is set up. On the command of the RSO, the range sentry changes the green warning signal to red. The red signal alerts people that the range is in use and live firing is in progress. The red warning signal is posted from before the course of fire begins until the RSO has cleared the last cadet air rifle of the relay. At this time, on the command of the RSO, the range sentry changes the warning signal back to green. At the conclusion of the air rifle marksmanship activity, all warning signals are removed to indicate that the range is no longer in use.

Notify the RSO of Safety Concerns Inside / Outside the Range Area

During the conduct of an air rifle marksmanship activity, the range sentry is responsible for bringing safety concerns both on and off the range area to the attention of the RSO. These concerns may include wildlife entering the range or visitors requesting access to the range.

FIRING POINT ASSISTANT

A firing point assistant is appointed by the RSO; usually to a specific number of firing points (eg, firing points 1–4). Their main responsibility is to ensure that the firers are carrying out the RSO's commands safety and correctly.

Supervise Firers Responding to Range Commands

As the RSO gives commands, the firing point assistant observes the firers to ensure they respond correctly. Each cadet should know exactly what to do when given a command on the range. When a cadet does not perform the given command, the firing point assistant will move to the cadets firing point to ensure they are capable of firing on the range and assist where necessary. If safety is a concern, notify the RSO as soon as possible.

Assist Firers as Necessary

Some cadets may require assistance throughout the firing practice (eg, pumping the cadet air rifle, tightening their sling). The firing point assistant will look for opportunities where assistance is required, and help out the cadets as necessary.

Correct Errors

When errors are made, the firing point assistant will correct them immediately. To correct an error, explain what was done wrong, demonstrate how to perform it correctly (if able to do so) and observe the cadet perform.

Notify the RSO of Safety Concerns

Any safety concerns observed on the range shall be brought to the attention of the RSO immediately.

TARGET SCORER

The target scorer is responsible for scoring targets once they have been fired. Once a target has been scored, the score is recorded directly on the target. In some cases, an RSO may require the scores to be recorded on a spreadsheet or separate piece of paper.

There are two official targets used for air rifle marksmanship activities: the CCM Air Rifle Grouping Target (CCT2000GRTD) and the CCM Competition Target (CCT2001AR853). There are various targets used in fun and timed air rifle marksmanship activities. These other targets are reproduced locally and can be found attached to the activity's applicable instructional guide.

COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 3

EO C406.02 – SCORE AIR RIFLE MARKSMANSHIP TARGETS

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 the Sample Grouping Target handout located at Attachment A for each cadet.

Photocopy the Sample Competition Target handout located at Attachment C for each cadet.

Prepare slides of the Air Rifle Grouping Template and Scoring Template found at Attachments B and D for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to the targets used during air rifle marksmanship activities and to generate interest.

A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate scoring grouping and competition targets while providing an opportunity for the cadets to practice under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to score the CCM Air Rifle Grouping Target and the CCM Competition Target.

IMPORTANCE

It is important for cadets to score air rifle marksmanship targets as it provides a skill that will be used when they assist a Range Safety Officer (RSO). Being able to determine the score on a target will allow the cadet to monitor their progress as they improve in applying the principles of marksmanship.

Teaching Point 1 **Describe air rifle marksmanship targets.**

Time: 5 min Method: Interactive Lecture

AIR RIFLE MARKMANSHIP TARGETS

There are two official targets used for air rifle marksmanship activities: the CCM Air Rifle Grouping Target (CCT2000GRTD) and the CCM Competition Target (CCT2001AR853). There are various targets used in fun and timed air rifle marksmanship activities. These other targets are reproduced locally and can be found attached to the activity's applicable instructional guide.

CCM Air Rifle Grouping Target

The CCM Air Rifle Grouping Target is used during classification air rifle marksmanship activities. The target consists of two diagrams. Each diagram is a shaded black circle that is 3 cm in diameter. The diagram itself is provided on the target to give the marksman an aiming mark and thus any grouping fired at each diagram does not necessarily need to be contained on the black portion of the target.

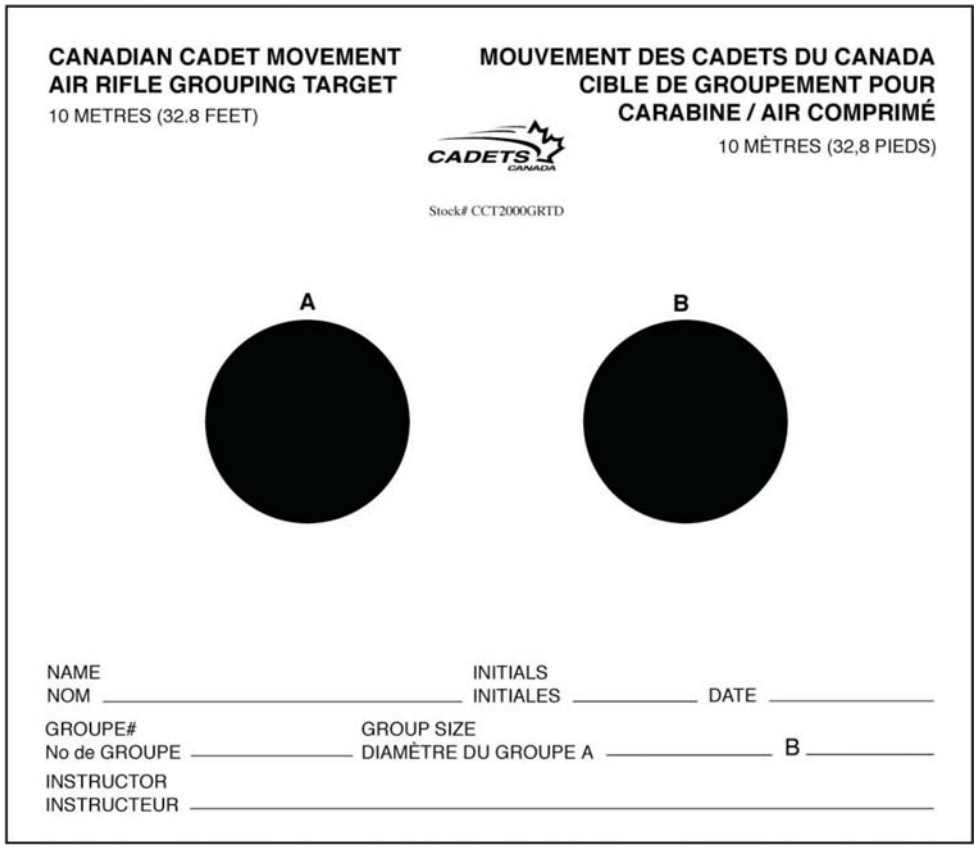

Figure 1 The CCM Air Rifle Grouping Target (CCT2000GRTD)

Note. Created by Director Cadets 4, 2000, Ottawa, ON: Department of National Defence.

CCM Competition Target

The CCM Competition Target, also called an application target, is the official target used in the CCM Marksmanship Championship Series. This target is used only with the cadet air rifle at a distance of 10 m (32.8 ft). The target contains 10 scoring diagrams and two sighting diagrams. Each scoring diagram consists of a 4.5-mm circle (the inner 3 cm of the scoring diagram is shaded black as an aiming mark) broken into

10 concentric scoring rings, scored from ten (the bull's eye) to one (the outer most ring). As there are 10 scoring diagrams, the highest possible score (HPS) is 100. The sighting diagrams, identical to the scoring diagrams and labelled A and B, are used by the firer to confirm zeroing the cadet air rifle during the competition relay.

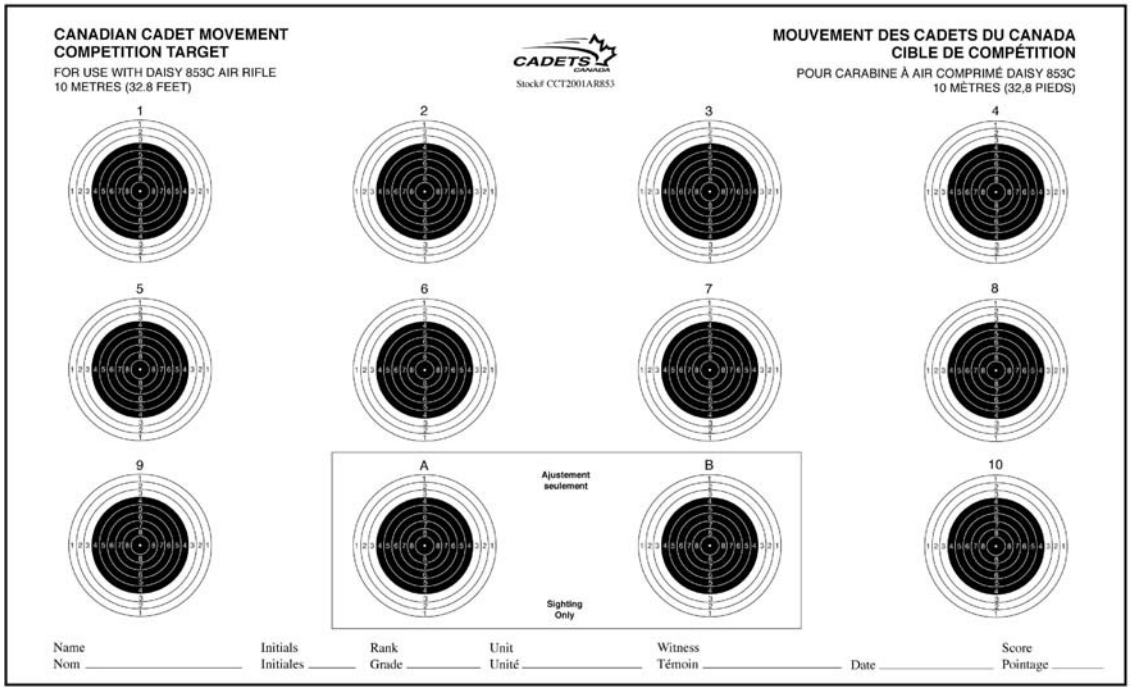

Figure 2 The CCM Competition Target (CCT2001AR853)

Note. Created by Director Cadets 4, 2001, Ottawa, ON: Department of National Defence.

Non-Standard Targets

Non-standard targets are used during fun and timed air rifle marksmanship activities. Non-standard targets are designed to give cadets a break from firing on the two official targets and allow for the development of activities that provide a different style marksmanship experience. Some examples of non-standard targets include the turkey shoot target, beat the clock targets, balloon targets and chase the dot targets. Other non-standard targets may be developed for use during fun and timed air rifle marksmanship activities by the activity leader as required.

Examples of non-standard targets used during fun and timed air rifle marksmanship activities can be found as attachments to EO M406.01 (Participate in a Recreational Marksmanship Activity). These targets are reproduced locally.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. How many scoring diagrams are there on the CCM Competition Target?

Q2. What is the HPS on the CCM Competition Target?

Q3. What are some types of targets used during fun and timed air rifle marksmanship activities?

ANTICIPATED ANSWERS:

A1. There are 10 scoring diagrams on the CCM Competition Target.

A2. The HPS on the CCM Competition Target is 100.

A3. Some targets used during timed air rifle marksmanship targets are beat the clock, speed grid and chase the dots.

Teaching Point 2 **Explain, demonstrate and have the cadets score the CCM Air Rifle Grouping Target.**

Time: 10 min Method: Demonstration and Performance

For this TP it is recommended that the instructor explain and demonstrate each step required to complete the skill then monitor the cadets as they imitate each step.

Note: Assistant instructors may be employed to monitor the cadets' performance.

Provide each cadet with the Sample Grouping Target handouts located at Attachment A and an Air Rifle Grouping Template located at Attachment B.

Air Rifle Grouping Template. The Air Rifle Grouping Template is a series of grouping circles engraved or printed on transparent material. It is used to confirm the diameter of a grouping fired during familiarization or classification firing. The Air Rifle Grouping Template consists of a series of grouping circle outlines, with diameters from 1–6 cm inclusive. It is very important to correctly and consistently measure grouping targets with the grouping template.

SCORING THE CCM AIR RIFLE GROUPING TARGET

Score the CCM Air Rifle Grouping Target using the following procedure:

1. **Determine there are five shots in the grouping.** Before scoring any grouping, the number of shots on the target is determined. If a cadet has not hit the target at least five times for each grouping the score will not count. It is difficult at times to determine when several pellet holes overlap. Observe the outline of the hole for the distinct outline of an arc of a clean pellet hole. This indicates the number of pellets that may have caused the larger hole. The skill level of cadets is also a good indication of how many shots are in a grouping. If a cadet is shooting a larger grouping size, the possibility for two pellets fired exactly through one hole is slim.

Each diagram on the Sample Grouping Target handout contains five shots.

2. **Align the Air Rifle Grouping Template over the five-shot grouping so that all shots are within a scoring ring.** Once the grouping has been confirmed as being made up of five shots, the Air Rifle

Grouping Template is placed over the target. The Air Rifle Grouping Template should be aligned so that all the shots fit easily within a grouping circle without touching.

A grouping size of 4 cm will be large enough to serve as a starting point for each diagram on the Sample Grouping Target handout.

3. **Determine if the grouping will fit within the next smallest ring without touching the scoring ring.** Choose the next smallest grouping circle and determine if the group fits within it. The entire group must fit within the grouping circle without touching the inside edge.

4. **Repeat as required until the grouping will not fit within the next smallest scoring ring without touching the scoring ring.**

The correct grouping size for each diagram from the Sample Grouping Target handout is:

- Target 1, Diagram A–3.5 cm,
- Target 1, Diagram B–2.7 cm,
- Target 2, Diagram A–1.8 cm, and
- Target 2, Diagram B–2.5 cm.

5. **Record the grouping size on the target.** The grouping size recorded on the target is the corresponding grouping circle diameter.

6. **Determine the classification category.** Once two groupings have been scored on one grouping target, a determination is made as to the classification category obtained. There are four categories of marksmanship classification.

   - **Marksman**: Each grouping must be within a circle of 3 cm in diameter.
   - **First Class Marksman**: Each grouping must be with a circle of 2.5 cm in diameter.
   - **Expert Marksman**: Each grouping must be within a circle of 2 cm in diameter.
   - **Distinguished Marksman**: Each grouping must be within a circle of 1.5 cm in diameter.

   Each marksmanship classification category has a corresponding badge that may be worn on the uniform. The marksmanship classification does not expire and any improvement in the classification category during subsequent classification air rifle activities is reflected with the awarding of the higher category.

From the Sample Grouping Target handout, Target 1 does not meet the requirements for a marksmanship classification category. Target 2 meets the requirements for a First Class Marksman classification category.

Refer to Annex A of CATO 14-43, *Marksmanship Program*, for detailed instructions about the marksmanship classification program.

CONFIRMATION OF TEACHING POINT 2

The cadets' scoring of the Sample Grouping Target handout will serve as the confirmation of this TP.

Teaching Point 3 **Explain, demonstrate and have the cadets score the CCM Competition Target.**

Time: 10 min Method: Demonstration and Performance

For this TP it is recommended that the instructor explain and demonstrate each step required to complete the skill then monitor the cadets as they imitate each step.

Note: Assistant instructors may be employed to monitor the cadets' performance.

Divide the cadets into groups based on the number of scoring magnifiers and scoring plugs available. Distribute a Sample Competition Target handout located at Attachment C to each cadet. Distribute a scoring magnifier, scoring plug and Scoring Template found at Attachment D to each group.

SCORING THE CCM COMPETITION TARGET

Score the CCM Competition Target using the following procedure:

1. **Determine the score on each diagram.** Determine the score for each diagram using one or more of the following methods:

   a. **Determine the value by inspecting with the naked eye.** In most cases the scoring ring that has been broken is easily identifiable. The scoring diagrams on the competition target that can be scored in this manner are scored first as they can be completed in less time.

   b. **Determine the value using the .177-scoring magnifier.** If the pellet hole has occurred close to the edge of a scoring ring, it is necessary to use the scoring magnifier to enlarge the view and make a determination of value. Look through the magnifying lens and align the scoring magnifier over the pellet hole. If the pellet hole has broken or touched the higher scoring ring, award that value. If even a small gap exists between the pellet hole and the scoring ring the lower value must be awarded.

2. **Calculate penalties.** When scoring a target there are two penalties the scorer can determine and calculate. If a penalty is imposed, the rule number and penalty amount is noted next to the applicable diagram. The following rules are excerpts from the Canadian Cadet Movement Marksmanship Championship Series (CCMMCS).

22.3.4.1 If a Competitor fires more than the prescribed number of shots on the scoring area in a twenty (20) shot string, the shot(s) with the highest value will be discarded until the correct number of shots remain. In addition, a two (2) point Penalty will be deducted for each excess shot.

22.3.4.2 If a Competitor fires more than the prescribed number of shots on a scoring diagram, the Competitor must fire a like number of fewer shots on a subsequent scoring diagram in the same twenty (20) shot string. The Competitor will not be penalized for the first two (2) such occurences in a Competition, but will be penalized two (2) points for each succeeding occurence.

Figure 3 Scoring Penalties

Note. From *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual* (p. 4-4-31), by Director Cadets 3, 2005, Ottawa, ON: Department of National Defence.

3. **Record the score on the target.** Once the diagrams are given values and penalties are calculated, the score is totalled and recorded on the target. It is important to ensure the addition of values is accurate since during a competition protests may be filed due to inaccurate calculations.

CONFIRMATION OF TEACHING POINT 3

The cadets' scoring of the Sample Competition Target handout will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. What are the three types of targets used during air rifle marksmanship activities?

Q2. What size must each grouping be to award a Distinguished Marksman classification category?

Q3. When scoring targets, how is it determined when to score the higher ring value and when to score the lower ring value?

ANTICIPATED ANSWERS:

A1. The three types of targets are the CCM Grouping Target, CCM Competition Target and non-standard targets.

A2. Each grouping must be within a circle of 1.5 cm in diameter.

A3. If the pellet hole has broken or touched the higher scoring ring, award that value. If even a small gap exists between the pellet hole and the scoring ring the lower value must be awarded.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

You must be able to score air rifle marksmanship targets to perform your duties when assisting the RSO. Being able to score air rifle marksmanship targets will also allow you to assess your own performance and the performance of others. These skills will allow you to better perform the duties of an Air Rifle Marksmanship Instructor.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.

A0-148 CATO 14-43 Director Cadets 4. (2009). *Marksmanship program*. Ottawa, ON: Department of National Defence.

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SAMPLE GROUPING TARGET

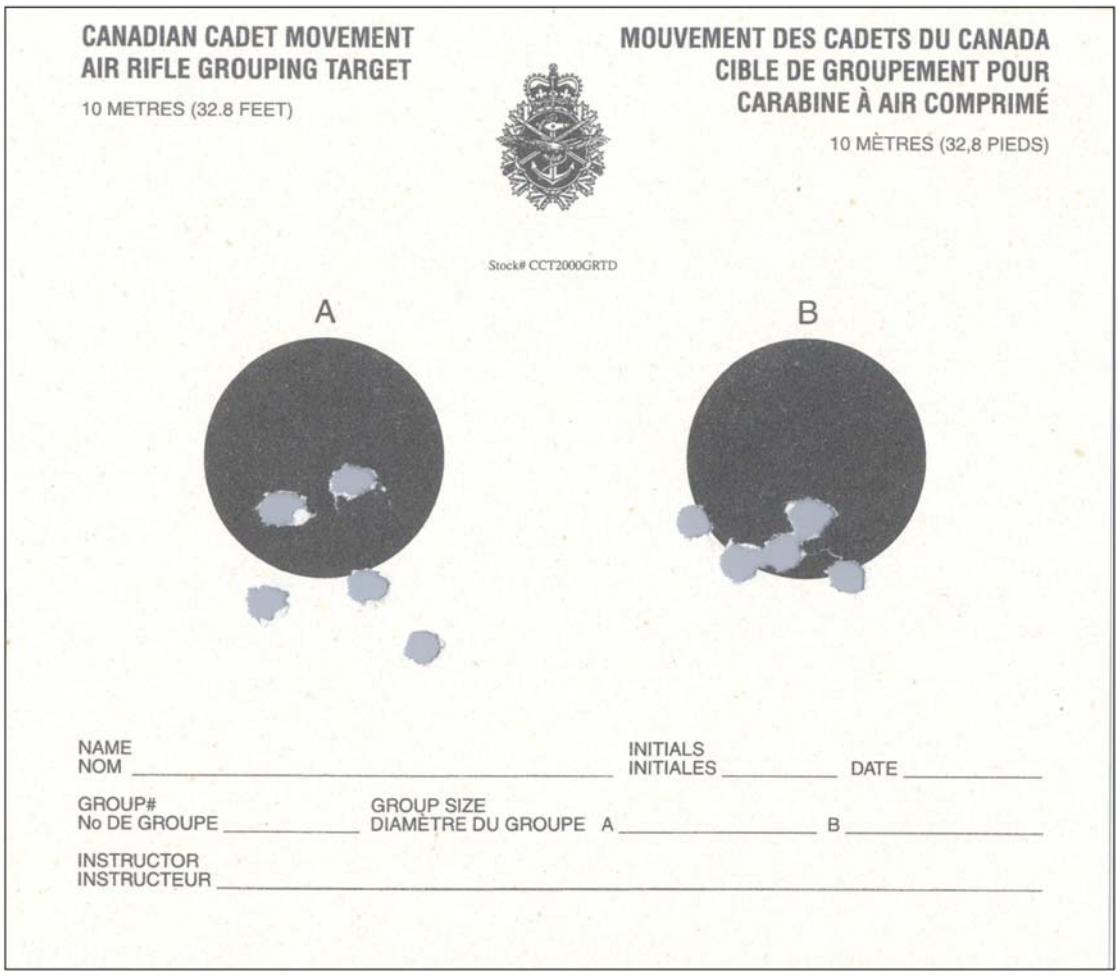

Figure A-1 Target 1

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

SAMPLE GROUPING TARGET

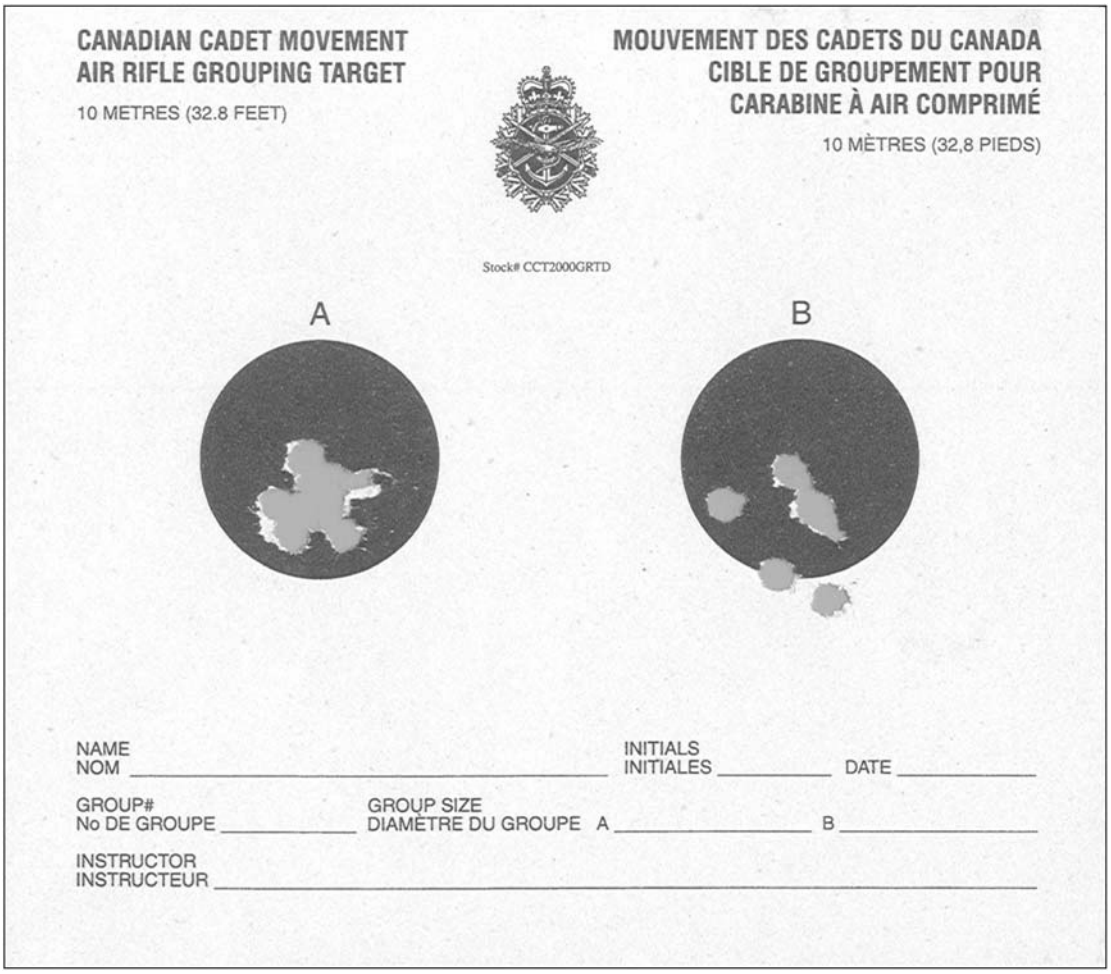

Figure A-2 Target 2

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

AIR RIFLE GROUPING TEMPLATE

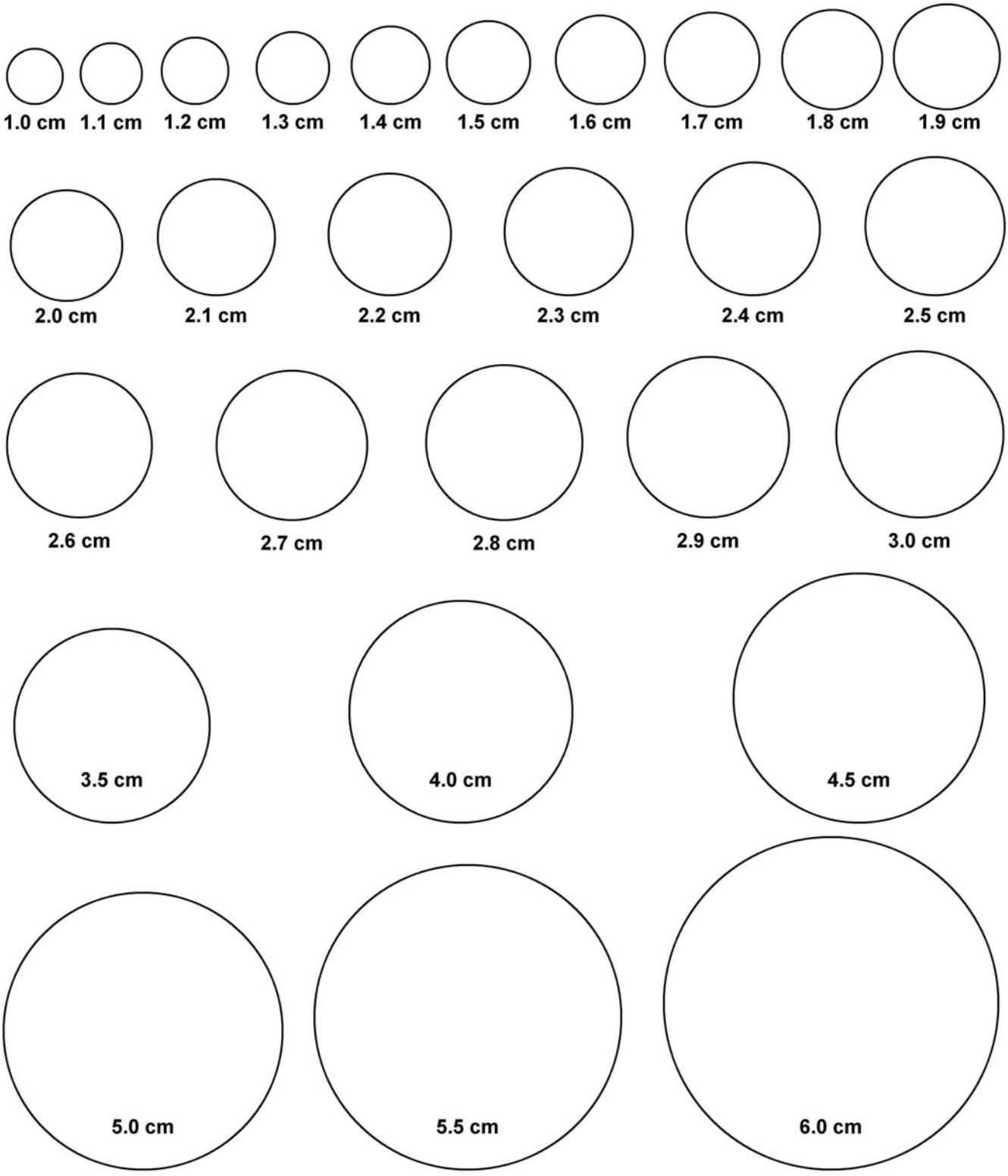

Figure B-1 Air Rife Grouping Template

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

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SAMPLE COMPETITION TARGET

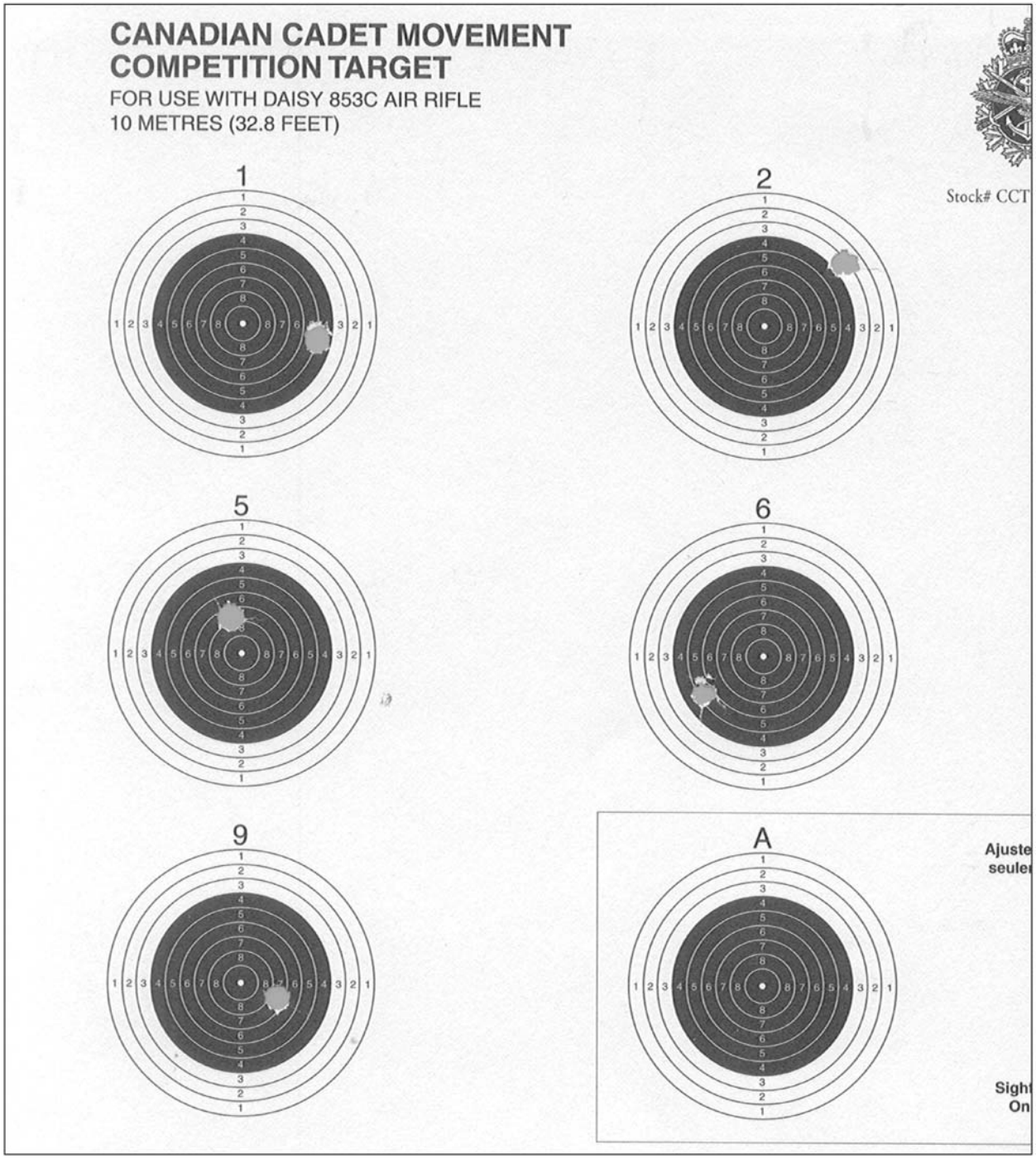

Figure C-1 Target 1 (Left Half)

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

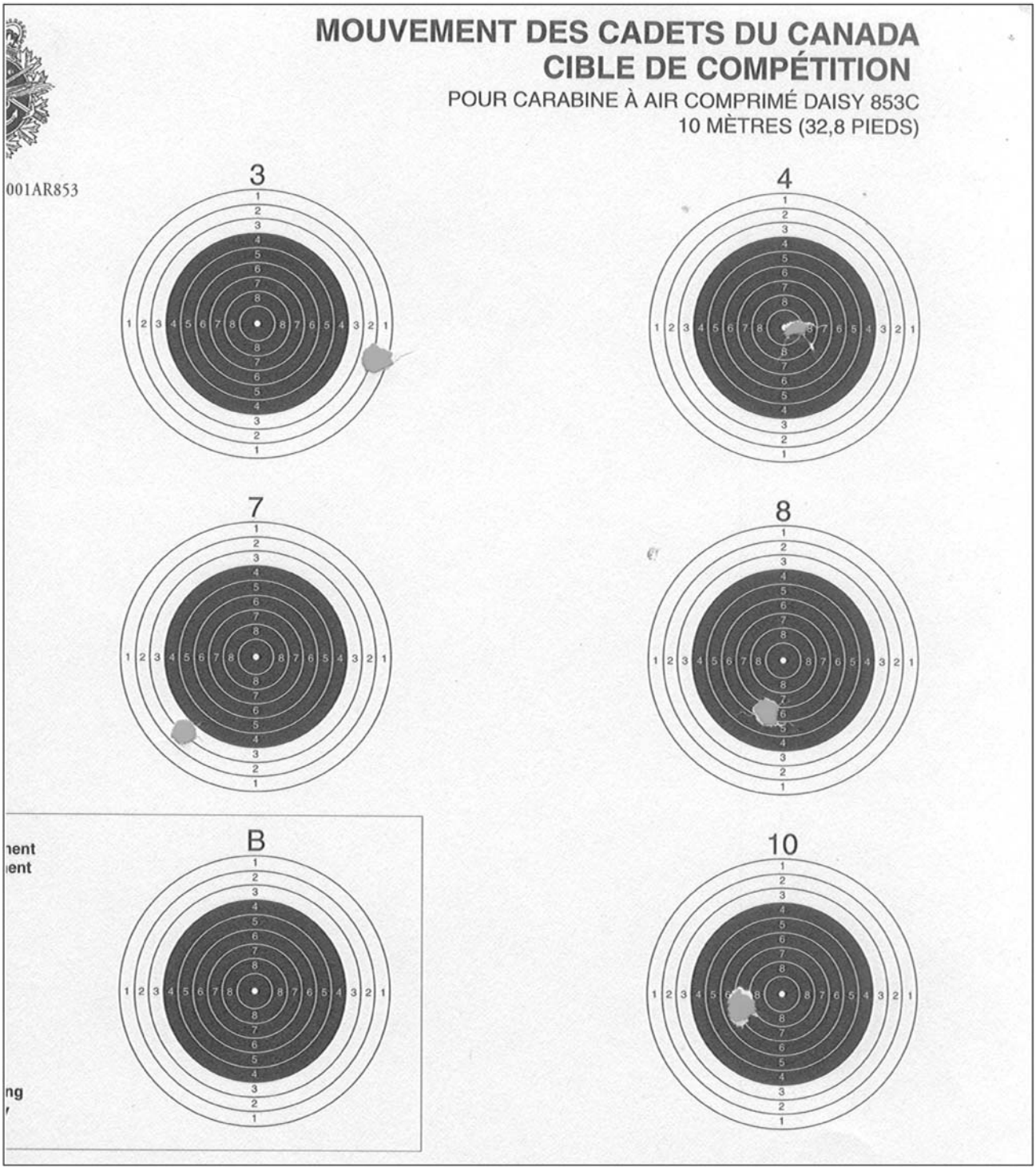

Figure C-2 Target 1 (Right Half)

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

SCORING TEMPLATE

Figure D-1 Scoring Template

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

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ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 1

EO M407.01 – IDENTIFY PHASE FOUR TRAINING OPPORTUNITIES

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

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

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about leadership appointments at the corps.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

It is important for cadets to know what training will be conducted during Phase Four 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 **Conduct an in-class activity to identify Phase Four 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 401—Citizenship

Citizenship provides the cadets with an opportunity to identify the role of Youth Justice within Canada.

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

PO 402—Community Service

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 403—Leadership

Leadership provides the cadets with an opportunity to apply their leadership knowledge and skills through practical application in a leadership appointment. The cadets will:

- use a team to accomplish a single major duty or task;
- act as a team leader;
- supervise and motivate team members;
- provide feedback to team members; and
- develop skills and knowledge of team members.

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

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

PO 404—Personal Fitness and Healthy Living

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

- participate in the Cadet Fitness Assessment,
- update Personal Activity Plan, and
- evaluate 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 *Fitnessgram 8.0 Stand-Alone Test Kit*,
- a CD / cassette player with the audio recording of the *20-m Shuttle Run Test* beeps, and
- copies of the Cadet Fitness Assessment Scoresheet.

PO 405—Recreational Sports

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 406—Air Rifle Marksmanship

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 407—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 Four, and
- identify the year four CSTC training opportunities.

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

- information sheets / poster on Phase Four training opportunities, and
- information sheets / poster on year four summer training opportunities.

PO 408—Drill

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

- discuss professionalism while commanding a division,
- identify parade sequence,

- perform as a divisional petty officer on parade, and
- inspect a cadet on parade.

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 409—Instructional Techniques

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

- identify methods of instruction,
- identify elements of a positive learning environment,
- describe learner needs,
- explain assessment, and
- instruct a 30-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 420—Canadian Navy and Maritime Community

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

- describe current naval operations,
- describe the modernization of the Canadian Navy,
- describe the Canadian Coast Guard, and
- identify Transport Canada as a Maritime Agency.

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 modern ship equiptment,
- articles about Fisheries and Oceans Canada, and
- information about Transport Canada.

PO 423—Ship's Operations

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

- identify aspects of a chart,
- use navigation instruments,
- describe latitude and longitude, and
- plot a fix.

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

- charts, and
- navigation equipment.

PO 424—Sailing

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

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

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2 **Identify Phase Four 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 Four.

PHASE FOUR 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 401—Citizenship

Complementary training for citizenship provides the cadets an opportunity to:

- discuss age-based laws,
- discuss federal and provincial jurisdictions,
- discuss computer crime, and
- participate in a presentation given by a guest speaker from a local community service group.

PO 402—Community Service

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

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

PO 403—Leadership

Complementary training for leadership provides the cadets an opportunity to:

- self-assess leadership skills,
- participate in a seminar on problem solving,
- participate in a seminar on time management,
- participate in a seminar on communication, and
- participate in a seminar on supervision.

PO 404—Personal Fitness and Healthy Living

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

- describe nutrition and hydration requirements for fitness and sports activities,
- conduct the cadet fitness assessment,
- evaluate personal activity plan,
- describe stress,
- develop a personal nutrition plan, and
- create team goals.

PO 405—Recreational Sports

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 406—Air Rifle Marksmanship

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

- identify civilian marksmanship organizations, and
- correct marksmanship error,
- fire the cadet air rifle from the standing position,
- practice holding techniques,
- practice aiming techniques,
- practice firing techniques, and
- participate in a recreational marksmanship activity.

PO 407—General Cadet Knowledge

Complementary training for general cadet knowledge provides the cadets an opportunity to prepare for phase five training.

PO 408—Drill

Complementary training for drill provides the cadets an opportunity to:

- discuss the historical use of drill,
- view a re-enactment that demonstrates the historical use of drill,
- execute flag party drill,
- deliver words of command, and
- practice ceremonial drill as a review, and execute drill with arms.

PO 409—Instructional Techniques

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

- plan a lesson,
- instruct a 30-minute lesson,
- act as an assistant instructor,
- participate in a creative lesson planning workshop,
- instruct a 30-minute drill lesson,
- identify formations for drill instruction,
- plan a drill lesson, and
- instruct a 15-minute drill lesson.

PO 411—Biathlon

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 420—Canadian Navy and Maritime Community

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

- describe Fisheries and Oceans Canada,
- describe civilian maritime agencies and institutions,
- describe D-Day and the Battle of Normandy, and
- attend a presentation on a naval commemorative event.

PO 421—Ropework

Complementary training for ropework provides the cadets an opportunity to:

- make a boatswain's belt,
- make a round mat, and
- make a net hammock.

PO 422—Small Craft Operations

Complementary training for small craft operations provides the cadets an opportunity to attain a pleasure craft operator competency card and to describe the responses to changing states of weather while operating a small craft.

PO 423—Ship's Operations

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

- plot a position using a three-bearing fix, and
- plot a position using a horizontal angle fix.

PO 425—Nautical Training

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 401–Citizenship?

Q3. What complementary training is associated with PO 421–Ropework?

ANTICIPATED ANSWERS:

A1. Complementary training is used to complement the mandatory training.

A2. Complementary training for citizenship includes:

- discuss age-based laws,
- discuss federal and provincial jurisdictions,
- discuss computer crime, and
- participate in a presentation given by a guest speaker from a local community service group.

A3. Complementary training for ropework includes:

- make a boatswain's belt,
- make a round mat, and
- make a hammock.

Teaching Point 3 **Discuss leadership appointment opportunities at the corps.**

Time: 5 min Method: Group Discussion

BACKGROUND KNOWLEDGE

The point of the group discussion is to recognize leadership appointment opportunities in the corps from the group using the tips for answering / facilitating discussion and the suggested questions provided.

LEADERSHIP ASSIGNMENT

A leadership assignment is a specific, short or long-term practical leadership opportunity. The team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group. The team will accomplish a single minor duty or task.

Leadership assignments in fourth year may be the same as third year. Each fourth year cadet has already completed at least two leadership assignments during their third year of training.

Leaderships assignments in Phase Four maybe the same as Phase Three or of longer duration / complexity. Each cadet should have already completed at least two leadership assignments during Phase Three.

LEADERSHIP APPOINTMENT

A leadership appointment is a long-term practical leadership opportunity. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. These may be organizational appointments (eg, Divisional Petty Officer), training appointments (eg, Phase Instructor) or supplementary appointments (eg, Drill Team Commander). These appointments must be based on the frequency and duration of the major duties or tasks. The team leader must meet with their team on a number of occasions. Leadership appointments may be held by a single fourth year cadet (eg, Drill Team Commander) or the fourth year cadets may rotate through a position (eg, Canteen Steward).

The team leader must supervise team members, communicate with team members and solve problems, strive to meet the needs and expectations of team members, motivate team members, and provide feedback to team members. The team leader must attempt to develop the skills and knowledge of their team members.

Direction for the leadership appointment must be given by a superior usually an activity leader or activity manager.

During year four training, each cadet will be assessed at least once on a leadership assignment and once on a leadership appointment.

Ensure a list of leadership appointments has been developed by the Training Officer before instructing this class. Below is a sample list of leadership appointments

SAMPLE YEAR FOUR LEADERSHIP APPOINTMENTS

Organizational Appointments:

- Coxswain,
- Divisional Petty Officer,
- Stores Petty Officer,
- Ship's Writer, and
- Training Petty Officer.

Training Appointments:

- Phase Instructor,
- Sail Instructor,
- Seamanship Instructor,
- Drill and Ceremonial Instructor, and
- Fitness and Sports Instructor.

Supplementary Appointments:

- Drum Major,
- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- Range Assistant,
- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain.

Phase Four cadets will typically be assigned the leadership appointments of Divisional Petty Officer or supplementary appointments. As required, Phase Four cadets may be assigned various other organizational and training appointments.

For the purposes of PO 403 (Act as Team Leader), Phase Four cadets will be required to fill a leadership appointment that meets the criteria defined above. This requires that the appointment involves an assigned, established team of cadets outside the Phase Four Cadet's peer group. In some circumstances some of the examples given may not meet these criteria (eg, a smaller corps that only have one cadet assigned to supply).

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. What is the difference between a leadership assignment and a leadership appointment?

Q2. What leadership appointments are available at the corps?

Q3. Do you have any concerns knowing that you will fill a leadership appointment during this training year?

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.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' identifying Phase Four leadership appointment opportunities in the group discussion in TP 3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being aware of the topics to be covered during Phase Four 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 Four 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 CATO 11-04 Director Cadets 3. (2007). *Cadet program outline*. Ottawa, ON: Department of National Defence.

A1-019 CATO 31-03 Director Cadets Senior Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

A1-047 CATO 31-01 Director Cadets 4. (1994). *Sea cadet corps' standardized standing orders*. Ottawa, ON: Department of National Defence

PHASE FOUR POs and EOs	
PO 401–Citizenship Recognize How the Legal System Affects Youth	
C401.01	Describe the Differences Between the Youth Justice System and the Adult Justice System
C401.02	Discuss Age-Based Laws
C401.03	Discuss Federal and Provincial Jurisdictions
C401.04	Discuss Computer Crime
PO 402–Community Service Perform Community Service	
M402.01	Perform Community Service
C102.01	Participate in a Ceremonial Parade
C102.02	Perform Community Service
PO 403–Leadership Act as a Team Leader	
M403.01	Describe Needs and Expectations of Team Members
M403.02	Select a Leadership Approach
M403.03	Motivate Team Members
M403.04	Provide Feedback to Team Members
M403.05	Participate in a Mentoring Relationship
M403.06	Act as a Team Leader During a Leadership Appointment
C403.01	Participate in a Leadership Seminar
C303.01	Lead Team-Building Activities
C303.02	Deliver a Presentation about a Leader
PO 404–Personal Fitness and Healthy Living Update Personal Activity Plan	
M404.01	Participate in the Cadet Fitness Assessment
M404.02	Update Personal Activity Plan
M404.03	Evaluate Personal Activity Plan
C404.01	Describe Nutrition and Hydration Requirements for Fitness and Sports Activities
C404.02	Prepare to Conduct the Cadet Fitness Assessment
C304.01	Participate in the Cadet Fitness Assessment
C304.02	Evaluate Personal Activity Plan
C304.03	Describe Stress
C104.01	Create Team Goals
PO 405–Recreational Sports Participate in Recreational Sports	
M405.01	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 406–Air Rifle Marksmanship Fire the Cadet Air Rifle During Recreational Marksmanship	
M406.01	Participate in a Recreational Marksmanship Activity
C406.01	Assist the Range Safety Officer
C406.02	Score Air Rifle Marksmanship Targets

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 407–General Cadet Knowledge Serve in a Sea Cadet Corps	
M407.01	Identify Phase Four Training Opportunities
M407.02	Identify Year Four CSTC Training Opportunities
C407.01	Prepare for a Merit review Board
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
PO 408–Drill Command a Division on Parade	
M408.01	Discuss Commanding a Division on Parade
M408.02	Identify Parade Sequence
M408.03	Command a Squad
M408.04	Inspect a Cadet on Parade
C408.01	Discuss the Historical use of Drill
C408.02	View a Re-Enactment That Demonstrates the Historical use of Drill
C308.01	Execute Flag Party Drill
C308.02	Execute Cenotaph Drill
C308.03	Practice Voice for Calling Drill Commands
C208.01	Practice Ceremonial Drill as a Review
C208.02	Execute Drill with Arms
PO 409–Instructional Techniques Instruct a Lesson	
M409.01	Identify Methods of Instruction
M409.02	Identify Elements for a Positive Learning Environment
M409.03	Describe Learner Needs
M409.04	Explain Assessment
M409.05	Instruct a 30-Minute Lesson
C409.01	Plan a Lesson
C409.02	Instruct a 30-Minute Lesson
C409.03	Act as an Assistant Instructor
C409.04	Participate in a Creative Lesson Planning Workshop
C409.05	Act as an Assistant Drill Instructor
C409.06	Instruct a 30-Minute Drill Lesson
C309.04	Identify Formations For Drill Instruction
C309.05	Plan a Drill Lesson
C309.06	Instruct a 15-Minute Drill Lesson

PO 311–Summer Biathlon Participate in Competitive Summer Biathlon Activities	
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 420–Canadian Navy and Maritime Community Describe Aspects of the Canadian Navy and Maritime Community	
M420.01	Describe Current Naval Operations
M420.02	Describe the Modernization of the Canadian Navy
M420.03	Describe the Canadian Coast Guard
M420.04	Describe Transport Canada as a Maritime Agency
C420.01	Describe Fisheries and Oceans Canada
C420.02	Describe Civilian Maritime Agencies And Institutions
C420.03	Participate in a Discussion / Presentation on D-Day Commemorations
C420.04	Participate in a Presentation Given by a Guest Speaker From a Civilian Maritime Agency
C320.01	Attend a Presentation on a Naval Commemorative Event
C320.02	Describe the Women’s Royal Canadian Naval Services
C320.03	Describe Naval Aviation
PO 421–Ropework Perform Ropework	
C421.01	Make a Boatswain's Belt
C421.02	Make a Round Mat
C421.03	Make a Net Hammock
C320.02	Rig a Standing Derrick
C320.03	Rig a Gyn
C320.04	Make a Monkey’s Fist
C320.05	Make a Turk’s Head
PO 422–Small Craft Operations Describe the Required Responses to Changing States of Weather While Operating a Small Craft	
C422.01	Describe the Required Responses to Changing States of Weather While Operating a Small Craft
PO 322	Attain a Pleasure Craft Operator Card
PO 423–Ship’s Operations Locate a Position on a Chart	
M423.01	Identify Aspects Of A Chart
M423.02	Use Navigation Instruments
M423.03	Describe Latitude and Longitude

M423.04	Plot a Fix
C423.01	Plot a Fix Using A Three-Bearing Fix
C423.02	Plot a Fix Using A Horizontal Angle Fix
PO 424–Sailing Sail a Sailboat IAW Canadian Yachting Association (CYA) White Sail Level Two	
M324.01	Prepare for a Sail Weekend
M324.02 - 11	CYA Whit Sail II Training
PO 425–Nautical Training Participate in a Nautical Training Weekend	
C425.01	Prepare for a Nautical Training Weekend
C425.02A	Perform Small Craft / Vessel Duties While Underway
C425.02B	Participate in a Nautical Activity

ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 2

EO M407.02 – IDENTIFY YEAR FOUR CADET SUMMER TRAINING CENTRE (CSTC) TRAINING OPPORTUNITIES

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 four CSTC training opportunities found at CATO 31-03, *Sea Cadet Program Outline*, as the prerequisites for courses may change.

Review CSTC staff cadet employment opportunities found at CATO 13-28, *Advanced Training–Staff Cadets*, as the prerequisites for positions may change.

PRE-LESSON ASSIGNMENT

Nil.

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 four CSTC training opportunities.

An interactive lecture was chosen for TP 2 and 3 to orient the cadets to year four CSTC training opportunities and to generate interest.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

It is important for cadets to identify year four CSTC training and employment opportunities because they must decide what route fits them best based on their previous training. These opportunities will enable cadets to plan

their professional development in the program by transitioning from a cadet course to a staff cadet. The ability to set early goals will prepare them for future opportunities.

Teaching Point 1 **Conduct a group discussion on specialty areas for year four CSTC training.**

Time: 5 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 the Canadian Yachting Association (CYA) Learn-to-Sail (LTS) Program. Activities include:

- developing sailing skills;
- learning sailing theory;
- developing fundamental coaching knowledge and skills; and
- obtaining small craft operation qualifications.

SEAMANSHIP

Cadets will develop seamanship knowledge and skills. Activities include:

- obtaining small craft operation qualifications;
- communicating in a naval environment;
- performing ropework;
- performing petty officer of the watch duties;
- performing coastal navigation;
- performing small craft maintenance; and
- marine engineering.

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, eg, 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 four 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.

Refer to CATO 31-03, *Sea Cadet Program Outline* for prerequisites.

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.

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.

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.

Military Band–Advanced 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.

ELEMENTAL COURSES

Intermediate Sail. The aim of this course is for cadets to become proficient in intermediate sailing skills and basic powerboat operation. Cadets will achieve CYA Bronze Sail Level IV and begin working toward achievement of CYA Bronze Sail Level V. In addition, cadets will receive Outboard Powerboat Operator certification through achievement of the Pleasure Craft Operator Competency (PCOC) and Small Boat Power qualifications (Modules 1 and 4 of the Small Craft Operator Program [SCOP]).

Sail Coach. The aim of this course is for cadets to become proficient in advanced sailing skills and safety boat operation. Cadets will achieve CYA Bronze Sail Level V and become trained CYA LTS Coaches. In addition, cadets will receive Safety Boat Operator certification through achievement of the Restricted Operator Certificate (Maritime) and Small Craft Rescue Award qualifications (Modules 2 and 3 of the SCOP).

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 proficient in the operation of small craft. Cadets will receive Powerboat Operator certification through achievement of the PCOC, Restricted Operator Certificate (Maritime) and Small Boat Power qualifications (Modules 1, 2 and 4 of the SCOP). In addition, cadets will receive Whaler / Cutter Coxswain certification through achievement of the Whalers (Pull or Power) and Whalers (Sail) qualifications (Modules 6 and 6a of the SCOP).

Chief Boatswain's Mate. The aim of this course is for the cadets to become proficient in acting as a petty officer of the watch (POOW) on a sea cadet training vessel (SCTV), performing basic coastal navigation and other shipboard duties.

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.

Marine Engineer. The aim of this course is to develop in the cadets a basic knowledge of machinery systems used on Canadian Forces Auxiliary Vessels and other SCTVs. The course also provides the opportunity for cadets to attain the ORCA Class Engineer II (OCE II) certification, enabling the cadets to stand watch in the engine room of an ORCA Class Patrol Craft Training Vessel (PCT) as the second engineer. Marine Engineer is considered a national course and is conducted in one location: HMCS Quadra.

Shipwright. The aim of this course to develop in the cadets the knowledge and skills required to carry out maintenance and repairs on the small craft used at CSTCs and sailing centres. Shipwright is considered a national course and is normally only conducted in two locations, HMCS Quadra and HMCS Quebec.

Silver Sail. The aim of this course is for cadets to become proficient in advanced sailing skills and basic racing skills. Cadets will achieve CYA Silver Sail Level VI. Silver Sail is considered a national course and is normally only conducted in one location: HMCS Quadra.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What common CSTC courses are available in year four?

Q2. What elemental CSTC courses are available in year four?

Q3. What courses are considered national courses?

ANTICIPATED ANSWERS:

A1. Air Rifle Marksmanship Instructor, Fitness and Sports Instructor and Military Band–Intermediate Musician.

A2. Intermediate Sail, Sail Coach, Ship's Boat Operator, Chief Boatswain's Mate, Drill and Ceremonial Instructor, Marine Engineer, Shipwright, and Silver Sail.

A3. Marine Engineer, Shipwright, and Silver Sail.

Teaching Point 3 **Describe staff cadet employment opportunities.**

Time: 5 min Method: Interactive Lecture

STAFF CADETS

The information below provides a brief introduction to what a staff cadet is and the types of opportunities that exist. To obtain more detailed and up to date information CATO 13-28, *Advanced Training–Staff Cadets* should be consulted prior to conducting this lesson.

CATO 13-28, *Advanced Training–Staff Cadets*, defines staff cadets as follows:

- Staff cadets are appointed to such rank as is authorized by the Commanding Officer (CO) of a Cadet Summer Training Centre (CSTC) established to conduct summer training.
- On the authority of the CO of the CSTC, Staff cadets may be requested to participate in advanced training, including instructional, supervisory or administrative functions that are approved by the Regional Cadet Support Unit (RCSU) CO for that training centre.
- Staff cadets may not be less than 16 years of age as of the first day of January of the year of advanced training.
- Staff cadets are not employees. Participation by the staff cadet during authorized CSTC summer training constitutes advanced training

While staff cadets are not considered employees, they do receive pay during their time at a CSTC. Each position has a designated rank that corresponds to pay incentive. For more details see Annexes B and E of CATO 13-28, *Advanced Training–Staff Cadets*

There are more advanced positions available. For the purpose of this lesson only positions available to year four cadets will be introduced.

Staff cadet classifications are divided into two distinct categories:

- type 1—Those who provide direct training, to cadets (eg, divisional petty officer (DPO) and Instructor, and
- type 2—Those who have administrative / support roles (eg, storesman, ship's writer, roundsman, canteen clerk, and shipwright.)

Prerequisites are outlined in CATO 13-28, *Advanced Training–Staff Cadets* for each individual position.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1. What is the age requirement for staff employment opportunities?

Q2. What are the two categories of staff employment opportunities?

Q3. Name a staff position in each type of category.

ANTICIPATED ANSWERS:

A1. 16 years of age on / before January 1of the training year.

A2. Type 1—Training and Type 2—Administrative / Training Support.

A3. Type 1 includes instructor or DPO. Type 2 includes storesman, ship's writer, roundsman, canteen clerk, and shipwright.

END OF LESSON CONFIRMATION

The cadets' participation in the group discussion on year four CSTC opportunities will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

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. CSTCs are places to meet other cadets and to make new friends from across Canada. It is important to be familiar with the training and employment options available at CSTCs. This will allow cadets to plan their training with the intention of preparing for a specific employment position in the future.

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

A0-033 CATO 14-21 Director Cadets 3. (2004). *Music training and education with the Canadian Cadet Organizations*. Ottawa, ON: Department of National Defence.

A0-128 CATO 13-28 Director Cadets 2. (2006). *Advanced training–Staff cadets*. Ottawa, ON: Department of National Defence.

A1-096 CATO 31-03 Director Cadets 3. (2006). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

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ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 3

EO C407.01 – PREPARE FOR A MERIT REVIEW BOARD

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

Prepare to conduct merit review boards IAW CATO 13-02, *Cadet Rank Promotions*.

The practice merit review board in TP 3 should be composed of adults who have competent interview skills (eg, officers, civilian instructors, volunteers). Senior cadets should only be used as a last resort.

Obtain the materials for conducting a merit review board for a promotion interview.

Prepare interview questions, marking sheets and candidate scoring sheets (to be created locally) for TP 3.

Arrange for assistant instructors for TP 3.

Obtain a copy of CATO 13-02, *Cadet Rank Promotions*, for each member of the merit review board for promotion.

Photocopy Attachments A, B and D for each cadet.

Photocopy the Merit Review Board Scoresheet located at Attachment C (the number of photocopies will vary based on the number of board members and Phase Four cadets).

Using Attachment B as a guide, prepare the Merit Review Board Scoresheet by deciding on six questions to ask during the practice merit review board.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to present preparations for merit review boards and to summarize the teaching points.

An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest among the cadets about the cadets about merit review boards.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to prepare for a merit review board.

IMPORTANCE

It is important for cadets to prepare for a merit review board to help them succeed in gaining opportunities through competitive application processes.

Teaching Point 1 **Identify occasions for a merit review board.**

Time: 5 min Method: Interactive Lecture

Merit review boards are a structured interview where candidates are evaluated by a group of board members. Candidates are scored on their dress, deportment and answers given to interview questions. Merit review boards are most often conducted for promotion to Chief Petty Officer Second Class and Chief Petty Officer First Class. They provide selection recommendations that are fair and open, and provide candidates with valuable constructive feedback on their performance.

PROMOTIONS REQUIREMENTS

CATO 13-02, *Cadet Rank Promotions*, is the authority for this training.

A merit review board is required to be promoted to Chief Petty Officer Second Class and Chief Petty Officer First Class. Promotion merit review boards have many benefits for the corps, to include:

- giving the cadet incentive to learn details of the rank or appointment responsibilities;
- ensuring that the best cadet is selected; and
- satisfying all members of the corps that the best available cadet is leading them.

OTHER POSSIBLE OCCASIONS FOR A MERIT REVIEW BOARD

Awards

Some corps may conduct a merit review board for important awards. Most often, recommendations for awards are made by a board of staff members who are familiar with the work of all cadets. In all cases, recommendations are given to the Commanding Officer (CO). The CO is the final arbiter of awards.

Scholarships

Scholarship cadets are often selected by the person or entity that is providing the scholarship funding. Corps may choose to hold a merit review board for such a purpose.

Senior Appointments Within the Corps

Some corps may conduct a merit review board for certain appointments within the corps. Most often corps will conduct a workshop or seminar for senior cadets at the beginning of the training year. During this time a merit review board may be conducted for senior appointments within the corps (eg, Coxswain or Regulating Petty Officer).

Cadet Summer Training Centre (CSTC) Training Opportunities

When a corps has multiple excellent cadets for a limited number of course spaces, selection of cadets must be done in an open manner. The CO requires recommendations that are both unbiased and clearly seen to be unbiased. While staff members can and often do provide effective recommendations, the merit review board provides an unbiased option.

CSTC Staff Appointments

When staff cadets arrive at a CSTC prior to the start of summer training, they may be interviewed by a board. This usually takes one of two forms:

- cadets are interviewed by a panel of officers to determine which CSTC position they are most suited; and
- senior cadets are interviewed by a merit review board for Chief Petty Officer positions.

In either case, the interview skills learned at a corps will prove vital to the cadet.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What are two important benefits of merit review boards?

Q2. What are five occasions in which a cadet might encounter a merit review board?

Q3. What benefit does a corps get from holding promotion merit review boards?

ANTICIPATED ANSWERS:

A1. Merit review boards have two important benefits:

- providing selection recommendations that are fair and open; and
- providing cadets with a valuable life skill.

A2. A cadet might encounter a merit review board for:

- promotions,
- awards,
- scholarships,
- senior appointments within the corps,
- CSTC training opportunities, and
- CSTC staff appointments.

A3. Promotion merit review boards have many benefits for the corps, to include:

- giving the cadets incentive to learn details of the rank or appointment responsibilities;
- ensuring that the best cadet is selected; and
- satisfying all members of the corps that the best available cadet is leading them.

Teaching Point 2 **Describe how to prepare for a merit review board for promotion and tips for a successful interview.**

Time: 20 min Method: Interactive Lecture

HOW TO PREPARE FOR A MERIT REVIEW BOARD FOR PROMOTION

A cadet for a merit review board for promotion should:

- think about potential questions that could be asked and prepare answers to them;
- talk to others who have been through the process to find out what to expect; and
- participate in any opportunity to practice for a board, such as practice merit review boards.

Dress Requirements

The interview cadet shall identify dress requirements ahead of time. The uniform must be worn in accordance with the cadet dress instructions in the relevant Cadet Administration and Training Order (CATO). Dress shall be maintained to a high standard.

Arriving properly dress to a merit review board or even a civilian interview is critical. The way in which the interviewee is dressed may influence the interviewer’s first impression. One should always present themselves in a clean and tidy manner.

TIPS FOR A SUCCESSFUL INTERVIEW

Importance of Bearing

Many cadets exhibit high standards of dress and high levels of knowledge. The final selections will be based partly on the winning candidates' bearing.

Unless given other instructions, the cadet will enter facing the board, wearing headdress and salute. Wait until offered a seat and remove headdress when seated.

During the interview, do nothing that may distract the interviewers, such as:

- biting one's lips;
- squirming;
- scratching;
- chewing gum;
- twisting fingers;
- playing with hair;
- checking the time;
- yawning—make sure to have a good night's sleep before the interview; and
- taking anything into an interview that has any chance of distracting the interviewers.

Hand gestures while speaking may also distract interviewers.

Sit with an open posture with arms and legs uncrossed.

The members of the board want the cadet to feel comfortable and relaxed. Try to be so, while maintaining respect and decorum. A confident cadet sits up straight, calmly looking the interviewer straight in the eyes without fidgeting. Nodding or shaking the head does not constitute an answer of any kind. All replies must be verbal.

Cadets must be prepared to introduce themselves.

Remember that the interviewers are also going through a process for which they have made long preparations and to which they attach great importance. The cadet being interviewed is, in many ways, part of a team that includes the interviewers. All members of this team are expected to maintain respect, decorum and friendliness.

When the interview is completed, stand, replace headdress, make firm eye contact, salute, and smartly depart the room. The board members may or may not offer to shake hands. Follow their lead.

Merit Review Board for Promotion Questions

Distribute a copy of Attachment A to each cadet.

IAW CATO 13-02, *Cadet Rank Promotions*, question areas at a merit review board for promotion may include:

- cadets recounting their achievements through cadet training (eg, corps program, CSTC program);
- cadets explaining what previous positions of leadership they have held (eg, at cadets, at school) and how they performed in related situations;
- personal goals and / or their goals for the corps;
- scenario-based questions that relate to typical corps situations where the candidate shares how they might approach / deal with the situation; and
- achievements outside of the cadet corps setting (eg, at school, in their community, sports teams, extracurricular activities).

Cadets are expected to take their time when formulating answers but the answer should be as direct as possible. Ask for clarification when necessary. A comprehensively correct answer, formulated carefully and delivered in a relaxed, friendly manner is best.

If the cadet does not know the answer to a question it is best to say so, in as direct a manner as possible, so the interviewer moves on to another topic where the candidate has better knowledge. This will help minimize both the psychological impact of the missing information and the damage to the candidate's mark. Shoulders must never be shrugged during an interview.

Distribute a copy of Attachment B to each cadet.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. How will a candidate know which uniform to wear for a merit review board interview?

Q2. When should a candidate take a seat in an interview?

Q3. What should candidates say if the answer to a question is unknown?

ANTICIPATED ANSWERS:

A1. The interview candidate shall identify dress requirements ahead of their interview.

A2. When offered a seat.

A3. It is best to say they do not know, in as direct a manner as possible.

Teaching Point 3 **Have the cadets participate in a practice merit review board based on the instructions given in TP 2.**

Time: 55 min Method: In-Class Activity

The practice merit review board should be composed of adults who have competent interview skills (eg, officers, civilian instructors and volunteers). Senior cadets should only be used as a last resort.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets participate in a practice merit review board.

RESOURCES

- Annex B of CATO 13-02, *Cadet Rank Promotions*,
- Merit Review Board Score Sheets,
- Dress Inspection Scoresheets,
- Calculator, and
- Pens / pencils.

ACTIVITY LAYOUT

- In a quiet room:
    - place a table and a chair for each board member and one chair facing the merit review board for the candidate;
    - arrange the lighting to provide the interviewers with a good view of the candidate; and
    - ensure the candidate's back faces toward any window or opening, to avoid distraction.

- Arrange a holding area for cadets prior to their interview.
- Arrange a separate holding area for cadets following their interview.
- Arrange for a messenger to bring each candidate for their interview as directed by the merit review board.

ACTIVITY INSTRUCTIONS

1. Prior to the commencement of the practice merit review boards:
    a. show the practice merit review board members to their room;
    b. ensure that each practice merit review board member has the required resources;
    c. distribute the Merit Review Board Scoresheet to each merit review board member;
    d. assign a question(s) to each merit review board member to ask during the practice merit review board;
    e. assign a merit review board member to inspect each cadet using the Dress Inspection Scoresheet;
    f. introduce the messenger to the practice merit review board;
    g. explain that the board members will tell the messenger when to bring each cadet; and
    h. explain that cadets will be guided to a separate holding area after being interviewed.
2. Conduct the practice merit review boards by:
    a. having the messenger bring a cadet into the room;
    b. having the assigned merit review board member inspect the cadet;
    c. having the cadet report to the merit review board and sit down;
    d. introducing the cadet to the members of the merit review board;
    e. explaining to each cadet how the merit review board will be conducted; asking if the cadet as any questions prior to asking interview questions;
    f. having the merit board review members ask their pre-assigned questions;
    g. having the merit board review members score the cadet based on their answers and take notes;
    h. de-briefing the cadet on their performance and proving them with a copy of their Merit Review Board Scoresheets; and
    i. having the messenger bring the cadet into the separate holding room prior to bringing in the next cadet.
3. Upon completion of the practice merit review boards;
    a. thank the members of the practice merit review board for their time and effort; and
    b. debrief the cadets by providing feedback, focusing on:
        (1) best practices,
        (2) general trends and key areas for improvement, and
        (3) re-motivation, highlighting the effort and accomplishments of the group.

SAFETY

Nil.

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 practice merit review board will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Have the cadets prepare for a merit review board.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Effective preparation for merit review boards will help to obtain important opportunities. These skills will also prove invaluable throughout life.

INSTRUCTOR NOTES / REMARKS

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

REFERENCES

A0-126 CATO 13-02 Director Cadets 3. (2008). *Cadet rank promotions*. Ottawa, ON: Department of National Defence.

A1-003 A-CR-005-001/AG-001 Director Cadets 4 (2006). *Royal Canadian Sea Cadets dress instructions*. Ottawa, ON: Department of National Defence.

C0-416 Air Cadet League of Canada BC Committee (2009). *Sponsoring committee resources: Mock boards*. Retrieved March 4, 2009, from http://www.aircadetleague.bc.ca/SponCommResources/Mock_Boards.PDF

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EXAMPLE QUESTIONS TO EXPECT AT A MERIT REVIEW BOARD FOR PROMOTION

Question areas may include:

- achievements through cadet training (eg, corps program, CSTC program);
- previous positions of leadership held (eg, at cadets, at school) and your performance in related situations;
- personal goals and / or goals for the corps;
- achievements outside of the cadet corps setting (eg, at school, in the community, sports teams, extra-curricular activities), and
- scenario-based questions that relate to typical corps situations and how you might approach / deal with the situation.

All candidates will be asked the same questions, which could be similar to the following examples:

- Describe your current corps responsibilities.
- Describe your involvement in corps teams, band and drill, flag party or clubs.
- What leadership positions have you held in any organization?
- What do you consider are your strengths / weaknesses?
- If you had to change something about yourself, what would it be?
- How did you become interested in the cadet movement?
- On an average evening, how much time do you dedicate to homework?
- For what do you use your home computer (eg, games, research, emails)?
- Where are you headed in life?
- Do you plan to take any post-secondary school education?
- What discipline or education do you wish to pursue?
- Do you have a part-time job and, if so, does it compete with cadets or school?
- What community related-activities do you participate in?
- What targets have you set for your personal growth or improvement?
- Do you participate in any organized school teams / groups (eg, band, football)?
- Are you involved with any citizenship activities in your community outside of cadets?
- Do you have any hobbies?
- Scenario-based questions:
    - You have been given responsibility for a group of cadets, some of whom require motivation in uniform care. What will you do?
    - You are in charge of drill instruction and one of your assistant instructors keeps touching cadets when correcting them, despite your instructions to not touch. What do you do?

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PREPARATION FOR A MERIT REVIEW BOARD FOR PROMOTION

A candidate for a merit review board for promotion should:

- think about potential questions that could be asked and prepare answers to them;
- talk to others who have been through the process to find out what to expect; and
- participate in any opportunity to practice for a board, such as practice merit review boards.

Dress Requirements

The interview candidate shall identify dress requirements well ahead of time. The uniform must be worn in accordance with the cadet dress instructions in the relevant Cadet Administration and Training Order (CATO). Dress shall be maintained to a high standard.

TIPS FOR A SUCCESSFUL INTERVIEW

Importance of Bearing

Many candidates will exhibit high standards of dress and high levels of knowledge. The final selections will be based partly on the winning candidates' bearing.

Unless given other instructions, the candidate will enter facing the board, wearing headdress, and salute. Wait until offered a seat and remove headdress when seated.

During the interview, do nothing that may distract the interviewers, such as:

- biting one's lips;
- squirming;
- scratching;
- chewing gum;
- twisting fingers;
- playing with hair;
- checking the time;
- yawning—make sure to have a good night's sleep before the interview; and
- taking anything into an interview that has any chance of distracting the interviewers.

Hand gestures while speaking will also distract interviewers, making a negative impression.

Sit with an open posture and legs and arms not crossed.

The members of the board want the cadet to feel comfortable and relaxed. Try to be so, while maintaining respect and decorum. A confident candidate will sit up straight, calmly looking the interviewer straight in the eye without fidgeting. Nodding or shaking the head does not constitute an answer of any kind. All replies must be verbal.

Candidates must be prepared to say some introductory words about themselves.

Remember that the interviewers are also going through a process for which they have made long preparations and to which they attach great importance. The candidate being interviewed is, in many ways, part of a team

which includes the interviewers. All members of this team are expected to maintain respect, decorum and friendliness.

When the interview is completed, stand, replace headdress, make firm eye contact, salute, and smartly depart the room. The board members may or may not offer to shake hands. Follow their lead.

If the candidate does not know the answer to a question it is best to say so in as direct a manner as possible so the interview moves on to another topic where the candidate has better knowledge. This will minimize both the psychological impact of the missing information and the damage to the candidate's mark. Shoulders must never be shrugged during an interview.

MERIT REVIEW BOARD SCORESHEET

Cadet's Name: _____ Date: _____

Question	Score	Comments
1.	/5	
2.	/5	
3.	/5	
4.	/5	
5.	/5	
6.	/5	
Total	/30	

Additional Comments:

Board Member's Name: _____ Board Member's Signature: _____

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DRESS INSPECTION SCORESHEET

Cadet's Name: _____ Date: _____

Uniform Items / Accessories	Score	Comments
HEADDRESS		
Sea Cadet Cap	/5	
CLOTHES ON THE UPPER BODY		
Badges (proper placement and sewn on correctly)	/5	
Cadet Slip-on or Armlet	/5	
Gunshirt / Turtleneck Sweater	/5	
Uniform Jacket and Belt	/5	
Name Tag	/5	
CLOTHES ON THE LOWER BODY		
Trousers and Belt	/5	
FOOTWEAR		
Parade Boots (with socks)	/5	
OVERALL PERSONAL APPEARANCE		
Hair (includes facial hair)	/5	
Makeup, Jewellery, Sunglasses, etc	/5	
Total	/50	

Note. Additional comments may be recorded on the back of the checklist

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 1

EO M408.01 – DISCUSS COMMANDING A DIVISION ON PARADE

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 A-CR-005-001/AG-001, *Royal Canadian Sea Cadet Dress Instructions*, for every three cadets, for reference during the group discussion.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have discussed commanding a division on parade.

IMPORTANCE

It is important for cadets to discuss commanding a division on parade in a professional and confident manner as their performance can positively influence the cadets within the division. It is important to be aware of the key attributes required to successfully command a division while on the parade square, such as maintaining a high standard of appearance, presence and bearing.

Teaching Point 1 **Discuss commanding a division on parade.**

Time: 25 min Method: Group Discussion

BACKGROUND KNOWLEDGE

The point 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.

Phase Four cadets will be given opportunities to fill various parade appointments (eg, Divisional Petty Officer). The term team leader has been used throughout this EO to encompass any position.

COMMANDING A DIVISION ON PARADE

The aim of drill is to contribute to the operational effectiveness of the Cadet Program. This aim can be achieved by ensuring cadets march and manoeuvre on the parade square as one unit and by promoting discipline, alertness, precision, pride and the cohesion necessary for success.

Communicating Effectively

As the team leader, there will be various occasions when effective communication will be required, such as when:

- communicating drill commands; and
- speaking to the division, in a more informal method.

When speaking to cadets in a division, clear and positive communication is necessary to aid in achieving the aim of drill. Profanity, personal sarcasm or negative comments shall never be used.

When calling drill commands, the team leader must develop and use a vocabulary of short, concise words to impress on the division that the movement must be performed smartly. When communicating or referring to drill commands and movements, words to use could include:

- sharp,
- crack,
- drive,
- seize, and
- grasp.

Sharp drill movements are dependent on the words of command being properly delivered. Words of command are to be pronounced clearly and distinctly, with confidence and determination, since they convey an order which is to be promptly obeyed.

When correcting errors, the team leader is to address the cadet in a positive tone. The most effective way to correct errors is to explain and demonstrate the correct method and then have the cadet(s) complete the movement(s) the correct way while being observed. This allows the cadet to learn from their error(s).

Executing Sharp Personal Drill

Team leaders must execute all drill movements confidently, correctly and smartly. The characteristics of drill are efficiency, precision and dignity and these qualities are developed through self-discipline and practice.

Team leaders who display constant proficiency in drill are recognized throughout the Cadet Program as highly trained, well-disciplined and professional. Well executed drill develops individual pride, mental alertness, precision and esprit-de-corps. It also sets the standard for the completion of parades and builds a sense of confidence between the team leader and cadet that is essential to high morale.

Maintaining Dress IAW Dress Instructions

Team leaders shall be well groomed with footwear cleaned and shone. The uniform shall be clean and properly pressed at all times.

Dress instructions help ensure a positive image and a high standard of dress are consistent among all cadets when in uniform. Showcasing a high standard of personal dress, appearance and grooming will aid in exhibiting confidence and reflect that the team leader has knowledge of the dress instructions.

Refer to A-CR-005-001/AG-001 for further information on dress standards.

Exhibiting a Positive Attitude

Team leaders should always exhibit a positive attitude toward the members of the division while on the parade square because a positive attitude will encourage the cadets to want to follow the example set by the team leader.

The positive attitude taught and developed on and off the parade square must be maintained by the team leader at all times.

Conducting Oneself in an Appropriate Manner

As the team leaders are expected to set the example for the division, it is important to project an image of discipline and self-control.

Chewing gum, slouching, sauntering, placing hands in pockets and similar deportment that detracts from a proud and orderly appearance are unacceptable for team leaders.

The appearance, presence and bearing of the team leader must be of the highest standard since this example may be imitated by the cadets within the division.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. What attributes do you expect from a person when they are commanding a division? Why?

Q2. As a member of a division, what were some of the positive attributes that you noticed / remember about your team leader they were on the parade square?

Q3. What are some leadership competencies you have noticed in the past as a member of a division? What competencies should you exhibit when commanding a division on parade?

Q4. Have you ever commanded a division on parade? If so, what did you learn from this experience(s)? What went well when you commanded a division on parade? What did not go well when you commanded a division on parade?

Q5. Why is it important to communicate effectively to the cadets within the division when commanding a division on parade?

Q6. Why is it important to exhibit a positive attitude when commanding a division on parade?

Q7. As a team leader it is important to maintain a positive attitude and a high standard of dress? Why?

Write the mentioned / discussed topics on a flip chart and display them for the cadets so they can refer to them.

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.

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

When assigned to command a division on parade it is important to conduct oneself with professionalism and confidence. A team leader who portrays a high standard of appearance, presence and bearing positively affects how cadets conduct themselves and respond to orders that are given on the parade square.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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

A1-003 A-CR-005-001/AG-001 D Cdts (2006). *Royal Canadian sea cadets dress instructions*. Ottawa, ON: Department of National Defence.

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 2

EO M408.02 – IDENTIFY PARADE SEQUENCE

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 the parade sequence from A-CR-CCP-601/PF-001, *Phase One Instructional Guides*, Chapter 8, Section 13, Annex A, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade), to distribute during TP 2 to each cadet.

Photocopy the ACR sequence from A-CR-CCP-601/PF-001, *Phase One Instructional Guides*, Chapter 8, Section 13, Annex D, PO 108 (Participate in an ACR Parade) to distribute during TP 3 as a reference for every three cadets.

Review any regional orders regarding conducting ACR parades.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

The review for this lesson is from EO M408.01 (Discuss Commanding a Division on Parade).

QUESTIONS:

Q1. What are some examples of communicating effectively when commanding a division on parade?

Q2. What attributes should a cadet demonstrate when commanding a division on parade?

Q3. What are some important aspects of your dress to follow / maintain when commanding a division on parade?

ANTICIPATED ANSWERS:

A1. When speaking to cadets in a division, clear and positive communication is necessary to aid in achieving the aim of drill. When commanding a division on parade, the team leader must develop and use a vocabulary of short, concise words to impress on the division that the movement must be performed smartly.

A2. Some of the attributes would include:

- communicating effectively;
- executing sharp personal drill;
- maintaining dress IAW dress instructions;
- exhibiting a positive attitude; and
- conducting oneself in an appropriate manner.

A3. Team leaders shall be well groomed with footwear cleaned and shone. The uniform shall be clean and properly pressed at all times.

OBJECTIVES

By the end of this lesson the cadet shall have identified the parade sequence of a parade night and an ACR.

IMPORTANCE

It is important for cadets to know the sequence of a parade night's opening and closing parades and an ACR as they will be in placed in a team leader role and will need to know the commands, formations and locations of all members on the parade square. Cadets will be looking to their team leader for guidance during a parade night's opening and closing parades and during an ACR.

Teaching Point 1 **Discuss the roles of parades within the Cadet Program.**

Time: 5 min Method: Interactive Lecture

This TP is intended to introduce the many parades that may be conducted within the Cadet Program.

Cadet corps may have specific traditions that they follow for some of their parades.

ROLES OF PARADES WITHIN THE CADET PROGRAM

The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.

Parade Night

Cadet corps conduct an opening and closing parades most times when they meet for training, as it allows cadets to take attendance, practice drill and inspect uniforms. These parades also provide an excellent opportunity for announcements, presentation of awards and promotions. Opening and closing parades usually follow the ACR sequence, allowing cadets to learn the ACR sequence throughout the training year.

ACR

Each year, cadet corps are required to conduct an ACR parade. The ACR parade provides an opportunity for cadet corps to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

Remembrance Day

Every year on November 11, Canadians gather at memorials from coast to coast to remember those who have lost their lives in war or peacekeeping missions. Cities across Canada host Remembrance Day ceremonies and are usually attended by government officials, veterans, serving military members, police, cadets and the general public. At a Remembrance Day ceremony, cadet corps may march in the parade or provide a guard(s) for the cenotaph or memorial.

Special Ceremonial Parades

Special ceremonial parades may be conducted throughout the cadet training year. The following is a list of special ceremonial parades that may be conducted:

- Battle of Britain,
- Battle of the Atlantic,
- Ceremony of the Flags,
- Change of Command,
- Drumhead Ceremony,
- Freedom of the City,

- Military Funeral,
- Retreat and Tattoo,
- Sunset Ceremony, and
- Trooping the Colour(s).

Drill demonstrations may be performed during special ceremonial parades. Standard drill movements must be used at all times.

Refer to A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, for further information on special ceremonial parades.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What is the purpose of parades?

Q2. What two parades are normally conducted on a parade night?

Q3. Identify some of the special ceremonial parades that may be conducted.

ANTICIPATED ANSWERS:

A1. The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.

A2. Cadet corps conduct an opening and closing parades on a parade night.

A3. The following is a list of special ceremonial parades that can be conducted:

- Battle of Britain,
- Battle of the Atlantic,
- Ceremony of the Flags,
- Change of Command,
- Drumhead Ceremony,
- Freedom of the City,
- Military Funeral,
- Retreat and Tattoo,
- Sunset Ceremony, and
- Trooping the Colour(s).

Teaching Point 2 **Describe the parade night sequence.**

Time: 10 min Method: Interactive Lecture

This TP describes the opening and closing parade sequences during a parade night from the view of a team leader commanding a division on parade.

Distribute to each cadet a copy of the ACR parade sequence located at A-CR-CCP-601/PF-001, *Phase One Instructional Guides*, Chapter 8, Section 13, Annex A, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade).

The parade night sequence that is provided in this TP is one way to conduct the parade. Cadet corps have some flexibility regarding their own routines.

PARADE NIGHT SEQUENCE

It is necessary to know and understand the sequence of the opening and closing parades as a team leader commanding a division on parade. Team leaders will be required to lead cadets on the parade square through a series of drill commands, formations and movements while effectively communicating.

Opening Parade

The sequence for the opening parade is as follows:

1. **Form up.** Through a series of drill commands, the cadets of the division will form up for the opening parade.
2. **Roll call.** Attendance is taken by the team leader to determine if cadets are present, excused or absent.
3. **Inspection.** The inspection can be conducted by the team leader, the Coxswain or an officer. In most cases, the team leader conducts the initial inspection of the division, before the Coxswain or an officer conducts the main corps inspection.
4. **March past.** This allows the corps to practice marching for the ACR or any other upcoming parades. As some cadet corps may not have the required space, a march past may not be possible or is not always required.
5. **Announcements.** This is a good opportunity for any announcements, awards, presentations and / or promotions to be given.

Cadet corps may present awards or promotions at the opening parade or the closing parade.

6. **Dismissal.** The dismissal signifies the end of the opening parade and the beginning of the training session(s).

Closing Parade

The sequence for the closing parade is as follows:

1. **Form up.** Through a series of drill commands, the cadets of the division will form up for the closing parade.
2. **Announcements.** This is a good opportunity for any announcements, awards, presentations and / or promotions to be given.

3. **Advance in review order.** This allows the corps to practice the advance in review order for the ACR and any other upcoming parades. As some cadet corps may not have the required space, an advance in review order may not be possible or is not always required.

Final compliments to royalty, senior officials and higher military commanders shall be paid after completing the advance in review order.

4. **Dismissal.** The dismissal signifies the end of the closing parade and the end of the training session.

Refer to PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade) Annex A, for further information.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. How do team leaders lead cadets on parade?

Q2. What is the sequence for the opening parade?

Q3. What is the sequence for the closing parade?

ANTICIPATED ANSWERS:

A1. Team leaders lead cadets on parade through a series of drill commands, formations and movements while effectively communicating.

A2. The sequence for the opening parade is as follows:

- form up;
- roll call;
- inspection;
- march past;
- announcements; and
- dismissal.

A3. The sequence for the closing parade is as follows:

- form up;
- announcements;
- advance in review order; and
- dismissal.

Teaching Point 3 **Describe the ACR sequence.**

Time: 10 min Method: Interactive Lecture

This TP is intended to highlight the ACR sequence from the view of a team leader commanding a division on parade.

Distribute a copy of the ACR parade sequence located at A-CR-CCP-601/PF-001, *Phase One Instructional Guides*, Chapter 8, Section 13, Annex D, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade) to every three cadets. This handout outlines the entire format for an ACR parade sequence.

The ACR format that is provided in this TP is one way to conduct the parade. Cadet corps have some flexibility regarding their own routines.

ACR SEQUENCE

The ACR parade provides an opportunity for cadet corps to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

Each year, cadet corps are required to conduct an ACR parade. The main sections of the parade sequence for the ACR are as follows:

- form up;
- reception of the reviewing officer (RO);
- inspection by the RO;
- march past;
- awards and presentations;
- advance in review order;
- departure of the RO; and
- dismissal.

Upon completion of the awards and presentations many corps march off the parade square and then conduct demonstrations or displays. The reviewing officer's address normally takes place once the formation has reformed on the parade square after the awards and presentations portion.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1. How often are cadet corps required to conduct an ACR parade?

Q2. What is the purpose of an ACR parade?

Q3. What is the sequence of the ACR parade?

ANTICIPATED ANSWERS:

A1. Each year cadet corps are required to conduct an ACR parade.

A2. The ACR parade is an opportunity for cadets to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

A3. The parade sequence for the ACR is as follows:

- form up;
- reception of the reviewing officer (RO);
- inspection by the RO;
- march past;
- awards and presentations;
- advance in review order;
- departure of the RO; and
- dismissal.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. What is the purpose of parades?

Q2. What parade do the opening and closing parade sequences follow?

Q3. What is the purpose of an ACR parade?

ANTICIPATED ANSWERS:

A1. The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.

A2. Opening and closing parades usually follow the ACR sequence, allowing cadets to learn the ACR sequence throughout the training year.

A3. The ACR parade is an opportunity for cadets to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

When placed in a team leader role it is important to remember that cadets will be looking for guidance and knowledge on the parade square. Team leaders will be expected to guide cadets through a parade night and ACR sequence through a series of drill commands, formations and movements.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 3

EO M408.03 – COMMAND A SQUAD

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 fold in half (laminate if possible) the Parade Sequence Aide-Mémoire Card located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill of commanding a squad while providing an opportunity for the cadet to practice the skill under supervision.

INTRODUCTION

REVIEW

The review for this lesson is from EO M408.02 (Identify Parade Sequence).

QUESTIONS:

Q1. What is the sequence for the opening parade?

Q2. What is the sequence for the closing parade?

Q3. What is the general sequence of the Annual Ceremonial Review (ACR) parade?

ANTICIPATED ANSWERS:

A1. The sequence for the opening parade is as follows:

- form up;
- roll call;
- inspection;
- march past;
- announcements; and
- dismissal.

A2. The sequence for the closing parade is as follows:

- form up;
- announcements;
- advance in review order; and
- dismissal.

A3. The general parade sequence for the ACR is as follows:

- form up;
- reception of the reviewing officer (RO);
- inspection by the RO;
- march past;
- awards and presentations;
- advance in review order;
- departure of the RO; and
- dismissal.

OBJECTIVES

By the end of this lesson the cadet shall have commanded a squad.

IMPORTANCE

It is important for cadets to command a squad on parade as they will be placed in a team leader role and will need to know the formations and locations of all members on the parade square. Cadets also need to know how to deliver words of command in a clear and concise manner, with confidence and determination, which will affect how cadets in the squad respond to orders.

Teaching Point 1 **Explain, demonstrate and have the cadets command a squad.**

Time: 25 min Method: Demonstration and Performance

This TP is intended to demonstrate to the cadet how to command a squad. For this skill TP, it is recommended that instruction take the following format:

1. Explain and demonstrate the complete skill of commanding a squad while cadets observe, to include:
   a. falling in;
   b. greeting the RO to complete the inspection;
   c. leading the squad on the march past; and
   d. falling out.
2. Explain and demonstrate each step required to effectively command a squad while on parade.
3. Have each cadet assume the role of team leader and practice each step.
4. Have each cadet assume the role of team leader and practice the complete skill.

Divide the team into two or three groups, if required, for all cadets to command a squad.

This activity shall be conducted IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*.

Note: Assistant instructors may be required for demonstration purposes.

Position the cadets around the parade square, as required, so that they can see the movements required to command a squad.

Distribute a copy of the Parade Sequence Aide-Mémoire Card located at Attachment A to each cadet. Cadets may use the card when practicing the skill of commanding a squad.

The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.

The aim of division drill is to enable the division, when it takes its place in the ship's company, to carry out any sequence of drill movements that the parade commander orders.

The parade format that is provided in this lesson is one way to conduct the parade. Cadet corps have some flexibility, as they may not have the number of cadets required or cadets may have not completed the required training to assume the role of every parade position.

Refer to Annex A of PO 108 (Participate in an Annual Ceremonial Review Parade), for further information on the parade format.

Falling In

When falling in as a divisional petty officer (DPO), follow the required commands of the parade commander.

If there is no deputy parade commander, the parade commander would complete the required commands and actions.

When assuming the role of a divisional officer (DivO), the following additional steps for falling in are to be conducted:

1. The commencement of the promenade begins after the squads have fallen in. The promenade continues until the deputy parade commander or the parade commander is ready to assume command.
2. DivOs position themselves five paces in the rear of and centred on the deputy parade commander, at the front of the parade square. Dressing is automatic and DivOs are to stand at ease in succession from the right.
3. On the command OFFICERS FALL—IN, by the deputy parade commander, DivOs come to attention, turn left and march to their respective squads, approaching their squads from the right flank front (as illustrated in Figure 1).

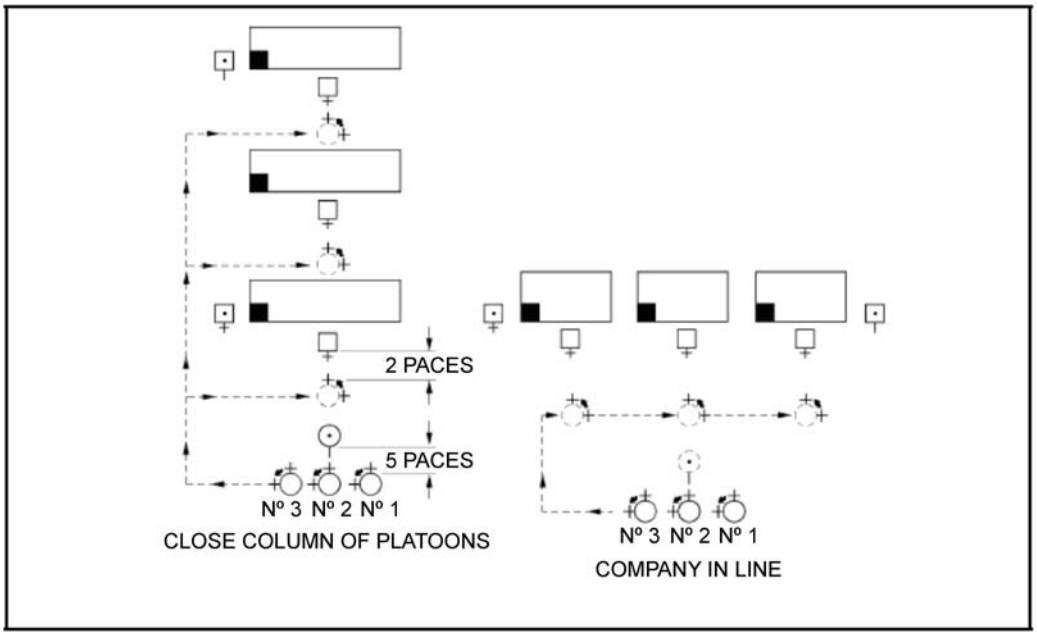

Figure 1 When Officers Fall In

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 7-3-16), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.

DivOs halt two paces in front of the DPO, who reports the strength, condition, etc, of the squad. DivOs then march forward two paces to take their proper command position after the DPO has moved to their position behind the squad.

Figure 1 demonstrates the fall-in procedures when a DivO and a DPO are on parade. Inform the cadets that if no DivO is required to fall in, the DPO will maintain command of the division.

Regardless of frontage, when a squad is formed up in line the DivO / DPO shall be positioned three paces in front and centre of the squad.

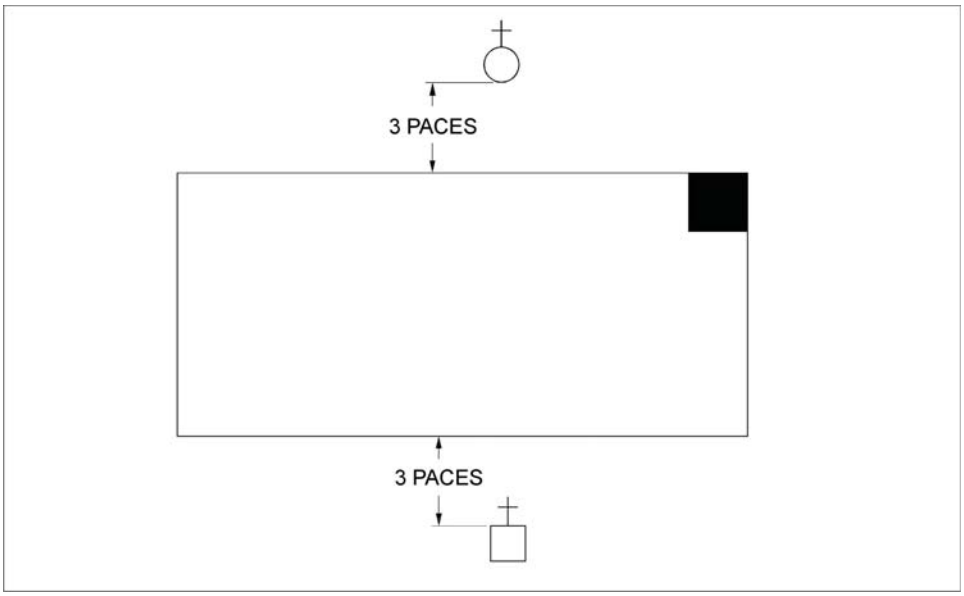

Figure 2 Squad in Line

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 7-2-2), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.

Figure 2 demonstrates the command positions when a DivO and a DPO are on parade.

When on parade, each squad follows the same procedures to hand over command. Once the DivO / DPO are in their new position(s), the command STAND AT—EASE, is given in succession from the front (right). On the executive word of command of the last DivO / DPO ordering their squad to stand at ease, DivO / DPO turn about and stand at ease together.

Throughout the parade it is important to remember that words of command are to be pronounced clearly and distinctly, with confidence and determination, since they convey an order which is to be promptly obeyed.

Refer to A-CR-CCP-603/PF-001, *Phase Three Instructional Guides*, EO M308.02 (Deliver Words of Command), if further information is required on how to deliver proper words of command.

When paying compliments during the parade, all salutes must be acknowledged and conducted in a sharp manner.

Greeting the RO to Complete the Inspection

Inspections are conducted one squad at a time, normally accompanied by the RO and the reviewing party. The parade commander will give the command NO. 1 SQUAD, STAND FAST, REMAINDER STAND AT—EASE before the inspection begins. The inspection commences with the squad ordered to stand fast.

As the RO approaches, the DivO / DPO turns right and marches to a position three paces in front of the marker, facing the RO. When the RO approaches, the DivO / DPO will salute (if required) and report the squad.

The following is an example opening report from the DivO / DPO to the RO, when the RO approaches the squad for the inspection.

"Good evening (morning / afternoon) sir (ma'am), Sergeant Jones reporting for number one squad, 25 cadets on parade, ready for your inspection".

If the RO is a local government official, a civilian or a non-commissioned officer (NCO), a salute is not required.

The DivO / DPO will guide the RO through the front and rear of each rank, commencing at the right flank of the front rank and proceeding in a counter-clockwise direction around each rank in turn. When the RO has completed the inspection, the DivO / DPO will position themselves behind the rear rank marker, to acknowledge the RO's completion of the squad's inspection, ask permission to carry on and salute (if required).

The following is an example response from DivO / DPO to the RO, when the RO has completed the inspection of the squad.

"Sir (ma'am), thank you for inspecting number one squad. Permission to carry on?"

Once the RO has begun to move to the next squad, the DivO / DPO executes a right turn and marches, using a series of wheels, back to their command position facing the squad. When in position the DivO / DPO shall give the commands CLOSE ORDER—MARCH and STAND AT—EASE. The DivO / DPO will then turn about to face the front, stand at ease, and await further orders from the parade commander.

As the inspection is being completed, the remaining DivO / DPO will observe the RO and as the RO inspects the rear rank of the preceding squad, the next DivO / DPO shall turn about to face their squad, give the command ATTEN—TION and carry out the inspection sequence for their squad.

Inspections are always carried out at the open order.

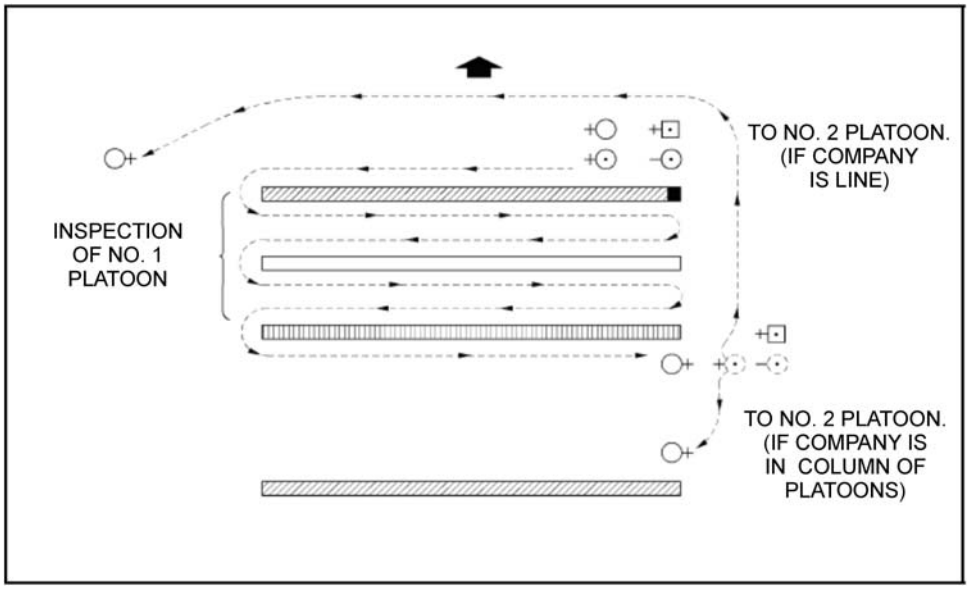

Figure 3 Completing the Inspection

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 7-3-18), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.

Leading the Squad on the March Past

March pasts may be conducted in column of route or in column of threes, depending on time and space available, level of training and the occasion. The simplest march past is column of route in quick time.

Throughout the march past, when commanded by the parade commander, the DivO / DPO may be required to give the command EYES—RIGHT and EYES—FRONT to their respective squad.

The commands EYES—RIGHT and EYES—FRONT, will be given on the left foot.

If there are turns on the march past, the DivO / DPO may be required to give the commands RIGHT—TURN (called on the left foot) and / or LEFT—TURN (called on the right foot), when directed by the parade commander.

At the end of the march past, the command HALT (called on the left foot) may also be required to be given, when directed by the parade commander.

Column of route. The DivO / DPO is two paces in front of the centre single file of the squad. Column of route is the formation most commonly used to move squads on the march.

When halted in this position and given the command to turn, the DivO / DPO will turn in the appropriate direction, observe the standard pause and march, using a series of wheels, to their appropriate position(s).

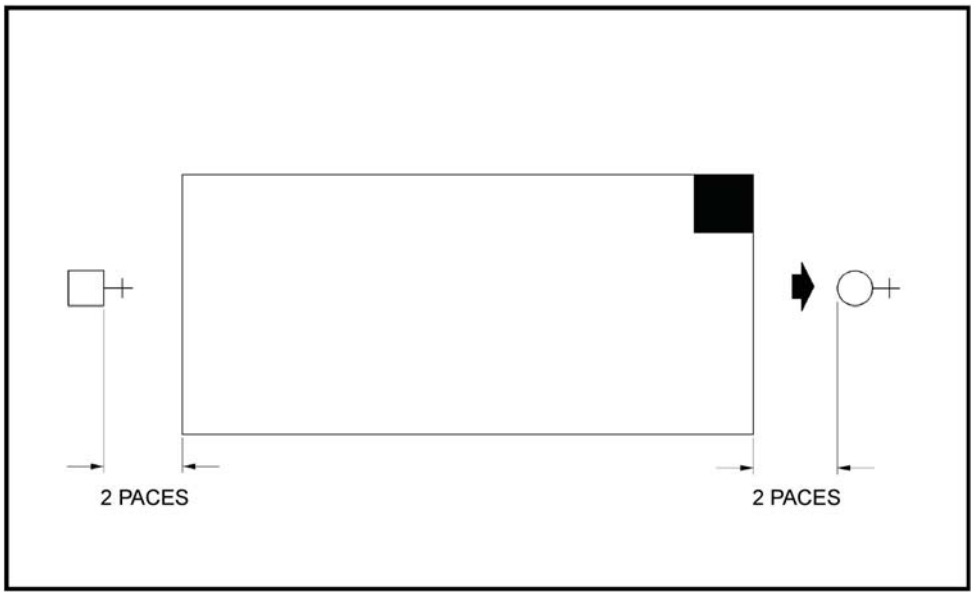

Figure 4 Squad in Column of Route

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 7-2-4), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.

Figures 4 and 5 demonstrate the command positions when a DivO and a DPO are on parade for the march past, in column of route. If there is no DivO, the DPO will command the division.

Column of threes. A squad in column of threes is in the same formation as when in line, but facing a flank. Column of threes is another formation used to move a squad on the march.

When halted in this position and given the command to turn, the DivO / DPO turn in the appropriate direction and maintain their position(s).

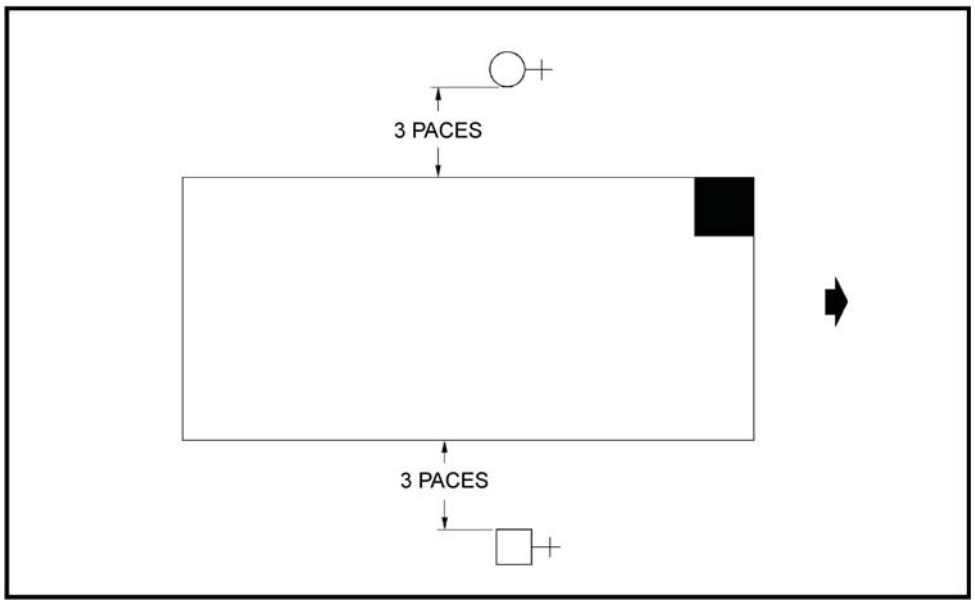

Figure 5 Squad in Column of Threes

Note. From *The Canadian Forces Manual of Drill and Ceremonial* (p. 7-2-3), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.

Falling Out

When falling out as a DPO, follow the commands of the parade commander.

When assuming the role of a DivO, the following additional steps of falling out are to be conducted:

1. On the command OFFICERS, FALL—OUT, which is given by the parade commander when the parade is at attention, the DivO marches the most direct route and forms up in a line, five paces in front of, centred on and facing, the parade commander, at arm's length interval (without raising the arm), the deputy parade commander on the right.
2. When all DivO are present and in line, the deputy parade commander takes a half pace forward.
3. When ordered by the parade commander to DIS—MISS, the deputy parade commander will step back one half pace. All DivO will observe the standard pause and march straight forward off the parade square, along with the deputy parade commander.

CONFIRMATION OF TEACHING POINT 1

The cadets' commanding a squad will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' commanding a squad will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This lesson is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 408 PC.

CLOSING STATEMENT

Commanding a squad on parade with confidence and determination, will affect how cadets respond to the orders given. Delivering words of command, in a clear and concise manner allows a squad to move as a team in an organized and efficient manner.

INSTRUCTOR NOTES / REMARKS

Where there are a large number of cadets, divide the group into two or three squads and rotate the cadets through as commanders.

REFERENCES

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

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PARADE SEQUENCE AIDE-MÉMOIRE CARD

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PARADE SEQUENCE AIDE-MÉMOIRE CARD

FALLING IN

When falling in as a DPO:
Follow the required commands of the parade commander.

When falling in as a DivO:

1. Stand at ease in succession from the right, once in position.
2. On the command to fall in, come to attention, turn left and march to the division, approaching from the right flank.
3. Halt two paces in front of DPO.
4. March two paces forward (assume the proper command position) and give the command **STAND AT—EASE**.
5. On the executive word of command of the last division ordered to stand at ease, turn about and stand at ease.

GREETING THE RO TO COMPLETE THE INSPECTION

1. Ensure the division is at attention. Give the command **ATTEN—TION** (if required).
2. Turn right and move to a position three paces in front of the marker (check RO's position as required).
3. Salute the RO (if required) and report the division (eg, "Good evening [morning / afternoon] sir [ma'am], Sergeant Jones reporting for number one division, 25 cadets on parade, ready for your inspection").
4. Guide the RO through the ranks.
5. After the inspection, stand to attention behind the rear rank marker and salute (if required) and respond to the RO (eg, "Sir [ma'am], thank you for inspecting number one division. Permission to carry on?").
6. Execute a turn and march back to the front of the division.
7. Give commands **CLOSE ORDER—MARCH** and **STAND AT—EASE** to the division.
8. Turn about to face front, stand at ease and await further orders from the parade commander.

LEADING THE DIVISION ON THE MARCH PAST

- Execute all commands given by the parade commander, as per the parade sequence.
- Assume the correct command positions throughout the march past.
- Give the commands **LEFT—TURN** (as required), **EYES—RIGHT**, **EYES—FRONT**, **RIGHT—TURN** (as required) and **HALT** (as required), as directed by the parade commander.

FALLING OUT

When falling out as a DPO:
Follow the required commands of the parade commander.

When falling out as a DivO:

- On the command to fall out, march the most direct route and form up in position facing the parade commander.
- On the command to dismiss, observe the standard pause and march straight off parade square.

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 4

EO M408.04 – INSPECT A CADET ON PARADE

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 A-CR-005-001/AG-001, *Royal Canadian Sea Cadet Dress Instructions* and the Dress Instructions Activity Worksheet located at Attachment A, for every three cadets.

Photocopy the Dress Instructions Checklist located at Attachment C for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest and confirm comprehension of elemental dress instructions.

A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate the skill of inspecting a cadet on parade while providing an opportunity for the cadet to practice the skill under supervision.

INTRODUCTION

REVIEW

The review for this lesson is from EO M408.03 (Command a Squad).

QUESTIONS:

Q1. Regardless of frontage, when a squad is formed up in line, how many paces must the Div O / DPO be positioned when in front and centre of the squad?

Q2. What is an example report when the reviewing officer (RO) approaches the squad for the inspection?

Q3. When commanding the squad as a team leader, what is the team leader responsible for?

ANTICIPATED ANSWERS:

A1. When a squad is formed up in line the Div O / DPO shall be positioned three paces in front and centre of the squad.

A2. "Good evening (morning / afternoon) sir (ma'am), Sergeant Jones reporting for number one squad, 25 cadets on parade, ready for your inspection".

A3. When commanding a squad, the team leader is responsible for:

- falling in;
- greeting the RO to complete the inspection;
- leading the squad on the march past; and
- falling out.

OBJECTIVES

By the end of this lesson the cadet shall be expected to inspect a cadet on parade.

IMPORTANCE

It is important for cadets to be able to inspect a cadet on parade as they will be placed in a team leader role and will need to know how to effectively correct errors and evaluate dress, IAW A-CR-005-001/AG-001, *Royal Canadian Sea Cadet Dress Instructions*. Team leaders must maintain a high standard of appearance and bearing, as cadets will be looking to their team leader for examples, guidance and knowledge when it comes to wearing the elemental cadet uniform.

Teaching Point 1 **Conduct an activity where the cadets will, in groups of three, identify the correct way of wearing the cadet uniform.**

Time: 15 min Method: In-Class Activity

Refer to A-CR-005-001/AG-001, *Royal Canadian Sea Cadet Dress Instructions* for background information.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets, in groups of three, identify the correct way of wearing the cadet uniform.

RESOURCES

- Dress Instructions Activity Worksheet located at Attachment A (one per group),
- A-CR-005-001/AG-001, *Royal Canadian Sea Cadet Dress Instructions* (one per group),
- Tables (one per group),
- Chairs (one per cadet), and
- Pen / pencil (one per group).

ACTIVITY LAYOUT

Set up the drill hall or outdoor parade square with tables and chairs for group work, with the required resources for each group to complete their activity worksheet.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of three.
2. Distribute the Dress Instructions Activity Worksheet to each group.
3. Allow each group five minutes to answer the questions on their worksheet.
4. Circulate and assist the cadets as necessary, offering suggestions and advice. Refer to the Dress Instructions Activity Worksheet Answer Sheet, as required.
5. Distribute a copy of A-CR-005-001/AG-001, *Royal Canadian Sea Cadet Dress Instructions* to each group.
6. Have the cadets, within the group, discuss and confirm their answers from their group activity worksheet.
7. Allow the groups five minutes to check their answers on their worksheet.
8. Review the answers with the class.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2 **Explain, demonstrate and have the cadets perform an individual inspection.**

Time: 35 min Method: Demonstration and Performance

This TP is intended to demonstrate how to perform an individual inspection and to aid the cadets' comprehension of the inspection process as a team leader. For this skill TP, it is recommended that instruction take the following format:

1. Explain and demonstrate the complete skill of performing an individual inspection while cadets observe, to include:
   a. inspecting the front of the cadet from head to toe;
   b. inspecting the back of the cadet from head to toe; and
   c. correcting errors verbally, as required.
2. Explain and demonstrate each step required to effectively perform an individual inspection.
3. Have each cadet assume the role of team leader and practice each step.
4. Have each cadet assume the role of team leader and practice the complete skill.

Divide the team into two equal groups, if required, for all cadets to assume the role of a team leader inspecting a squad.

Note: Assistant instructors may be employed for demonstration purposes.

This activity will be conducted IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*.

Distribute a copy of the Dress Instruction Checklist located at Attachment B to each cadet, as a reference when assuming the role of team leader inspecting a squad.

In this TP, the role of DivO / DPO is referred to as the team leader.

Inspections shall be carried out at the open order. Ranks shall be dressed after the open order, before the inspection and after the close order. The individual performing the inspection will inspect the front and rear of the rank, commencing at the front rank marker and proceeding in a counter-clockwise direction around each rank in turn.

Ranks that are being inspected are in the position of attention and ranks within the same division that are not being inspected, may be ordered to stand at ease. Similarly, during the inspection of one or more squads, the squads that are not being inspected may be ordered to stand at ease. During an inspection, an individual

ordered to adjust clothing or equipment shall do so immediately, maintaining their current position within the ranks. After the adjustment is finished, the position of attention will be resumed.

INSPECTING THE FRONT OF A CADET FROM HEAD TO TOE

Inspecting the front of the cadet shall commence at the head and work down to the feet to determine that the cadet:

- is properly equipped for the parade, with clothing and equipment clean and in good repair;
- is properly dressed, with all clothing, badges, ribbons, etc, worn correctly; and
- has a high standard of personal hygiene and grooming.

INSPECTING THE BACK OF A CADET FROM HEAD TO TOE

Inspecting the back of the cadet is done in the same manner as inspecting the front; commence at the head and work down to the feet. The individual performing the inspection is also checking that the cadet is properly dressed and equipped with a high standard of personal hygiene.

CORRECTING ERRORS VERBALLY

Speak to cadets clearly and positively to ensure maximum learning and understanding of the dress instructions.

When correcting errors, the team leader(s) is to address the cadet in a positive tone. Explain and demonstrate the correct method and have the cadet complete the correction (providing it is a minor correction / adjustment that can be done while the cadet is in ranks). This method will allow the cadet to learn from their error(s).

When correcting errors, never touch the cadet. Either ask permission to touch the cadet's uniform or demonstrate how to correct the error using one's own uniform.

CONFIRMATION OF TEACHING POINT 2

The cadets' performance of an individual inspection will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' performance of an individual inspection will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

When placed in a team leader role, it is important to remember that cadets will be looking for examples, guidance and knowledge regarding the elemental cadet dress instructions. Team leaders who portray a high standard of appearance and bearing are able to effectively evaluate dress and correct errors in a positive manner.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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

A1-003 A-CR-005-001/AG-001 D Cdts (2006). *Royal Canadian sea cadets dress instructions*. Ottawa, ON: Department of National Defence.

DRESS INSTRUCTIONS ACTIVITY WORKSHEET

Instructions: Circle TRUE or FALSE for each question. After all questions have been answered, read through A-CR-005-001/AG-001, *Royal Canadian Sea Cadet Dress Instructions*, to confirm the answers.

1.	**There are three occasions when cadets are permitted to wear their uniforms.** TRUE or FALSE
2.	**Cadet medals are worn on the right side of the dress uniform jacket.** TRUE or FALSE
3.	**Cadets are not authorized to wear makeup while in uniform.** TRUE or FALSE
4.	**An undershirt is allowed to be worn under the uniform, providing it is not visible.** TRUE or FALSE
5.	**The Supply Officer is to ensure that the cadets are dressed in accordance with the CATOs.** TRUE or FALSE
6.	**The Remembrance Day poppy is to be placed / pinned and centred on the top left pocket flap of the cadet dress jacket.** TRUE or FALSE
7.	**Civilian backpacks must never be carried or worn while in uniform.** TRUE or FALSE
8.	**Modifications are not permitted on the parade boots.** TRUE or FALSE
9.	**The name tag is exactly 7 cm in length.** TRUE or FALSE
10.	**The rank insignia shall be worn on the right sleeve of the dress uniform jacket.** TRUE or FALSE
11.	**The belt on the dress uniform jacket shall be adjusted so that the excess of the belt is no more than 6 cm.** TRUE or FALSE
12.	**The length of the trousers should extend to the 3rd eyelet of the parade boot.** TRUE or FALSE

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DRESS INSTRUCTIONS CHECKLIST

CADET'S NAME _____ DIVISION _____

Uniform Items / Accessories	Check (√) if Item is Clean / Pressed / Polished	Additional Comments
HEADDRESS		
Headdress		
CLOTHES ON THE UPPER BODY		
Badges (proper placement and sewn on correctly)		
Cadet Slip-on or Armlet		
Gun Shirt		
Turtleneck Sweater		
Uniform Jacket and Belt		
Name Tag		
CLOTHES ON THE LOWER BODY		
Trousers and Belt		
FOOTWEAR		
Parade Boots (with grey wool socks)		
OVERALL PERSONAL APPEARANCE		
Hair (includes facial hair)		
Makeup, Jewellery, Sunglasses, etc		
PHYSICAL FITNESS GEAR (as required)		
Grey Sports T-Shirt and Shorts		
Running Shoes		

Note. Additional comments may be recorded on the back of the checklist.

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 5

EO C408.01 – DISCUSS THE HISTORY OF DRILL

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 the Summary of Significant Drill Events handout located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the history of drill and generate interest.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have discussed the history of drill.

IMPORTANCE

It is important for cadets to discuss the history of drill as it represents a part of military history. Being able to understand the purpose and evolution of drill will help cadets understand why drill movements are performed by the military today.

Teaching Point 1 **Discuss the origins of drill.**

Time: 10 min Method: Interactive Lecture

This TP is intended to introduce the origin of drill throughout ancient history and how vital drill used was on the battlefield.

Distribute the Summary of Significant Drill Events located at Attachment A to each cadet.

In ancient history, the most powerful, efficient and developed empires developed ways of moving soldiers from one place to another on the battlefield, without individuals getting confused and mixed up with other units. Empires realized that well-drilled soldiers were more efficient in battle.

The earliest known drill movement, during the rise of kingship in Mesopotamia, about 3000 BC, was close-order drill, defined as shoulder to shoulder marching.

At one time, drill and tactics were the same, as drill was needed on the battlefield. Battle drill has existed since ancient times. Separate drill for infantry, armoured, cavalry and others were replaced by all arms drill early in the 20th century, as the changing conditions of war gradually separated tactics from barrack routine.

Infantry. Infantry drill was practiced regularly around 1000 BC and was necessary to ensure that each soldier's movements matched those of the rest.

Armoured. Soldiers, known as armoured spearmen, fought in close-order drill and marched in step to maintain an unbroken shield wall against the enemy. Regular practice was needed to keep the ranks together during battle.

Cavalry. In 875 BC, about a century after the infantry and armoured were developed, a new battlefield tactic (the bow and arrow) was introduced and a new style of warfare drill developed, which resulted in the establishment of the cavalry. The cavalry could attack from a distance, with the use of horses. They learned to do drill on the horses, control the horses and aim and shoot their bow and arrow.

Imitation of battle taught the proper use of weapons and strengthened endurance on the battlefield. Armies found that by teaching the soldiers drill and battle procedures, their chances of victory significantly improved.

Drill is still used routinely to move soldiers in an orderly and efficient manner. It also forms the basis of the precise manoeuvres used in military displays and ceremonies.

Romans

Around 2400 BC, Romans realized the way to learn the required skills when deploying for battle was by training Roman soldiers to execute drill in formation. At the beginning of training, recruits were taught the military pace by marching quickly, in time and in formation, up to 32 km (20 miles) a day. Three times a month, garrison soldiers marched 16.1 km (10 miles), built a fortified camp and returned to base, all in the same day. Individual skills with weapons were also developed with daily practice.

Romans spent most of their time practicing ceremonial guard duty and drill, in order to become well-drilled soldiers. The emotional significance of daily and prolonged close-order drill created a lively esprit de corps among the poverty-stricken peasant recruits and the urban outcasts.

The Romans are presumed to have used cadence while marching for tactical formations. Romans regarded military music quite seriously, as they had several warlike instruments. Each soldier had a trumpet, a horn, or both. These were employed for signals, or what is now referred to as “calls”. Instruments were used for marching music and to direct the movement of soldiers.

As Roman soldiers clashed with other armies, they would learn and employ the same sort of successful drill that the other armies had developed.

Greeks and Spartans

Greek citizens did not willingly accept the rigors of military drill, but the emotional effects of keeping together did not disappear when citizen soldiers ceased to dominate military affairs. Drill became more elaborate in the fourth century BC, as those who participated in drill were professional soldiers whose loyalties were to their commanders.

Spartans engaged in drill and marching exercises on a regular basis and learned how to advance evenly into battle by keeping in step to the sound of music, all without breaking their order or ranks. Spartans also learned how to execute flanking movements and open and close order march, allowing their armies to alter the length of their front.

A Spartan is a citizen of Sparta (city in the South Peloponnese) in ancient Greece.

Spartans developed rigorous styles of military training as they required youth to live apart from family, according to their age class in order to participate in physical exercises and military drill.

Chinese

Chinese armies used drummers to beat the drums while soldiers were marching. The drummers would beat the drums once to signify the left foot moving forward and then beat it again to signify the right foot moving forward.

When drill and combat methods were taught, they were taught to 100 men at a time. After instruction to 100 men was complete, they were united with other companies which were comprised of 1 000 men. When the instruction to the 1 000 men was complete, they were combined with other regiments.

Large infantry armies were taught to handle their weapons in unison and maintain formation by keeping in step on the battlefield, all by responding to signals. Most of China's drill movements between 400 and 300 BC were derived from the Romans and the Greeks.

If a drummer missed a beat, he was executed. Those that moved by themselves or did not obey the drums or signals were also executed.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. In ancient history, why did empires develop ways of moving organized soldiers from one place to another?

Q2. At the beginning of training, how were Roman recruits taught military pace?

Q3. Why did Chinese armies use drums?

ANTICIPATED ANSWERS:

A1. In ancient history, the most powerful, efficient and developed empires developed ways of moving soldiers from one place to another on the battlefield, without individuals getting confused and mixed up with other units.

A2. At the beginning of training, Roman recruits were taught military pace by marching quickly, in time and in formation, up to 32 km (20 miles) a day.

A3. Chinese armies used drummers to beat the drums when soldiers were marching. The drummers would beat the drum once to signify the left foot moving forward and then beat it again to signify the right foot moving forward.

Teaching Point 2 **Discuss the evolution of drill movements.**

Time: 15 min Method: Interactive Lecture

This TP is intended to describe the evolution of drill and how drill movements and instruction developed throughout the years.

Infantry supremacy and precise drills were eclipsed after the fall of the Roman Empire. During the feudal era, mounted knights ruled combat. Infantry drills were resurrected in the 14th century and slowly developed and improved thereafter.

Swiss

Disciplined soldiers marched in cadence to the sound of musical instruments in admirable order beneath their banners. It is believed that the Swiss, in the late 1300s, were the first modern soldiers to march to music.

Dutch

Words of command were starting to be used for drill shortly after it was introduced to the Dutch in the late 1500s. It became possible to get soldiers to move in unison while performing the actions needed to load, aim and fire their weapons. The soldiers practiced until the necessary motions were almost automatic. This made them less likely to be disrupted by the stress of battle, an advantage when meeting untrained soldiers.

Words of command permitted companies, platoons and squads to respond to their designated leader as different movements and commands were established for units of every size. Soldiers had to practice these movements whenever possible. It was determined that when an entire army was trained this way, control of battle became possible.

In the early 1600s, an artist was used to make engravings of each posture required for each drill movement, with the corresponding words of command below each picture. This material was then gathered and published into a book.

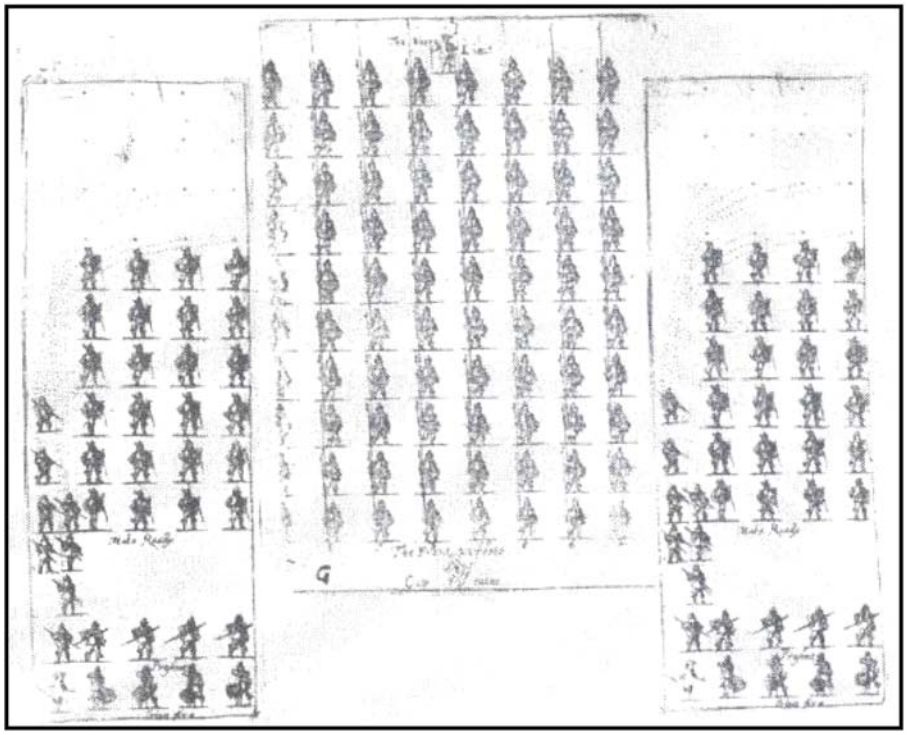

Figure 1 Diagram of a Drill Movement in the 1600s

Note. From *Keeping Together in Time: Dance and Drill in Human History* (p. 86), W. H. McNeill, 1997, Cambridge, MA: Harvard University Press. Copyright 1995 by William H. McNeill.

Over the next half century, the Germans, Russians, Spaniards and French translated the book, causing these drill movements to spread across Europe.

Germans

In the mid 1800s, the Germans (and the Swiss) had the idea of having soldiers become instructors. This provided the opportunity to break down the drill movement(s), demonstrating for all soldiers to see and by allowing the leaders to call out the movements, "by the numbers".

In the late 1800s, the British, Japanese and Chinese followed the Germans and the Swiss by having soldiers teach drill movements.

British

In the British Army, the balance step was a feature of the ordinary march step, experienced today as the slow march. The balance step was introduced as soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire. Each recruit was trained as a member of a squad until perfect in all points of duty. Each soldier was allowed to join the battalion after being fully trained. Every soldier, after returning from a long absence, had to be re-drilled before being permitted to act in the ranks of his company.

It was imperative that commanders were able to estimate the time required for soldiers to march from point A to point B on foot. With that in mind, the following marches were introduced to the British Army in 1824:

- **March (75 steps per minute, each step 30 inches [76 cm]).** The slowest step (otherwise known as slow time) at which soldiers moved. This march was most commonly used for parades or moving very large formations.
- **Quick march (108 steps per minute, each step 30 inches [76 cm]).** This ordinary pace was applied to most movements by large bodies of soldiers.
- **Wheeling step (120 steps per minute, each step 30 inches [76 cm]).** Wheeling (forming) from line into column or vice versa, ensured there was no delay in achieving the required formation to face a new enemy.
- **Double march (150 steps per minute, each step 36 inches [91 cm]).** This march was applied to the movements within the divisions within a battalion without exhausting soldiers in heavy marching order (eg, load carrying equipment). In rank movements, the double march, when safely applied, may be used in rapid formations, or for quickly moving ranks.

Canadian

- **Royal Canadian Navy.** The Royal Canadian Navy used army drill and ceremonial procedures when on solid ground, by parading as platoons, companies and battalions. While on a ship, the navy conducted ship board drill. The navy still uses the same drill movements while on solid ground; however, they parade by divisions.
- **Canadian Army.** With few exceptions, Canada's Armed Forces used British drill manuals (sometimes with just a Canadian cover and covering page) up until the end of World War II (WW II). It was only with the introduction of a new family of small arms weapons (1989 Draft Drill Manual), and similar developments in other Commonwealth countries, that some of the old drill movements diverged. There were still many similarities in drill, allowing Canadian regiments to execute drill alongside British Army personnel.

One strong influence on the Canadian Forces is the evolution to independent statehood within the British Commonwealth of Nations. This can be seen in customs and routine, uniforms and drill, organization and many other matters (eg, trooping the colours, gun salutes).

- **Royal Canadian Air Force.** Technical requirements of the Royal Canadian Air Force in 1941 called for speeding up the process of drill instruction and, at the same time, reducing the periods of practical training. Both of these objectives were attained by properly combining classroom instruction and parade ground training. The daily program of training was arranged to allow all personnel on strength to receive one hour of classroom instruction and parade ground training per week.

In 1955, the classroom explanation was absent from the *Manual of Drill for the Royal Canadian Air Force*. When conducting drill training, the Royal Canadian Air Force used army drill and ceremonial procedures.

Instructional and practical drill training periods for the Royal Canadian Air Force were as follows:

- classroom instruction–45 percent (demonstration and explanation by instructor);
- practical training–25 percent (on the parade ground);
- mutual instruction–15 percent; and
- voice training–15 percent.

The foot and arms drill of the Royal Canadian Navy, Canadian Army and Royal Canadian Air Force were generally similar, being derived from the same tactical practices. When the three services were unified in 1968, evolution continued by blending the drill detail back into one standard of drill.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What did the Dutch create in the early 1600s?

Q2. What were the marches introduced by the British in 1824?

Q3. Whose drill manuals did the Canadian Armed Forces use before World War II?

ANTICIPATED ANSWERS:

A1. In the early 1600s, the Dutch created a book of drill. An artist was used to make engravings of each posture required of each drill movement, with the corresponding words of command below each picture. This material was then gathered and published into a book.

A2. The following marches were introduced by the British Army in 1824:

- march,
- quick march,
- wheeling step, and
- double march.

A3. With few exceptions Canada's Armed Forces used British Manuals (sometimes just with a Canadian cover and covering page) up until the end of WW II.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. How did the Chinese teach drill to large numbers of soldiers?

Q2. When did the Dutch start using words of command for drill?

Q3. Why did the British introduce the balance step?

ANTICIPATED ANSWERS:

A1. When drill and combat methods were taught, they were taught to 100 men at a time. After instruction to 100 men was complete, they were united with other companies which were comprised of 1 000 men. When the instruction to the 1 000 men was complete, they were combined with other regiments.

A2. The Dutch started using words of command for drill in the late 1500s.

A3. The British introduced the balance step because the soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill procedures and movements are a large component of today's military. Learning about the purpose and evolution of drill will help you understand why so many drill movements are performed within the military today.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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

C2-249 ISBN 978-0674-5023-07 McNeill, W. (1997). *Keeping together in time: Dance and drill in human history*. Cambridge, MA: Harvard University Press.

SUMMARY OF SIGNIFICANT DRILL EVENTS

Date	People	Event
3000 BC	Mesopotamians	The earliest known drill movement was close-order drill (defined as shoulder to shoulder marching).
2400 BC	Romans	Realized the way to learn the required skills when deploying for battle was by training soldiers drill in formation.
1000 BC	Greeks / Romans	Infantry drill was practiced regularly and was very necessary to ensure that each soldier's movements matched those of the rest. Armoured soldiers, also known as spearmen, fought in close-order drill and marched in step to maintain an unbroken shield wall.
875 BC	Greeks / Romans	A new battlefield tactic (the bow and arrow) was introduced and a new style of warfare drill developed, which resulted in the establishment of the Calvary. The Calvary could attack from a distance, with the use of horses. They learned to do drill on the horses, control the horses and to aim and shoot their bow and arrow.
400 and 300 BC	Chinese	Most of China's drill movements were derived from the Romans and Greeks.
1300s	Swiss	Were the first modern soldiers to march to music.
1500s	Dutch	The first to use words of command for drill.
1600s	Dutch	An artist made engravings of each posture required for each drill movement, with the corresponding words of command below each picture. This material was gathered and published into a book.
mid 1800s	Germans (and Swiss)	Had the idea of having soldiers become instructors. This provided the opportunity to break down the drill movement(s), demonstrating for all soldiers to see and by allowing the leaders to call out the movements, "by the numbers".
late 1800s	British, Japanese and Chinese	Followed the Germans and the Swiss by having soldiers teach drill movements.
1824	British	The balance step (the slow march) was introduced as soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire.
early 1900s	Canadians	Canada's Armed Forces used British drill manuals (sometimes with just a Canadian cover and covering page).
1941	Canadians	Technical requirements of the Royal Canadian Air Force called for speeding up the process of drill instruction and, at the same time, reducing the periods of practical training.
1955	Canadians	The classroom explanation was absent from the *Manual of Drill for the Royal Canadian Air Force*.
1968	Canadians	The foot and arms drill of the Royal Canadian Navy, Canadian Army and Royal Canadian Air Force were generally similar, being derived from the same tactical practices. When the three services were unified in 1968, drill evolution continued by blending the drill detail back into one.

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 1

EO M409.01 – IDENTIFY METHODS OF INSTRUCTION

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

Create a slide of Attachment A.

Photocopy and 3-hole punch the handouts located at Attachments B, F, G, and H for each cadet.

Make three copies of the Methods of Instruction Puzzle located at Attachment C for the activity in TP1. The two sheets should be of different colour, Description Sheets should be colour A and Typical Application Sheets should be colour B.

Prepare the Methods of Instruction Puzzles using the directions located at Attachment C.

Make one photocopy of the methods of instruction information sheets located at Attachment E.

Provide binders for each cadet to collect all work in this performance objective.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TPs 1 and 2 as it is an interactive way to review previously learned material and confirm the cadets' comprehension of new methods of instruction.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the application of various methods of instruction.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the methods of instruction and select the appropriate method of instruction for a given topic.

IMPORTANCE

It is important for cadets to be aware of the various methods of instruction when filling an instructional role. Being able to select and apply each method will help the cadets prepare and deliver an effective lesson.

Teaching Point 1 **Conduct an activity where the cadets will review methods of instruction.**

Time: 10 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to the review the methods of instruction previously taught in EO M309.02 (Identify Methods of Instruction).

RESOURCES

- Teaching = learning handout located at Attachment A,
- Methods of Instruction worksheet located at Attachment B,
- Methods of Instruction Puzzle located at Attachment C,
- Methods of Instruction Guide Attachment D (for instructor use only),
- OHP (if required),
- Envelopes,
- Binders,
- Pens / pencils,
- Tape, and
- Stopwatch.

ACTIVITY LAYOUT

Place the sample Methods of Instruction Puzzle (located at Attachment C) at the front of the classroom so it is easily accessible to all groups.

Set up two work stations and place the following at each station:

- Methods of Instruction worksheet located at Attachment B for each cadet,
- One envelope with the Method of Instruction Puzzle located at Attachment C, and
- One binder for each cadet.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.
2. Show the cadets the slide of Attachment A and ask the cadets to:
    a. determine what the cartoon is implying; and
    b. consider why varying teaching techniques can assist with learning.

3. Introduce the sample Methods of Instruction Puzzle by:

   a. pointing out the two top row categories: description and typical applications;

   b. identifying the first column as the six methods of instruction; and

   c. explaining the colour coding system by pointing out that all descriptions are colour A and all typical applications are colour B.

4. Have the groups race to complete the Methods of Instruction Puzzle, according to the following rules:

   a. Groups must place their pieces of the puzzle in the appropriate column and row.

   b. A group that is having difficulty may visit the sample located at the front of the classroom up to two times.

   c. A penalty of 30 seconds will be added to a group's time for each visit to the sample.

   d. The group that completes the puzzle correctly in the least time is the winner.

Attachment B is provided for the cadets who finish the puzzle early. Ask them to make personal notes on each method of instruction. It is not necessary to fully complete the sheet but it will be a useful reference in the future.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2 **Conduct an activity where the cadets will describe methods of instruction.**

Time: 20 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to introduce the cadets to methods of instruction.

RESOURCES

- Methods of instruction information sheets located at Attachment E,
- Methods worksheet located at Attachment F,
- Presentation aids,
- Markers,

- Pens / pencils, and
- Tape.

ACTIVITY LAYOUT

Set up six learning stations, to include:

- Flip chart paper,
- Markers, and
- Pens / pencils.

ACTIVITY INSTRUCTIONS

1. Write the following on the whiteboard / flip chart:

   "Tell me, and I forget; Show me, I may remember; Involve me, and I will understand." - Chinese Proverb

2. Ask the cadets the following questions:
   a. What are some possible meanings of the quote?
   b. What are the connections between learning and instruction?
3. Divide the class into six groups and assign each group a method of instruction, to include:
   a. group discussion,
   b. guided discussion,
   c. role-play,
   d. experiential learning,
   e. problem-based learning, and
   f. case study.

If the class size is small, divide the class into three groups and assign two methods to each group.

4. Have the groups title the flip chart paper with their given method of instruction.
5. Have the cadets write the following headings on the flip chart paper:
   a. description,
   b. applications,
   c. preparation and development, and
   d. pros and cons.
6. Have each group brainstorm and record ideas relating to each section of their flip chart paper.
7. Distribute the assigned method of instruction information sheet to each group.

8. Have each group read their method of instruction information sheet and add details to their flip chart paper.

Distribute the Methods worksheet to each cadet.

9. Display charts around the room.

10. Have each group present their method of instruction. Allocate about 1–2 minutes for each group presentation.

11. Instruct the cadets to fill in the Method worksheet, making short notes, as each group presents their method to the class.

It is not necessary for the cadets to fully complete the sheet but it will be a useful reference in the future.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3 **Conduct a group discussion on the application of methods of instruction.**

Time: 20 min Method: Group Discussion

BACKGROUND KNOWLEDGE

The point 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.

Some examples of the types of lessons that lend themselves easily to a specific method of instruction are:

Interactive Lecture. Lessons with facts or dates, including history lessons.

Demonstration and performance. Any drill or skill, such as first aid and rope work.

In-class activity. Lessons that lend themselves easily to using brainstorming, worksheets and group work. This type of lesson is used to reinforce instructional topics such as instructional technique and environmental stewardship.

Practical activity. Map and compass, and cool-down and warm-up activities for sports.

Game. Lessons that include labelling or defining terms and performance-based lessons.

Field trip. Visit an elemental museum, visit an airport or ship, and visit a college to view possible careers.

Group discussion. Benefits of healthy living, qualities of a good leader and environmental issues relevant to Canada.

Guided discussion. Explain personal integrity and explain decision-making processes.

Role-play. Influence behaviours, leadership scenarios, and history.

Experiential learning. Participating in citizenship activities and attending weekend training.

Problem-based learning. Teambuilding activities and leadership styles.

Case study. Characteristics of a leader and various events in history.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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.

Attachment G contains a list of possible criteria to consider when choosing methods of instruction. Distribute Attachment G to each cadet before discussing the questions.

Distribute the Method of Instruction Summary handout located at Attachment H. As the methods of instruction are being discussed, the cadets may record ideas for each one on the handout.

To facilitate the discussion, record ideas on a flip chart / whiteboard.

SUGGESTED QUESTIONS:

What methods of instruction do you like to participate in most? Why? Provide an example.

What methods of instruction were used to instruct this lesson? What evidence do you have?

Would you choose a different method of instruction for this lesson? What and why?

What criteria do you consider most / least important when choosing a method of instruction? Why?

Ask the following questions for each method of instruction:

1. What is an application of this method?
2. Why would you choose this method?
3. Does anyone disagree?
4. Would this application apply to another method of instruction? Why or why not?
5. Are there any other lessons that would fall into this method of instruction?

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.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed in IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 409 PC.

CLOSING STATEMENT

It is pertinent to have an exposure to the various methods of instruction in order to be flexible as an instructor. Familiarity with these methods may improve the instructor's ability to select activities that are appropriate for lessons. While many lessons may be taught using more than one method of instruction, choosing the most appropriate method of instruction is key.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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

A0-123 A-PD-050-001-PF-001 Chief of Defence Staff. (2001). *Central flying school flight instructors handbook*. Winnipeg, MB: Department of National Defence.

C0-379 Kizlik, R. (2009). *Education Information for new and future teachers*. Retrieved February 26, 2009 from www.adprima.com

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Teaching = Learning?

Figure A-1 Teaching = Learning

Note: From *Tiger Comics* by Bud Blake. Retrieved March 10, 2009, from http://www.kingfeatures.com/features/comics/tiger/about.hml

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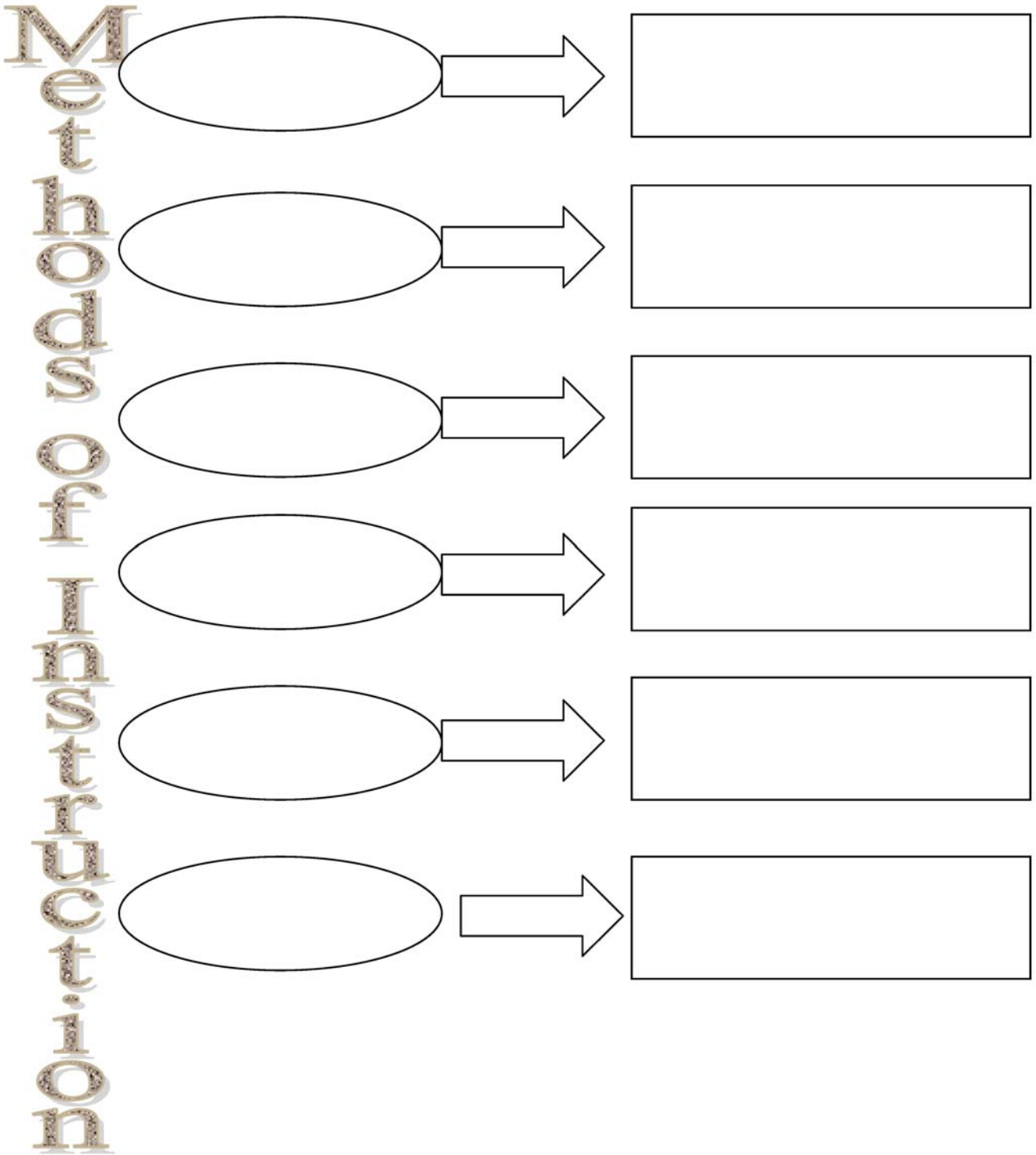
Name: _____

Place 6 methods of instruction in the circles. Then list two characteristics of each.



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METHODS OF INSTRUCTION PUZZLE

Directions

1. Photocopy three copies of Attachment C using coloured paper.

The top right-hand corner of each page indicates the colour paper to be used for each copy. The colours correspond with different sections of the puzzle as illustrated in Figure C-1.

2. Cut out each piece of the puzzle.
3. Refer to Attachment D to help with the assembly of the puzzle.
4. Assemble one puzzle to demonstrate to the class (as illustrated in Figure C-1).

	Description	Typical Applications
Interactive Lecture		
Demonstration and Performance	COLOUR A	COLOUR B
In-Class Activity		
Practical Activity		
Game		
Field Trip		

Figure C-1 Methods of Instruction Puzzle

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

5. Put the other two sets of the puzzle pieces in two envelopes.

Interactive Lecture	Demonstration and Performance	In-Class Activity
Practical Activity	Game	Field Trip

DESCRIPTION
TYPICAL APPLICATIONS

DESCRIPTIONS

Is used with one or more participants to practice skills, apply strategies, and enhance teams. Supports learning through a challenging activity that allows for skill practice or knowledge confirmation.	A method where theoretical knowledge is reinforced through participation in an activity in a real-life setting.
An instructor-driven method that combines both lecture and interaction to meet lesson objectives. Examples include videos with discussion, games, learning stations, brainstorming, debating, group work and the completion of handouts.	This method involves observing the instructor and performing and rehearsing the task under the supervision of the instructor.

Colour A

DESCRIPTIONS

Involves a wide variety of potential activity-based learning that can be used to support learning objectives. Encourages participation. Examples include learning stations, videos, brainstorming, debating, group work, and the completion of handouts.	This method includes a wide variety of activity-based learning opportunities that can be used to introduce new experiences.

Colour A

TYPICAL APPLICATIONS

Colour B

Used to: • introduce a topic; • discover concepts and principles; • learn terminology; • recall terms; • recognize equipment parts; • carry out an application; • confirm learning; or • demonstrate a process.	Used to: • introduce / illustrate and confirm topics; • reinforce and clarify classroom learning; • inject variety into the situation; or • allow viewing of operations or equipment that cannot easily be shown in the classroom.
Used to: • introduce a subject; • present background information; • review previously taught material; • give instructions on procedures; or • illustrate the application of rules, principles or concepts.	Used to: • teach hands-on operations or procedures; • teach troubleshooting; • illustrate principles; • teach operation or functioning of equipment; or • teach safety procedures.

TYPICAL APPLICATIONS

Used to:	Used to:
• teach both knowledge and skill lessons; • reinforce instructional objectives; • introduce a subject and generate interest; • give background information; • illustrate application of rules, principles or concepts; or • create interactivity during a lecture.	• carry out an application; • demonstrate a process; • verify an explanation; • produce a product; • teach manipulative operations; or • teach procedures.

Color B

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METHOD OF INSTRUCTION
Interactive Lecture

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
Interactive lecture is an instructor-driven method that combines both lecture and interaction to meet lesson objectives. The lecture portions of the lesson are offset with relevant activities such as videos with discussion, games, learning stations, brainstorming, debating, group work or the completion of handouts.	Use attention-getters such as interesting facts, statistics or rhetorical questions to begin the lecture or to introduce new teaching points. Prepare participatory questions to encourage cadet participation. Prepare evaluative questions for confirmation of teaching points. Obtain or develop training aids to clarify main points. Prepare an in-class activity to avoid lecturing too long. Practice delivering the material.	Interactive lectures can be used with different sizes of groups to: • introduce a subject; • present background information; • review previously taught material; • give instructions on procedures; • illustrate the application of rules, principles or concepts; or • introduce a demonstration, discussion or performance.	Begin the lesson and each new TP with an attention-getter. Use presentation aids such as: • flip chart, • whiteboard, and / or • electronic media. Pay attention to signals of alertness, such as: • cadets' facial expressions, and • cadets' body language. Deal with alertness problems by: • asking for questions; and • posing questions to the group. Use visual training aids at opportune moments. Integrate interesting facts with lesson material to maintain interest. Use participatory questions or a short activity to avoid lecturing too long. Use questions to confirm each teaching point. Confirm the lesson using questions or an activity.

METHOD OF INSTRUCTION
Demonstration and Performance

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
Demonstration and Performance During demonstration and performance, the cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor. **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 explains why, where and when it is done. **Performance Method** A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.	The instructor must be skilled in the task. Gather all materials necessary to instruct the lesson. Break the task down into smaller sequential steps. Practice the lesson to ensure that steps are accurate and clear. Prepare a handout outlining the steps, if necessary. Organize the training area so that all cadets can: • see the demonstration, and • perform the task.	**Demonstration Method** Demonstration can be used to: • teach hands-on operations or procedures; • teach troubleshooting; • illustrate principles; • teach operation or functioning of equipment; • set standards of workmanship; • explain a theory or concept; or • teach safety procedures. **Performance Method** Performance can be used to: • teach hands-on operations or procedures; • teach operation or functioning of equipment; • teach skills; or • teach safety procedures.	Introduce the lesson by demonstrating what the cadets will be able to do at the end. Explain where the skill can be applied and why it is important. Provide a handout outlining the steps if the process is complex. Explain and demonstrate each step in a sequence. Allow cadets maximum time to practice the steps as soon as possible. Positively reinforce everything the cadets do correctly. Supervise the cadets as they practice, providing assistance or re-demonstrations when necessary. Have cadets perform the skill as confirmation. Encourage the cadets to practice beyond class time.

METHOD OF INSTRUCTION
In-Class Activity

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
In-class 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. In-class activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives. Examples of in-class activities include learning stations, videos, brainstorming, debating, and group work.	Create an activity that involves all cadets, which can be conducted within the time allocated. Clearly specify the objective of the activity. Obtain all materials necessary to complete the activity. Write out specific instructions describing what participants are supposed to do. Write out specific directions for conducting the activity. Arrange for assisting staff, if necessary, to help conduct the activity. Prepare handouts for cadets containing background information. Organize the training area into work / learning stations.	An in-class activity can be used for both knowledge and skill lessons to: • reinforce instructional objectives; • introduce a subject and generate interest; • present background information; • give direction on procedures; • introduce a demonstration, discussion or performance; • illustrate the application of rules, principles or concepts; • create interactivity during a lecture; or • review, clarify or summarize information.	Introduce the activity to the whole group. Brief participants on what will be expected of them. Stress timings. Ensure all resources are available. Begin the activity. Supervise and assist the groups as required. Conclude the activity. Confirm the TP or lesson. Debrief the cadets.

METHOD OF INSTRUCTION
Practical Activity

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice skills or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objective.	The instructor must be skilled in the task. Gather all materials necessary to instruct the lesson. Organize the training area so that all cadets will have space to perform the task safely. Ensure there is enough time to conduct the complete activity or breakdown the task into smaller stages. Prepare a handout outlining the steps, if necessary. Arrange for assisting staff, if necessary. Plan for composition of groups.	If it is used to teach new material, it must be combined with other methods to ensure cadets have the necessary background information to complete the activity. The practical activity method can be used to: • carry out an application; • demonstrate a process; • verify an explanation; • produce a product; • introduce a subject; • teach manipulative operations; • teach procedures; • teach troubleshooting; • illustrate principles; • teach equipment operation; or • teach safety.	Review background information. Distribute the handout, if necessary. Introduce the activity to the group. Stress safety. Brief the cadets on what they will be expected to do. Brief assisting staff on what they will be expected to do. Begin the activity. Supervise the cadets and provide assistance, if necessary. Watch for safety infractions and stop the activity, if necessary. Conclude the activity. Debrief the cadets.

METHOD OF INSTRUCTION
Game

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
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 a challenging activity that allows for skill practice or knowledge confirmation.	Develop a simple game with the following characteristics: • is fast to play; • is easy and quick to organize; • has few rules; • uses minimal equipment; and • involves maximum participation. If possible, use variations of games cadets know from childhood or television. Determine the following when developing the rules of the game: • individual or team play, • how to change leaders, • what the leader will do, • what the followers will do, • timings for the game, • how to signal the start and stop of the game, • how to ensure safety. Obtain the resources needed to play the game. Organize the training area to play the game.	Games create variety and arouse interest but must also support learning. Games can be used to: • introduce a topic; • discover concepts and principles; • learn terminology; • recall terms; • recognize equipment parts; • develop strategies and tactics; • carry out an application; • demonstrate a process; • practice interpersonal skills; and / or • confirm learning.	Brief the cadets on the following: • the objective of the game, and • rules of the game. Play the game. Supervise closely to : • ensure that the game is played in the manner expected; • ensure that the game is played safely; and • ensure maximum participation. End the game. Debrief the cadets.

METHOD OF INSTRUCTION
Field Trip

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
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 include trips to areas of local interest, flying / gliding, hiking and / or sailing.	Specify the objective(s) of the field trip. Determine the time and location of the field trip. Obtain necessary authorizations. Determine the timings. Determine the activities or demonstrations needed to achieve the objectives. Determine if trained personnel will be available to assist. Arrange the following, if necessary: • transportation, • supervision, and • meals. Determine if the cadets will be allowed to use equipment or participate in a training activity. Determine if all cadets can take part at once or if they need to rotate through. Divide the cadets into groups, if necessary. Ensure safety.	The field trip is used to: • introduce / illustrate and confirm topics; • reinforce and clarify classroom learning; • inject variety into the training situation; or • allow cadets to view operations or equipment that cannot easily be shown in the classroom.	Inform cadets as soon as possible of the following: • time of the field trip, • location of the field trip, and • timings for departure. Brief cadets on the following prior to departure: • objectives of the field trip, • timings and groupings for activities and demonstrations, and • how they will participate during the field trip. During the field trip ensure the following: • the safety of all cadets, • maximum participation, and • the objectives are met. After the field trip: • debrief the cadets; and • confirm that objectives have been met. Express appreciation to the facilitators of the field trip.

Guided Discussion

Description:

A method in which learners are guided in steps to reach instructional objectives by drawing out their opinions, knowledge, experience and capabilities, and by building on these to explore and develop new material. Learners discuss issues to expand their knowledge of the subject.

Applications:

- Develop imaginative solutions to problems (eg, through brainstorming).
- Stimulate thinking and interest and secure learner participation.
- Emphasize main teaching points.
- Supplement lectures, reading or laboratory exercises.
- Determine how well learners understand concepts and principles.
- Prepare learners to apply theory or procedure.
- Clarify or review points.
- Determine learner progress and the effectiveness of prior instruction.
- Foster attitudinal change.

Preparation and Development:

Reading material should be provided to learners in advance so that learners are familiar with the concepts that will be discussed.

To begin, an instructor should introduce the topic and scenario; outline the main discussion points; state the what, where and why of the lesson; and create an open environment.

During the body of the lesson, the instructor poses open lead-off questions to guide the discussion toward the aim. The instructor concludes the lesson by reviewing all the main points contributed by both the learner and instructor and by relating points back to the lesson aim.

Advantages:

- Increases cadet interest.
- Increases cadet acceptance and commitment.
- Uses cadet knowledge and experience.
- Results in more permanent learning because of the high degree of cadet participation.

Disadvantages:

- Requires highly skilled instructors to redirect discussion using rephrased comments or summaries.
- Requires preparation by cadets.
- Limits content.
- Consumes time.
- May not accomplish goals.
- Can get off topic.
- Some members may not participate.

Group Discussion	
Description: A method to discuss issues and share knowledge, opinions and feelings about a topic in small groups. The instructor's questioning is flexible and minimal, and encourages reflection on personal experiences and opinions through peer interactions.	
Applications: • Develops imaginative solutions to problems. • Emphasizes main teaching points. • Determines individual progress and the effectiveness of prior instruction. • Prepares individuals for application of theory or procedure.	
Preparation and Development: Prepare an issue or problem that will interest the cadets and stimulate discussion. Organize cadets into small groups. Put groups in circles or horseshoes. Pose a lead-off question and encourage participation of all cadets.	
Advantages: • Increases cadet interest. • Increases cadet acceptance and commitment. • Uses cadet knowledge and experience. • Results in more permanent learning because of the high degree of cadet participation.	**Disadvantages:** • Requires highly skilled instructors. • Requires preparation by cadets. • Limits content. • Consumes time. • Restricts size of group. • Requires selective group composition.

<table>
<tr><th colspan="2">Problem-Based Learning</th></tr>
<tr><td colspan="2">Description:
A method that facilitates the learning of principles and concepts by having learners work on solving a problem drawn from the work environment. Instructors must pose thought-provoking questions and guide cadets without influencing their decisions.</td></tr>
<tr><td colspan="2">Applications:
It allows learners to:
• learn through practicing what they will have to do on the job;
• learn by imitating others' behaviour;
• learn from the feedback of others; and
• learn through practice and reflection on each scenario in which they participate.</td></tr>
<tr><td colspan="2">Preparation and Development:
This method is usually conducted with small groups of 5–7 learners or with pre-established teams.
Instructors prepare carefully constructed problems that are realistic.
During the lesson, learners analyze the problem and work toward solving it.
Instructors facilitate learning by posing questions to get learners thinking and talking (eg, What are the clues, facts and any guesses about the problem and its causes? What other information is needed?). The instructor should ensure that all learners participate because discussion is key to learning, but they should try not to influence decisions. Instructors may also challenge learners' thinking by questioning learners without leading them to the correct answer (eg, What does this mean? What are the implications?).</td></tr>
<tr><td>Advantages:
• Encourages participation by cadets.
• Maintains relevance to performance objectives.
• Many resources are involved.
• Problems are realistic for learners to relate to.</td><td>Disadvantages:
• Critical thinking skills are required.
• Broad knowledge of the subject matter is required.
• Instructors must be experienced in facilitating learning.</td></tr>
</table>

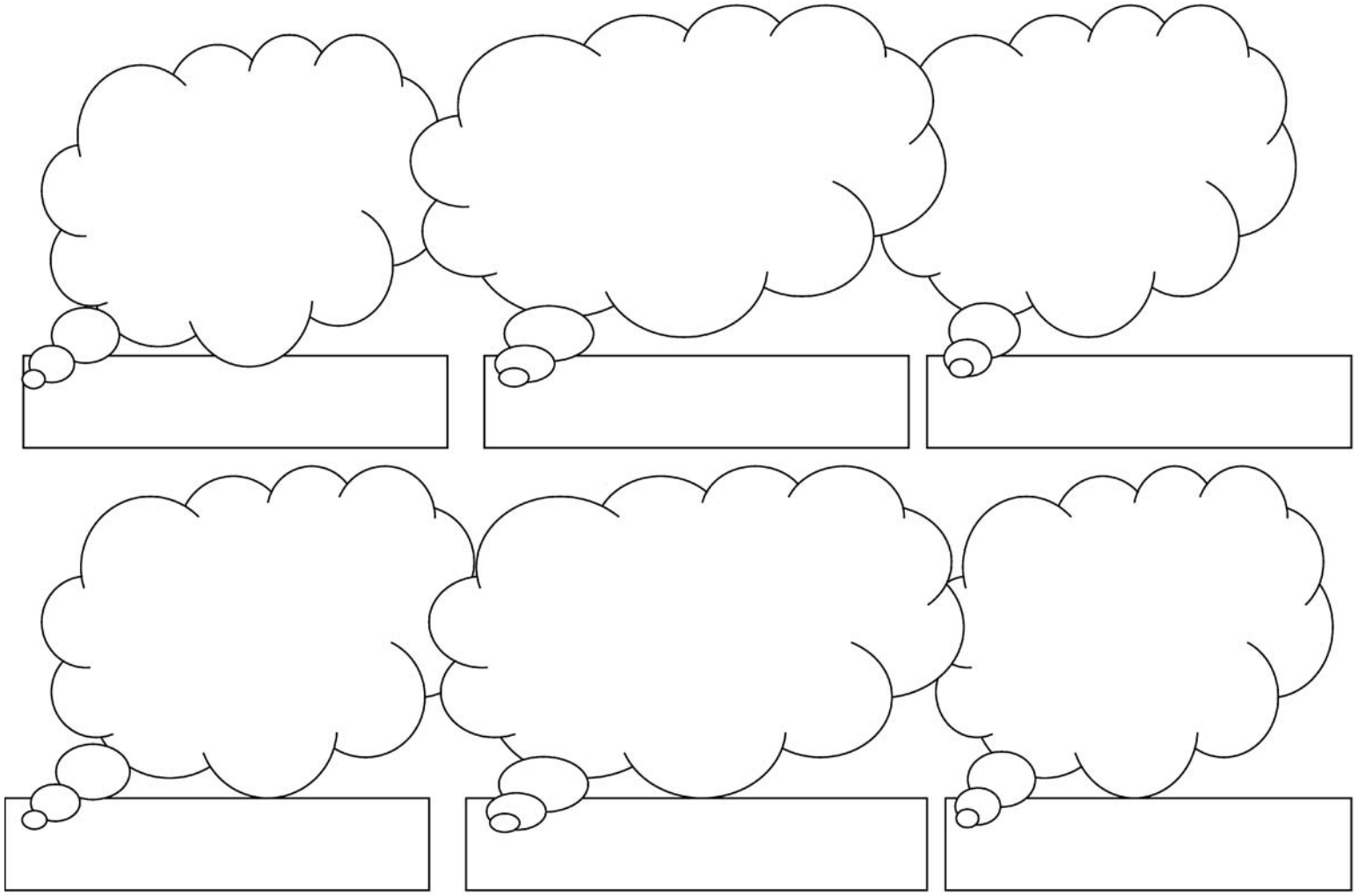
<table>
<tr><th colspan="2">Role-Play</th></tr>
<tr><td colspan="2">Description:
A method of interaction in which learners play out and practice realistic behaviors by assuming specific roles and circumstances.</td></tr>
<tr><td colspan="2">Applications:
It allows learners to:
• practice responding to various situations that are similar to those they will encounter; and
• develop human interaction skills.</td></tr>
<tr><td colspan="2">Preparation and Development:
Begin the lesson by clearly explaining the objective of the lesson (what, where, when and why). It is critical to explain that role-playing is a learning process and learners are not expected to play their roles perfectly from the start. This will help put learners at ease.
The instructor must clearly explain each role the learners will play. This is followed by a demonstration of the role-play either on video or through a live performance by instructional staff. Learners are paired or grouped together and the role-plays are cycled through. The instructor does not interfere during the role-play unless learners veer off topic, require cues or assistance, or a safety issue arises. Following each role-play, the instructor debriefs the learner on their performance. Correct behaviours should be positively reinforced, and areas requiring improvement identified.</td></tr>
<tr><td>Advantages:
• High participation, interactive delivery.
• May lead to discussions.
• Experience is developed in a supportive environment.
• Can be very versatile depending on the topic.</td><td>Disadvantages:
• Participants can be easily sidetracked.
• Needs a lot of preparation and controls must be clarified.
• Competent, experienced and prepared instructors are needed.
• Not always successful due to group composition.</td></tr>
</table>

<table>
<tr><th colspan="2">Experiential Learning</th></tr>
<tr><td colspan="2">Description:
A method using knowledge and skills to meet objectives. There are four stages to this method: concrete experience, reflective observation, abstract conceptualization, and active experimentation.</td></tr>
<tr><td colspan="2">Applications:
The method teaches:
• practical skills,
• transferable skills,
• problem solving, and
• process or principle.</td></tr>
<tr><td colspan="2">Preparation and Development:
Step 1: Concrete Experience. Individuals have an experience and take time to identify and define it.
Step 2: Reflective Observation. Provides time for individuals to reflect on visual, emotional, and cognitive aspects of the experience.
Step 3: Abstract Conceptualization. Individuals work to understand and make connections between the experience and prior experiences.
Step 4: Active Experimentation. Individuals look ahead to plan the application of skills and knowledge acquired for future experiences.</td></tr>
<tr><td>Advantages:
• Knowledge is shared by the participants.
• Most participants will create new knowledge.
• Everyone is actively involved in the teaching and learning process.
• Numerous resources are used.</td><td>Disadvantages:
• Expensive as it uses many resources.
• Requires a lot of planning, preparation and organization prior to the activity.
• The instructor must master the subject developed.
• May not be a good process for learning details.</td></tr>
</table>

<table>
<tr><th colspan="2">Case Study</th></tr>
<tr><td colspan="2">Description:
A method using a written problem, situation or scenario to achieve a performance objective.</td></tr>
<tr><td colspan="2">Applications:
• Used for learning principles, attitudes and concepts.
• Develops critical thinking and promotes teamwork.</td></tr>
<tr><td colspan="2">Preparation and Development:
Give a problem that matches the experience level of the cadets.
Provide time to analyze it.
Responses to the problem should be recorded under four headings:
1. Facts,
2. Assumptions,
3. Problems, and
4. Solutions.</td></tr>
<tr><td>Advantages:
• Cadets can help each other learn.
• High energy.
• Relates to real-life applications.
• Can be used for past, present and future applications.</td><td>Disadvantages:
• Must be well organized and facilitated to ensure learning takes place.</td></tr>
</table>

Methods

Write a method of instruction in each rectangle. Listen to each group present their method. In each cloud, list some characteristics defining the method.



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METHOD MADNESS

Topic: _____

Group Members: _____

Discuss the factors below in order to reach a decision on adopting a method of instruction.

Is the objective to: • provide theory? • manual or procedural skills? • develop concepts? • instill desired attitudes? • develop teamwork?	**What is the type of content:** • Knowledge? • Theory? • How difficult is it?
Know your cadets by determining the: • existing skill, knowledge and attitude level of the students, • class size, • behaviour, • qualifications, • experience, and • skill level.	**Establish Materials / Equipment / Facilities:** • What? • Where? • Available? • Time? • Is it critical?
Consider cost: • Are funds available? • Is it cost effective?	**Know your ability as an instructor by determining:** • Existing skill, knowledge and attitude level? • Behaviour? • Availability? • Qualification? • Experience? • Skill level?

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METHODS OF INSTRUCTION SUMMARY

Interactive Lecture. The instructor presents material such as events and facts and the cadets participate by responding to questions and engaging in discussion.

Examples:	

Demonstration and performance. The instructor demonstrates a movement or skill, showing the cadet what to do, and explains, why, where and when it is applied. Then the cadets are given time to practice the movement or skill.

Examples:	

In-class activity. A variety of activities that reinforce instructional topics.

Examples:	

Practical activity: An interactive way to allow cadets to experience skill-based lessons.

Examples:	

Game. Fun and challenging activity that allows for skill practice or knowledge confirmation.

Examples:	

Group discussion. Cadets learn from peer responses, which provoke them to examine their own thoughts and experiences.

Examples:	

Guided discussion. The instructor directs and stimulates the cadets' learning through a series of structured questions.

Examples:	

Role-play. Cadets are assigned roles requiring them to interact with others in responding to various realistic situations.

Examples:	

Experiential learning. Allows cadets to acquire new knowledge or skills through direct experience.

Examples:	

Problem-based learning. Cadets analyze a problem and apply the steps in the problem-solving method.

Examples:	

Case study. The primary purpose may not be to find a correct solution to the problem or issue posed, but to understand the principles involved in reaching a solution or analyzing an issue.

Examples:	

COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 2

EO M409.02 – IDENTIFY ELEMENTS OF A POSITIVE LEARNING ENVIRONMENT

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 the Create a Positive Learning Environment Crossword Puzzle located at Attachment B for each cadet.

Ensure the different types of attention signals described in TP 3 are available for this EO.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 3 to provoke thought and stimulate the cadet's interest in the importance of a physically and emotionally safe learning environment and a well-managed classroom / training area.

A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about stress management.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified the importance of a physically and emotionally safe learning environment, discussed various techniques to manage stress and discussed classroom / training area management techniques.

IMPORTANCE

It is important for the cadets to identify elements of a positive learning environment because it will provide them with specific instructional strategies for motivating and engaging the cadets, for conducting interesting lessons and for boosting the cadets' self-confidence and self-esteem.

Teaching Point 1 **Describe the importance of a physically and emotionally safe learning environment.**

Time: 15 min Method: Interactive Lecture

The cadets should be able to relate to sitting in a classroom trying to listen to an instructor who may have been knowledgeable about the subject but who was unable to engage them. Brainstorm with the cadets the reasons why they may have been unable to concentrate on the lesson. Draw out aspects of the environment such as lighting, ventilation, physical space, the instructor's attitude toward the group and the cadets' relationship with their peers. Explain that these are aspects of the learning environment that directly affect their ability to learn.

THE IMPORTANCE OF A PHYSICALLY AND EMOTIONALLY SAFE LEARNING ENVIRONMENT

"Everything we know or sense about the world comes to us, in one way or another, through the environment in which we live." (Bell, 2007, http://www.dialogueon learning.tc3.edu/model/environment/Introduction-grp.htm)

The learning environment includes the "physical environment" of the classroom or training area and the "emotional environment" that the cadets and instructor create in the classroom or training area. Aspects of the physical and emotional environment such as the lesson location, availability of resources, and cadets' level of stress and anxiety affect learning but are sometimes outside of the instructors' control. However, it is important that instructors try to minimize the effects of such hindrances to learning when they plan their lessons rather than simply know they exist and feel powerless to change them.

Physical Environment

The physical environment for cadet training will most likely change from training session to training session or even from lesson to lesson. Instructors fortunate enough to have a dedicated learning space will find it easier to create a stimulating physical environment, while others who are transient will find it more difficult. The first priority when considering the physical environment is safety. As a minimum standard the physical environment should have:

Adequate lighting. The connection between light and our emotions has long been recognized. Studies have also shown that learners perform better in brightly-lit learning environments than dimly-lit ones. It has also been shown that a learning environment with lots of natural light is more conducive to learning.

Good ventilation. It is important to be conscious of the temperature and air quality in a room because people are especially sensitive to these two elements. Cooler temperatures promote relaxation and receptivity while warmer temperatures promote acting out. If possible, open a window, turn on a fan or open a door to control temperature and air quality.

A colourful atmosphere. There is a connection between colour and moods and emotions. Warm colours (eg, red, orange, yellow) are exciting and may lead to acting out while cool colours (eg, blue, green, purple) are more relaxing. Researchers in brain-based learning suggest that the best colours for elements of the physical environment are yellow, light orange, beige or off-white. The cadets may react differently to the same colour depending on their emotional state. If cadets are feeling stressed, the colour red, for example, may bring out aggressive feelings but if they are relaxed, red can attract their attention.

The physical environment can be improved by adding colourful, visually appealing posters, pictures or other graphic images to the walls. If an instructor lacks control over these elements they should ensure that learning aids (handouts, electronic presentations, transparencies or flip charts) are colourful.

Flexible seating arrangements. The instructor should set up a learning environment that allows cadets to move quietly to take part in small and whole group learning activities. Having the cadets move from large to small group interactions will provide variety help them learn new material more efficiently.

Movement. Cadets learn better if there is movement during a period of instruction. The brain needs glucose, oxygen and water to function properly. Even if the air quality is good, the cadets may still be oxygen deprived because of improper breathing patterns caused by stress and anxiety. Lack of oxygen to the brain negatively impacts its ability to process information; increasing the flow of oxygen to the brain can improve its ability to process information. Physical activity is an excellent way to increase oxygen flow to the brain. Instructors can accomplish this by beginning their classes with 30–60 seconds of stretching or deep breathing and by taking breathing breaks during longer lessons or when they notice that the cadets' attention is lagging.

Water is also important for good brain functioning. Instructors should encourage the cadets to drink beverages, preferably water or fruit juices during lessons.

The brain consumes twenty percent of the body's energy.

Organize the cadets into pairs and have them alternate as they explain to one another how adequate lighting, good ventilation, colourful atmosphere, flexible seating arrangements and movement affect learning. Circulate around the room to get a sense of how well the cadets are processing the information. After all cadets have participated and all elements have been explained, continue with the lesson.

Emotional Environment

"Learning occurs best in an environment that contains positive interpersonal relationships and interactions, comfort and order, and in which the learner feels appreciated, acknowledged, respected and validated." (Earl, 2003, p. 39)

Instructors have a responsibility to make their classrooms as emotionally safe as possible so that learning can take place. If the brain senses a threat, it will ignore all other information to deal effectively with the threat. The perception of threat causes a "fight or flight" response which causes the body to transfer blood from the frontal cortex, or thinking part of the brain, to the bottom and back of the brain to prepare for survival. Any time cadets experience a sense of danger, whether physical or emotional, their bodies and brains react with this "fight or flight" response.

To maximize learning, instructors must create an emotional environment of relaxed alertness that allows the cadets to risk saying a wrong answer or solving a problem incorrectly. This is an emotionally safe learning environment.

Emotional safety is necessary for intellectual risk taking. (Earl, 2003, p. 103)

There are a number of strategies that can be used to achieve an emotionally safe learning environment. It is important for the instructor to:

Lead with a positive attitude. The cadets may have plenty of complications and negativity in their daily lives and will appreciate a positive environment with a positive and enthusiastic instructor. When instructors show interest in what they are teaching, the cadets will become interested as well.

Establish a friendly learning environment. The instructor should make it safe to learn by treating all cadets equally and respectfully and insisting that cadets treat one another in the same way. The instructor can build trust by keeping their word and by keeping information confidential if asked to do so. They should encourage the sharing of ideas, experiences and information and value the contribution of each learner. One simple thing that instructors can do is to be sensitive to the cadets' average attention span.

Use a maximum of one minute per year of age, as a guide, to get uninterrupted listening or active participation in an activity.

Make learning fun. The instructor should challenge the cadets with interesting activities that are not too easy or too difficult. They should try to challenge the cadets just beyond their present level of ability. If they are challenged too far beyond their level of ability, the cadets will give up but if they are challenged too little, they will become bored. Encourage the cadets to take risks and reward effort and energy as well as correctness. The instructor should listen empathetically by acknowledging nervousness, showing patience and being non-judgmental of the cadets' responses. In addition, the instructor should never single out cadets and always be attentive to those who seem isolated from the group. They should never use put-downs or sarcasm.

Instructors should keep the first challenge easy and the encouragement heavy and remember that they are students too but with the added responsibility of helping others learn.

Encourage supportiveness. The instructor should be supportive of the cadets and encourage them to be supportive of one another. Instructors can create a supportive environment by leading applause, thanking cadets for their input and rewarding effort.

Appeal to a variety of senses. The instructor should stimulate the cadets' senses in a variety of ways which will help them feel positive about the learning experience. As well, the instructor should be aware that the cadets will have different learning styles that should be catered to by using many different learning activities.

Provide feedback. The instructor's feedback should be specific and help the cadets compare their current progress to past performance rather than compare it to the performance of others. They should always be accurate and consistent and when they assign specific tasks to be done, they should tell the cadets that they will be coming back to check on their progress.

When providing feedback, the instructors should stress what is to be done rather than confuse the cadets by giving attention to what is not to be done.

Use encouragement. The instructor should use encouragement to boost the cadets' enthusiasm and self-esteem but must be careful not to confuse encouragement with reinforcement. Encouragement will make the cadets feel better but it will not improve their learning in the same way as providing specific feedback regarding a specific task. Instructors should be selective and provide encouragement when it is due to keep the cadets on track.

Instructors should encourage the cadets to look at incorrect responses or unsuccessful attempts at problem solving as research and not failure.

Communicate clear expectations and routines. A sense of safety comes from consistent and predictable behaviours on the part of the instructor. Instructors should not be too rigid but should develop consistent procedures for beginning lessons, getting the cadets' attention and handling disruptions and distractions. They should start every lesson by telling the cadets specifically what they will know or be able to do by the end of the lesson. They should conclude each lesson by reminding the cadets what they have learned or are able to do.

Provide processing time. Instructors should ensure that the cadets have enough time to process the information that they have just received. They should stop periodically during a lesson and allow the cadets to interact over new material which will help them store it in long-term memory for later recall. Instructors can use a variety of group or paired activities to enable the cadets to interact with one another. They can, for example, ask each cadet in a small group to successively respond to a question or comment on an idea. A variation of this type of interaction would be pairing cadets and having them respond alternately by listing one item of a series, by identifying a specific cause or effect of something or by providing a specific reason. The key is for the instructor to stop talking, ask a question, set a time limit and have the cadets interact in groups or pairs to process the information just presented.

Talking or lecturing beyond ten minutes is like pouring water into a glass that is already full.

Instructors must ensure, as much as possible, that the environment in which they instruct their lessons is learner friendly. The environment does affect learning and instructors must find ways to positively impact the learning environment for the cadets. The cadets should feel comfortable when giving answers, taking part in discussions and solving problems. Their incorrect responses to oral questions or attempts at solving a problem should not be put down or belittled but rather should be seen as the beginning of discovery.

Adult learners can overcome a poor learning environment because they are often self-motivated with a genuine interest in the subject or desire for personal gain. Cadets may not have a high degree of self-motivation so it is important to create a learning environment that will motivate them.

CONFIRMATION OF TEACHING POINT 1

Organize the cadets into pairs and have them alternately explain to one another two ways the instructor can establish a friendly learning environment, make learning fun and provide processing time.

Circulate around the room to get a sense of how well the cadets are processing the information. After all cadets have participated and the three items have been explained, continue with the lesson.

Teaching Point 2 **Conduct a group discussion on stress management techniques.**

Time: 15 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.

STRESS

Stress is the body's reaction to a perception of a physical or emotional threat. The threat can be real or imagined; it is the perception of threat that triggers the stress response. During an acute stress response, the nervous system is activated automatically and the body experiences increased levels of cortisol, adrenalin and other hormones that produce an increased heart rate, quickened breathing rate and higher blood pressure. Blood is carried from the extremities to the big muscles preparing the body to fight or run away, which is commonly known as the "fight or flight" response. When the perceived threat is gone, our systems are designed to return to normal but this doesn't always happen because the threats can be frequent which causes constant anxiety.

Positive and negative stress are commonly labelled as eustress and distress respectively.

Eustress

Eustress is described as good stress and is created naturally when we participate in exciting but safe activities or when we trick the body into releasing small amounts of cortisol into the bloodstream. This type of stress pushes a person to do better and reach goals. Situations that might produce eustress include:

- riding a roller coaster;
- successfully completing an activity; or
- passing a test.

The prefix 'eu' in the word eustress is taken from the word euphoria which means a feeling of well being.

Distress

Distress is described as bad stress. This type of stress causes worry, anger or pain. Situations that might produce distress include:

- lack of sleep,
- accidents, or
- negative relationships with others.

Stress affects individuals differently. A situation that causes eustress for one person may cause distress for another.

TECHNIQUES FOR CREATING POSITIVE STRESS

Positive stress releases a small amount of cortisol into the bloodstream which can help the cadets learn more easily by improving their memory function. The instructor should use techniques, such as those described below, to create positive stress.

Design activities that challenge cadets. The instructor should design activities that challenge the cadets just beyond their present level of ability to encourage interest and prevent boredom.

Use movement. Instructors should incorporate movement into every lesson because it increases oxygen flow to the brain, which helps the cadets learn better. The movement should occur naturally during the lesson when the cadets are forced to stand up to give responses or move around to engage in a learning or confirmation activity. It does not have to be long but should be frequent during a lesson, which can have a cumulative effect on the brain.

Use music. Music, in addition to being enjoyable, has health benefits because it helps the body to produce cortisol. Instructors should have a good selection of music that they regularly use during their lessons as background noise or as an attention signal to begin a lesson or transition from one activity to another.

Breathe Properly. Breathing is how oxygen gets into the bloodstream to be delivered to the rest of the body. As automatic as it is, cadets may not be breathing well and should practice deep breathing activities to help increase oxygen flow.

Conduct a deep breathing activity by having the cadets:

1. lie on the floor on their back or sit in a comfortable position;
2. place one hand on their upper chest and one hand on their belly just above their waist;
3. breathe in slowly through their nose and feel the hand on their belly rise;
4. breathe out slowly through their mouth and feel the hand on their belly gradually lower; and
5. repeat steps three and four a few times.

If this activity is too disruptive or time consuming, simply encourage the cadets to take a few deep breaths periodically throughout a lesson to get more oxygen from the bloodstream to the brain, which will improve brain function.

TECHNIQUES FOR CONTROLLING NEGATIVE STRESS

If threats, or the perception of threats, are persistent, stress will become long term or chronic. The body can handle temporary or acute stress but not chronic stress and it may become ill. At the least, chronic stress impedes learning and must be prevented. In addition to using some of the techniques described above to create good stress, instructors should incorporate the following in their lessons to manage negative stress.

It is estimated that ninety percent of doctors' visits are for conditions in which stress, at least, plays a role.

Inform cadets of expectations. Instructors must clarify their expectations and communicate them to the cadets. Be specific, when assigning tasks, about what cadets will be expected to do, how they will be assessed and how they will receive extra training if necessary. Develop routines for beginning a lesson, transitioning from one activity to another during a lesson, getting the cadets' attention, dealing with different types of learners and ending a lesson. Routines may be repetitive and the cadets may complain at first, but routines that are realistically developed and consistently applied will allow the cadets to predict what will happen, which will ease their stress.

Provide necessary resources. The instructor must clearly and specifically inform the cadets what is expected of them and ensure that the cadets have all the material they need to complete the learning activity. The cadets will have limited time to complete the activity and will become frustrated if they have to collect material or improvise on their own. The instructor must ensure that all necessary equipment and supplies are readily available in the learning environment.

Provide adequate time to accomplish the task. When determining the amount of time for a task a good rule to follow is to assign one minute for each year of age. If an activity is long it should be broken down into manageable tasks.

Incorporate physical activity. The instructor should ensure that cadets move during every class either naturally as part of an activity or artificially when they notice the cadets' attention lagging.

Provide time to process information. Give the cadets enough time during a task to interact with their peers, in some way or another, over the content to help move it into long-term memory. This can be accomplished in a number of ways such as group interactions or some form of paired sharing. The important thing is to prevent time from becoming a hindrance to learning.

Practice relaxation techniques. There are a number of relaxation techniques to control negative stress. The benefit of such techniques is that they trick the body into thinking that the threat is gone and the increased blood circulation carries more oxygen to the brain, which allows the body to relax.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. What is stress?

Q2. How does breathing deeply help create positive stress?

Q3. What are five things instructors can do to control negative stress?

Q4. How can practicing relaxation techniques help control negative stress?

Q5. How does music create positive stress?

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.

If time allows, conduct an activity where the cadets will practice one of the relaxation exercises described in Attachment A.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3 **Identify classroom / training area management techniques.**

Time: 20 min Method: Interactive Lecture

The classroom / training area for cadets may vary from session to session or even lesson to lesson depending on the type of training being conducted and the space available at the unit. Even if the instructor has the luxury of a dedicated space, it is important that they develop a classroom / training area management plan that will maximize the time available for a lesson. A management plan will prevent the instructor from wasting time getting the cadets' attention, transitioning from one activity to another, handling distractions and dealing with different types of learners.

A management plan should include the following but can be more detailed.

ATTENTION SIGNALS

Attention signals will work only if the cadets know what to do upon hearing or seeing the signal and the instructor has a positive expectation of success. If you do it, but do not actually expect the cadets to give you their attention, most likely they will not.

The instructor may find it useful to use an attention signal which immediately captures the cadets' attention when beginning a lesson, giving instructions, passing on information or transitioning from one activity to another. The attention signal should be both auditory and visual and the cadets should be taught to stop talking, stop working and establish eye contact immediately upon hearing and seeing the signal. Such an approach, when it becomes entrenched into the lesson's routine, will prevent the instructor from becoming frustrated and will help establish a calm tone for the lesson. The attention signal should be used consistently whenever there is a need to get the cadets' attention. The following attention signals may be used:

- **Raising a hand.** The instructor can simply raise their hand or raise their hand and say, "high five." Immediately upon hearing the phrase "high five" and seeing the instructor's hand go up the cadets should stop talking or moving, look at the instructor, raise their hand and repeat the phrase "high five" and keep their hand raised until the group is ready.
- **Flicking the light switch.** Immediately upon seeing the lights go on and off, the cadets should stop talking or moving and look at the instructor until the group is ready. An accompanying verbal command may include "high five" or some other phrase.
- **Sounding a bell, playing a musical tone or playing part of a song.** Immediately upon hearing the bell, musical tone or part of a song, the cadets should stop talking or moving and look at the instructor until the group is ready.
- **Clapping a rhythm.** The instructor claps a rhythm (dut, dut, dut, dut, dut). Immediately upon hearing the clapped rhythm the cadets should stop talking or moving, clap either a responding rhythm (dut, dut) or repeat the rhythm the instructor clapped and then look at the instructor until the group is ready.

- **Whistling.** Immediately upon hearing the whistle the cadets should to stop talking or moving and look at the instructor until the group is ready.

Use one of the attention signals and have the cadets respond with the appropriate behaviour or play the chorus from the song "Respect", have the cadets repeat "R-E-S-P-E-C-T" when they hear it and look at the instructor until the group is ready.

This is not an exhaustive list of attention signals. Some of the signals described above may be too childish for some groups. When deciding on a signal, consider the age, experience and maturity level of the group. Additional research of attention signals and experimenting with the group may help find one that works.

CORRECTING BEHAVIOUR

Instructors must be able to resolve disagreements, draw attention to the merits of differing opinions and maintain control of the classroom. They should prepare ahead of time and have a contingency plan for a range of behaviours similar to those listed below:

LEARNER BEHAVIOUR	SOLUTIONS
Quick Learner The cadet who consistently grasps concepts quickly and finishes work first could become disruptive if they begin to feel bored and unchallenged.	Provide this cadet with more advanced work. Ask this cadet to help others who require help. Have extra work prepared that reinforces the lesson.
Quiet Learner The cadet who rarely participates because they are shy, afraid, self-conscious or introverted.	Determine the cadet's interest and make it a topic for a group discussion. Discreetly encourage them to speak on the topic during the discussion asking questions that require short answers but occasionally ask more detailed questions.
Helpful Learner The cadet who is eager to help and agrees with everything the instructor says.	If the cadet is truly a generous person, explain in private that their behaviour is appreciated but could be misinterpreted by the group. If the cadet is trying to gain the favour of the instructor, advise the whole group that only merit will be rewarded.
Monopolizer The cadet who is always ready to express their views and can end up monopolizing the lesson.	Pose questions to this cadet that require only brief "yes" or "no" answers.

LEARNER BEHAVIOUR	SOLUTIONS
Critical Learner The cadet who consistently finds fault with the content or method of instruction.	Listen to the cadet's problems and satisfy them, if possible. If not possible, admit there are areas to be improved and ask for suggestions and solutions. Advise the cadet that you would be happy to discuss these issues after the lesson.
Know It All The cadet who considers themselves an authority on any topic being discussed and disrupts the class.	Determine if the cadet is knowledgeable or simply trying to get attention. Allow the cadet to answer some questions but allow other cadets to respond as well.
Distracter The cadet who attempts to get the group off topic. The cadet may do this to avoid revealing that they have not completed the assigned work or to avoid a difficult subject.	Recognize the types of questions that appear to relate to the lesson but will actually veer off topic. Acknowledge that the question does not relate to the topic but offer to discuss it after the lesson.

Organize the cadets into pairs and have them alternately describe to one another the different types of learners. Circulate around the room to get a sense of how well the cadets are processing the information. After all cadets have participated and the different types of learners have been described, continue with the lesson.

PROVIDING POSITIVE REINFORCEMENT

Deal with inappropriate academic performance and / or behaviour by emphasizing what is expected of the cadet rather than concentrating on what the cadet did wrong. The feedback should be:

- accurate,
- age-appropriate,
- specific, and
- consistent with the instructor's personal style.

It is extremely frustrating for cadets to be advised that their performance is unsatisfactory but to not know why. Instructors must:

- specifically and clearly identify what aspect of a performance is incorrect; and
- specifically and clearly identify what the cadet must do differently.

The cadets should also be asked to identify their own mistakes and explain why they made the error. In addition, the cadets should also be given the opportunity to:

- explain how to perform the task correctly; and
- practice the correct procedure.

ENGAGING THE CADET

Cadets are engaged when they are moving around or working in groups to manipulate information physically and mentally. Instructors can enhance learning by engaging in activities such as those described below.

Jigsaw worksheets. Instead of having cadets complete a worksheet individually, break them into small groups and assign a portion of the worksheet to each group. Each group must complete its assigned portion of the worksheet and use a poster or some other presentation aid to present the information to the whole group.

Graphics. Have the cadets create graphic organizers such as webs or mobiles to summarize information.

Creative writing. Have the cadets create rhymes, poems or songs to summarize information. If you are teaching terminology, symbols or similar information, have the cadets write a fairy tale or children's story using the information.

Create a chart. The instructor should type chronological information using a large font and cut it up into strips. Organize the cadets into pairs or small groups and give each pair or group an envelope with the strips of information and have them work together to place the information in the correct order and paste it on a sheet of chart paper or bristol board. Time the activity for fun.

Information chain. Have each cadet write one fact that they have learned during the class on a piece of coloured paper if possible. Have the class line up in front of the room and invite the first cadet to read their slip then fold it into a link and staple it. Invite the next student to read a fact and attach it to the chain and continue in this fashion until all cadets have created a link.

Scavenger hunt. Teach identification lessons such as parts of a rifle or parts of a tackle by planting clues around the room and having cadets engage in a scavenger hunt. The clues may be actual items or pictures of items. When cadets find an actual item or some representation of it, they must describe the item to the group.

Road trip. Create a road trip. Place stop signs around the room containing information describing what the cadet must do. The cadets will travel to each place, complete the activity and have their passport stamped.

Organize the cadets into pairs and have them alternately explain to one another the different ways instructors can engage cadets. Circulate around the room to get a sense of how well the cadets are processing the information. After all cadets have participated and all activities have been explained, continue with the lesson.

MANAGING DISTRACTIONS

The best way for instructors to manage distractions is to prevent them from occurring by engaging the cadets in learning. Use attention signals to get the cadets' attention at the beginning of a lesson, while conducting an activity during a lesson and when transitioning from one activity to another. Instructors can prevent distractions by developing and consistently using routines that help cadets to predict the instructor's behaviour. Disruptions often occur when the cadets move from one activity to another during a lesson. Instructors should structure transitions by answering the following questions:

- Can the cadets talk during transitions?
- How can the cadets get the instructor's attention during a transition?
- What is the purpose of the transition?
- Can the cadets move during the transition?
- What is the desired behaviour during a transition?

Once a procedure has been established, the instructor should teach the cadets the structure through direct instruction and patient practice until the group responds appropriately. A possible approach to teaching transitions could include:

- calling the cadets to attention with the attention signal;
- numbering the cadets and assigning each number a specific task;
- informing the cadets of the rules regarding talking and moving around the room;
- informing the cadets of the procedure for getting the instructor's attention; and
- informing the cadets of the time permitted for the transition.

Instructors should encourage the cadets either individually or collectively when they may not expect it. Such encouragement may be particularly rewarding and will be considered genuine because it is attached to past behaviour and not necessarily designed to provoke further activity from the cadet.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1. What is an attention signal?

Q2. Identify one solution for dealing with cadets who get finished before others and become disruptive.

Q3. Identify two questions instructors should answer to structure transitions.

ANTICIPATED ANSWERS:

A1. An attention signal is a visual or auditory signal that immediately captures the cadets' attention when the instructor begins a class, gives instructions, passes on information or transitions from one activity to another.

A2. Solutions include:

- providing the cadet with more advanced work;
- asking the cadet to help others; or
- having extra work prepared that reinforces the lesson.

A3. Can the cadets talk during transitions?
How can the cadets get the instructor's attention during a transition?
What is the purpose of the transition?
Can the cadets move during the transition?
What is the desired behaviour during a transition?

END OF LESSON CONFIRMATION

Have the cadets complete the Create a Positive Learning Environment Crossword Puzzle located at Attachment B.

Review answers using the Create a Positive Learning Environment Crossword Puzzle Answer Key located at Attachment C.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 409 PC.

CLOSING STATEMENT

Creating a positive learning environment requires planning and work by instructors. A safe, respectful and positive learning environment is more than a boost to self-confidence and self-esteem or a way to make learning fun—it is the cadet's right and an excellent way to make them want to learn.

INSTRUCTOR NOTES / REMARKS

Nil.

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RELAXATION EXERCISES

Rag Doll

1. Sit in a chair (or stand) with feet apart.
2. Stretch the arms and trunk upward and inhale.
3. Exhale and drop the body forward. Let the trunk, head and arms dangle between the legs, keeping the muscles relaxed (as illustrated in Figure 1).
4. Remain in this position for 10–15 seconds.
5. Slowly roll up, one vertebrae at a time.

Figure A-1 Rag Doll

Note. From *Fitness for Life: Updated Fifth Edition* (p. 300), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

Neck Roll

1. Sit in a chair or on the floor with legs crossed.
2. Keeping the head and chin tucked, inhale and slowly turn the head as far left as possible (as illustrated in Figure 2).
3. Exhale and turn the head to the centre.
4. Repeat steps 2–3 for the right side.
5. Repeat steps 2–4 three times, trying to turn further each time to feel the stretch in the neck.
6. Drop the chin to the chest and inhale while slowly rolling the head in a semicircle to the left shoulder and exhale while slowly rolling the head back to the centre.
7. Repeat step 6 for the right side.

Do not roll the head backward or in a full circle.

Figure A-2 Neck Roll

Note. From *Fitness for Life: Updated Fifth Edition* (p. 300), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

Body Board

1. Lie on the right side with arms over the head (as illustrated in Figure 3).
2. Inhale and stiffen the body like a wooden board.
3. Exhale and relax the muscles and collapse.
4. Let the body fall without trying to control the direction (as illustrated in Figure 4).
5. Lie still for ten seconds.
6. Repeat steps 1–5 for the left side.

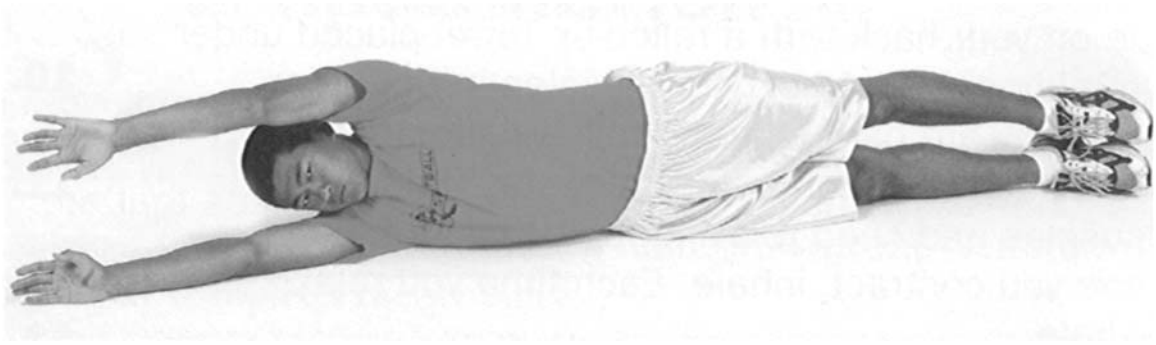


Figure A-3 Body Board Start Position

Note. From *Fitness for Life: Updated Fifth Edition* (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

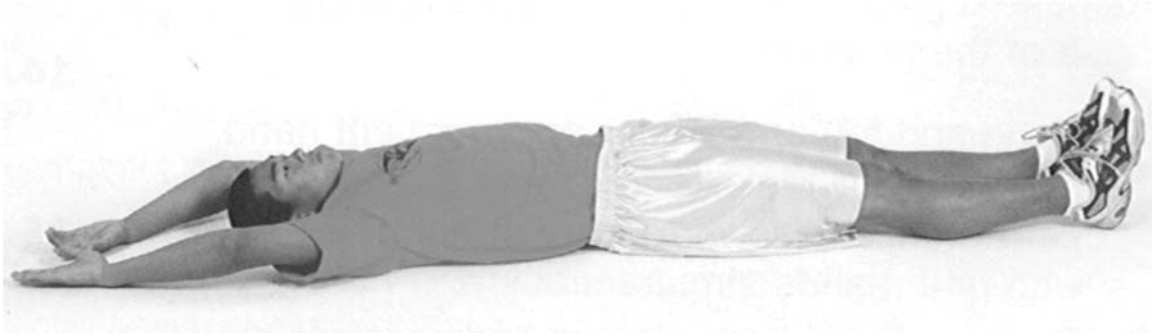


Figure A-4 Body Board Finish Position

Note. From *Fitness for Life: Updated Fifth Edition* (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

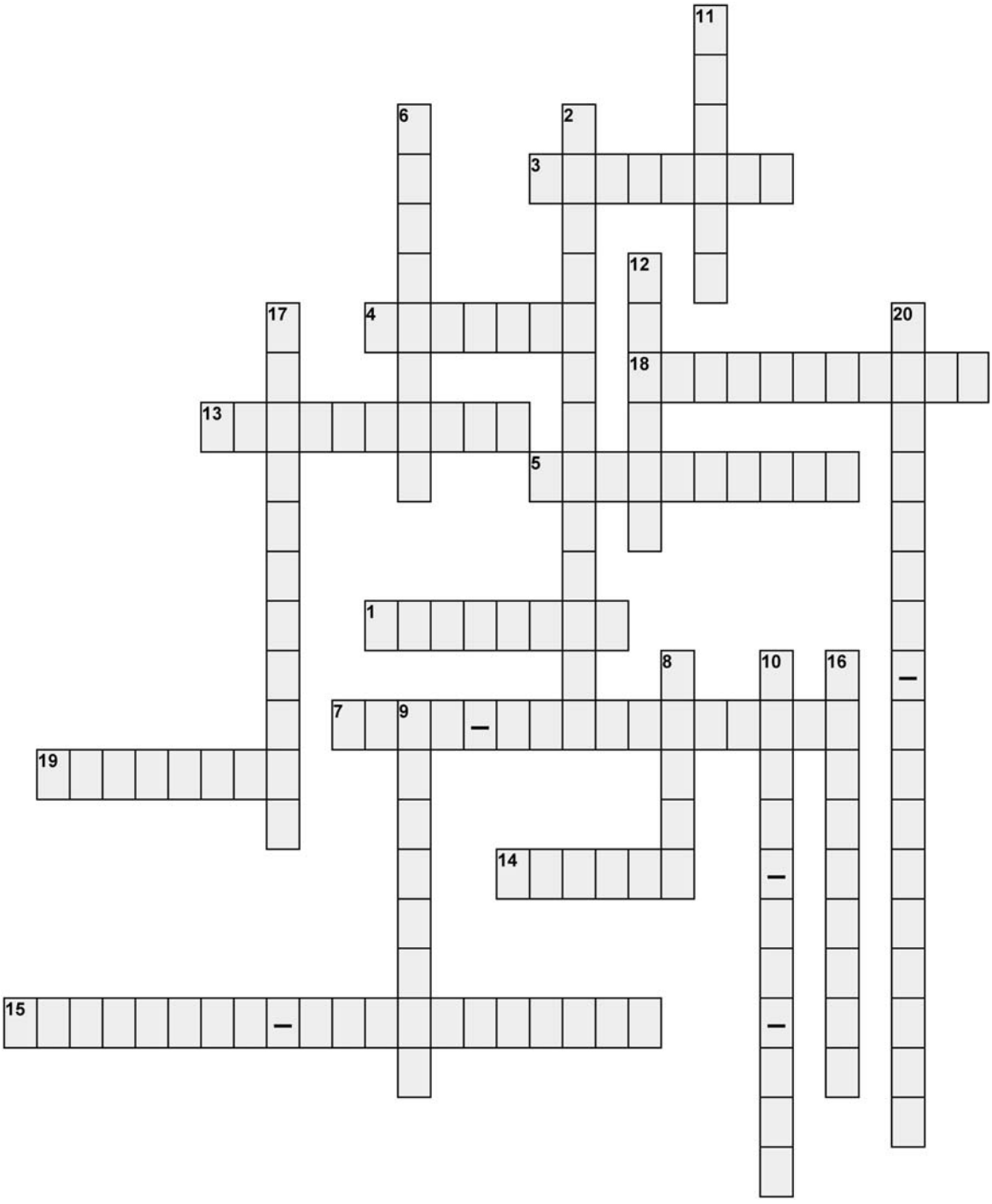
Jaw Stretch

1. Sit in a chair or on the floor with head up and arms and shoulders relaxed.
2. Open mouth as wide as possible and inhale.
3. Relax and exhale slowly.
4. Shift the jaw to the right as far as possible and hold for three seconds (as illustrated in Figure 5).
5. Repeat step 4 for the left side.
6. Repeat steps 4–5 ten times.

Figure A-5 Jaw Stretch

Note. From *Fitness for Life: Updated Fifth Edition* (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

CREATE A POSITIVE LEARNING ENVIRONMENT CROSSWORD PUZZLE



Word List

physical environment, relaxation, movement, brain, stress, relaxed alertness, memorable, past performance, predict, processing, eustress, distress, cortisol, visual, know it all, specific, self-esteem, quiet learner, emotionally, oxygen

Clues

Across:

1. Furniture should be arranged to allow for _____.

3. Positive stress is called _____.

4. Using consistent routines will help cadets _____ instructor behaviour.

5. Cooler temperatures lead to this _____.

7. Feedback should help cadets compare current progress with _____.

13. Moving information from working memory to long term memory is called _____ information.

14. Deep breathing helps get _____ into the blood stream.

15. The place where a lesson takes place is _____.

18. Reinforcement boosts learning but encouragement boosts _____.

19. Music and movement help the body to produce _____.

Down:

2. The cadet who rarely participates is called a _____.

6. Negative stress is called _____.

8. 20% of the body's energy is consumed by the _____.

9. Feedback should be accurate, age-appropriate, consistent and _____.

10. Cadets who think they are authorities on any topic are called _____.

11. Fight or flight is the body's response to _____.

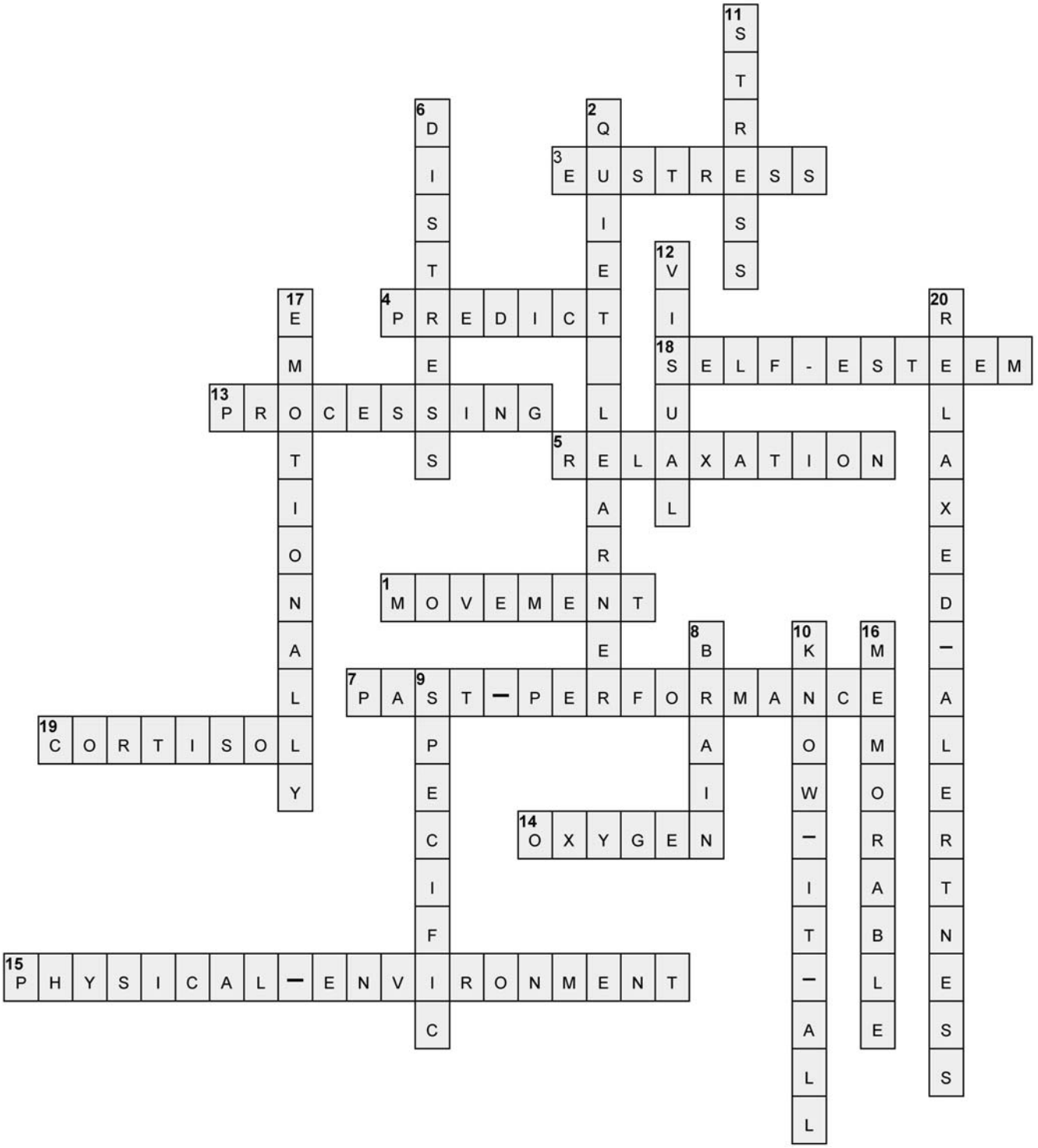
12. Attention signals should be both auditory and _____.

16. When our senses are stimulated the learning experience will become more _____.

17. When cadets feel comfortable and relaxed the environment is said to be _____ safe.

20. To maximize learning the emotional environment should create _____.

CREATE A POSITIVE LEARNING ENVIRONMENT ANSWER KEY



CREATE A POSITIVE LEARNING ENVIRONMENT ANSWER KEY (CONT'D)

Clues

Across:

1. Furniture should be arranged to allow for _____. (MOVEMENT)

3. Positive stress is called _____. (EUSTRESS)

4. Using consistent routines will help cadets _____ instructor behaviour. (PREDICT)

5. Cooler temperatures lead to this _____. (RELAXATION)

7. Feedback should help cadets compare current progress with _____. (PAST PERFORMANCE)

13. Moving information from working memory to long term memory is called _____. (INFORMATION PROCESSING)

14. Deep breathing helps get _____ into the blood stream. (OXYGEN)

15. The place where a lesson takes place is _____. (PHYSICAL ENVIRONMENT)

18. Reinforcement boosts learning but encouragement boosts _____. (SELF-ESTEEM)

19. Music and movement help the body to produce _____. (CORTISOL)

Down:

2. The cadet who rarely participates is called a _____. (QUIET LEARNER)

6. Negative stress is called _____. (DISTRESS)

8. 20% of the body's energy is consumed by the _____. (BRAIN)

9. Feedback should be accurate, age-appropriate, consistent and _____. (SPECIFIC)

10. Cadets who think they are authorities on any topic are called _____. (KNOW IT ALL)

11. Fight or flight is the body's response to _____. (STRESS)

12. Attention signals should be both auditory and _____. (VISUAL)

16. When our senses are stimulated the learning experience will become more _____. (MEMORABLE)

17. When cadets feel comfortable and relaxed the environment is said to be _____ safe. (EMOTIONALLY)

20. To maximize learning the emotional environment should create _____. (RELAXED ALERTNESS)

COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 3

EO M409.03 – DESCRIBE LEARNER NEEDS

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

Create slides of Attachments A and H.

Photocopy and three-hole punch Attachments B, D, E, F, I and K for each cadet.

Photocopy Attachment C and cut into strips.

Make two copies of Attachments J and L.

Ensure that the cadets bring the binder provided in EO M409.01 (Identify Methods of Instruction).

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

An in-class activity was chosen for TPs 3 and 4 as it is an interactive way to provoke thought and stimulate interest in the different types of learners and how to meet their needs.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadets shall have described how developmental periods and learning styles determine learner needs.

IMPORTANCE

Instructors must develop an appreciation for all learning styles in order to meet learner needs. Being aware of developmental periods will provide instructors with the necessary tools to plan relevant and meaningful lessons.

Teaching Point 1 **Describe the importance of making material relevant and meaningful, and providing information processing time.**

Time: 5 min Method: Interactive Lecture

Display the slide of Tiger Comic located at Attachment A to focus the cadets' thoughts toward the learning process.

Learning is a complex process. There are many theories about how learning occurs. Determining what is relevant is the first step to ensure that the learning is meaningful. Understanding the age appropriate learning categories provides some insight into how the brain is working to process information.

RELEVANT LEARNING

Relevant. Determining why and if the material is necessary to know. Once this is determined the learner decides whether or not they engage in committing the information to memory.

Albert Einstein said, "Everything should be made as simple as possible, but not simpler."

In other words, teach to the level of the cadets. The level of difficulty determines whether or not the cadets engage in the lesson. Essentially, less is more when it comes to new material.

MEANINGFUL LEARNING

Providing meaningful and relevant material results in greater overall retention.

Learning becomes meaningful when cadets understand material and store it in the brain. A learning experience is meaningful when the learners engage in three processes:

1. reflecting upon prior knowledge;
2. relating to real-life experiences; and
3. applying knowledge in future experiences.

Retention is the ability to remember material after the material is presented. The more information is repeated, the better the retention.

Display the following on flip chart paper / white board.

Learners retain:

- 10% of what they read,
- 26% of what they hear,
- 30% of what they see,
- 50% of what they see and hear,
- 70% of what they say, and
- 90% of what they say and do.

Information is stored in different places in the brain depending on the type of information. Emotions have a great influence on learning. The stronger the emotions connected with an experience, the stronger the memory.

Various types of information are associated with a specific type of memory (as illustrated in Figure 1).

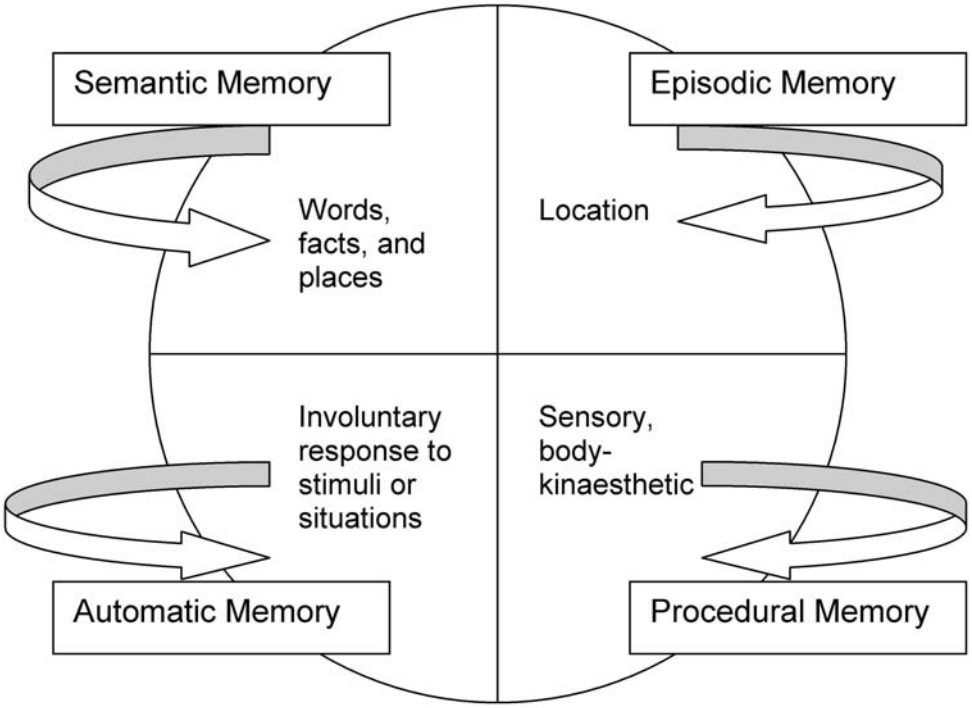


Figure 1 Types of Memory

Note: Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

PROCESSING TIME

Attention span. The average attention span is about one minute per year of age to a maximum of 15 years.

Allowing time for cadets to apply their learning is important so they can move information from their working memory to their long-term memory. The processing time is known as "thinking about thinking", where cadets can reflect on the lesson and plan, monitor, and evaluate their own thinking and learning.

Distribute the Learning Pyramid located at Attachment B to show the relationship between learning and remembering.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What does relevant mean?

Q2. What three processes involve the learner to have a meaningful learning experience?

Q3. What is retention? How is it increased?

ANTICIPATED ANSWERS:

A1. Determining why and if the material is necessary to know. Once this is determined the learner will decide whether or not they will engage in actually committing the information to memory.

A2. The learner actively:

a. reflects upon prior knowledge;

b. relates to real-life experiences; and

c. applies knowledge in future experiences.

A3. Retention is the ability to remember material after it is presented. The more information is repeated, the better the retention.

Teaching Point 2 **Describe and identify the needs of the developmental periods (DP).**

Time: 10 min Method: Interactive Lecture

DESCRIBE DEVELOPMENTAL PERIODS (DP)

The mental, physical, emotional and social development of a cadet are considered when determining a DP. They are age-based and focus on refining higher-level thinking skills such as reasoning, reflective thinking, and problem solving. The three are also known as age-appropriate learning categories (as illustrated in Figure 2).

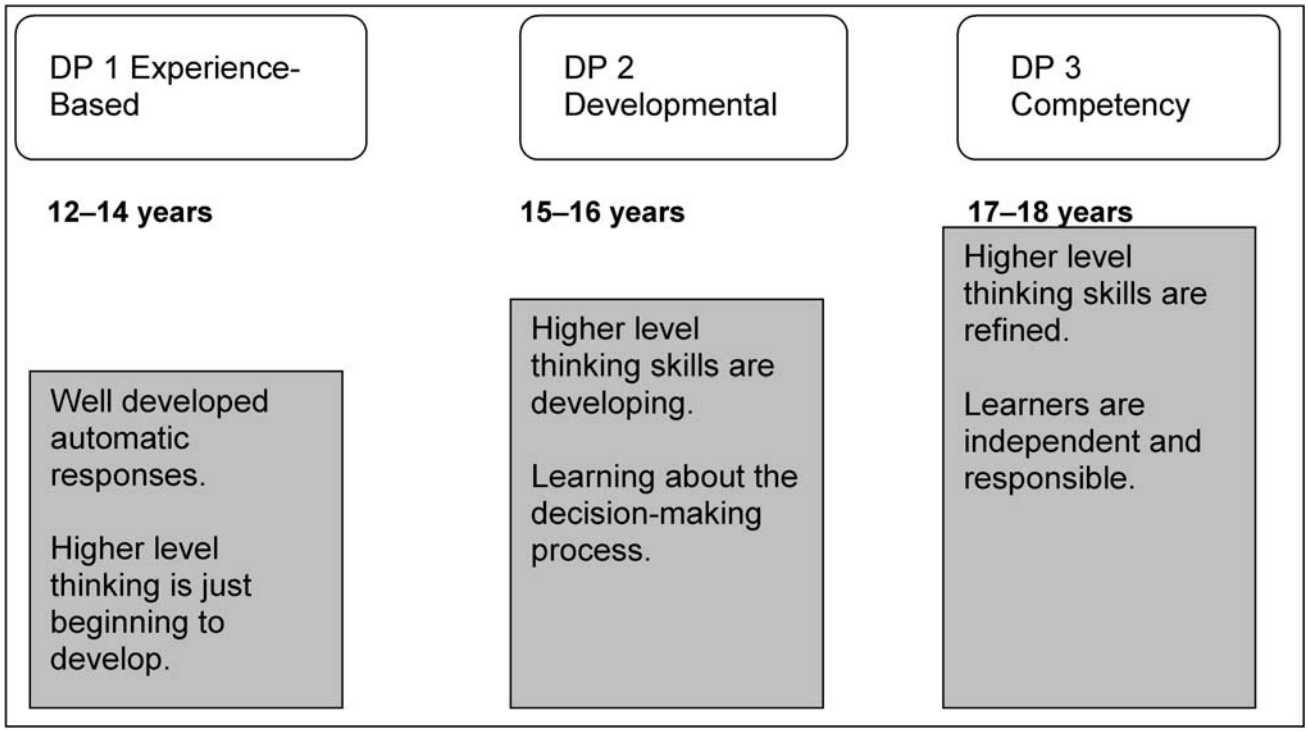


Figure 2 Identifying DPs

Note: Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

An instructor must plan their lessons based on the DP of the cadets. When planning a lesson it is important to consider what type of activities and questions to ask. For example, each DP indicates how long an activity should last:

- **DP 1.** Activities in a lesson should end in that same lesson.
- **DP 2.** Activities started in a lesson may extend over two to three lessons.
- **DP 3.** Activities started in a lesson may extend over four or more lessons.

NEEDS OF DPs

The following information focuses on DPs 1 and 2 only since the cadets will not be planning lessons for cadets in DP 3.

Experienced-based DP 1 (12–14 years):

- understand what is concrete / real not abstract;
- have mastered reflexive responses;
- require close supervision;
- want interaction and activity in lessons; and
- are very "me" oriented.

Developmental DP 2 (15–16 years):

- in a transition period—moving from understanding the concrete to understanding the abstract;
- beginning to use higher level thinking skills and are comfortable with the concrete;
- want to practice and explore new thinking skills;
- begin to understand cause and effect relationships;
- concerned with fairness—value system kicks in—need for equality for all; and
- asking questions like "how do I fit in?" and "how does this affect me?"

Four areas to consider when teaching within these DPs are:

- active and interactive lessons,
- structured activities,
- the opportunity for choice within the lesson, and
- goals definition.

Each area varies from low to high depending on the age and DP. However, active and interactive lessons are emphasized in all three DPs.

Lessons are planned by incorporating criteria based on the DPs (as illustrated in Figure 3).

Criteria for Activities	Experience-Based	Developmental	Competency
Active and Interactive	yes	yes	yes
Structured	very	some	cadet-run and supervised by officers
Provide Choice	minimal	some	much
Goals	clear and concrete	clear	abstract

Figure 3 Needs for Developmental Periods

Note: Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to have the cadets describe and identify the DPs.

RESOURCES

Developmental Periods Confirmation strips located at Attachment C.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the strips of paper from Attachment C to the cadets.

There are only 10 strips. If there are more than 10 cadets they may work in pairs / groups. If there are less than 10 cadets, some cadets may have more than one strip.

2. Ask the cadets who have a DP to come forward and tape their strip on the board.
3. Ask each cadet to read each strip to the class and decide what DP it describes. If the cadet is having difficulty, other cadets may help.
4. Once a decision has been made, tape the strip under the respective category.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3 **Conduct an activity where the cadets will describe and identify the needs of the different learning styles.**

Time: 20 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets describe and identify the needs of learners.

RESOURCES

- Learning Styles Information Sheet located at Attachment D,
- Learning Styles Survey located at Attachment E,
- How to Make a Jumping Frog located at Attachment F,
- How to Make a Triangular Box located at Attachment G,
- Slide of *Schoolies* comic located at Attachment H,
- Letter size paper for each cadet,
- Square sized sticky notes (eg, size 3 inches by 3 inches), and
- Sticky notes–4 inches by 6 inches.

In this lesson, sticky notes are used instead of origami paper (which is optimal). However, if sticky notes are not available, cut any paper according to the sizes recommended above.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Learning Styles Information Sheet located at Attachment D. Read through the handout together.
2. Distribute the Learning Style Survey located at Attachment E. Have the cadets read each question and choose the most appropriate answer. Once they have answered all questions, have the cadets total each letter to determine their individual learning style.
3. Designate three areas of the classroom to represent each learning style: visual, kinaesthetic, and auditory. Have the cadets move to the group that reflects their learning style as indicated in the survey.

The groups should be uneven. Compare class results with the distribution of learning style percentage as indicted in the Learning Styles Information Sheet located at Attachment D.

4. Have the cadets return to their seats.
5. Distribute a piece of letter size paper, three square sticky notes, and one 4 inch by 6 inch sticky note to each cadet.

The activities are intended to allow the cadets to experience difficulty while using each one of the learning styles. Emphasis is on the cadets experiencing each learning style and not the completion of each activity. It is not important for the cadets to complete each activity, since they are for initial experiences only. Allot 2–3 minutes for each activity.

6. Have the cadets experience the auditory learning style by:
   a. listening to the directions to make a paper object;
   b. performing the direction as it is said; and
   c. refraining from asking questions as the directions are being given.

For this activity, have the cadets use the letter size paper. Read the following directions aloud to the cadets on how to make a paper boat:

1. Fold a piece of paper in half, from top to bottom.
2. Fold the right corner into the middle of the paper.
3. Fold the left corner into the middle of the paper.
4. Fold the bottom of the paper up against both sides.
5. Insert thumbs into the bottom to make a square.
6. Fold the bottom corners over each other to create a triangle.
7. Insert thumbs into the bottom to make a square.

8. Hold the paper with flaps down.
9. Fold the corners to the top point.
10. Pull the middle out to form a square.
11. Pull the two triangles at the top apart to create a boat.

For the next activity, have the cadets use the 4 inch by 6 inch sticky notes. Distribute How to Make a Jumping Frog located at Attachment F to each cadet.

7. Have the cadets experience the visual learning style by:
   a. seeing pictures to make a jumping frog;
   b. reading the directions to make a jumping frog; and
   c. performing the task without assistance.

For the next activity, have the cadets use the square sticky note. Use How to Make a Triangular Box located at Attachment G and demonstrate each step so the cadets can see.

8. Have the cadets experience the kinaesthetic learning style by:
   a. watching the instructor make a triangle box without verbal or written directions, and
   b. performing the task without assistance.
9. Discuss the cadets' feelings towards each of the learning styles by provoking these thoughts:
   a. What learning style was dominant in each of the activities?
   b. What task was most difficult?
   c. What task was the easiest?

Display the slide of *Schoolies* comic located at Attachment H.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4 **Conduct an activity where the cadets will identify how to structure a lesson to meet the needs of the different types of learners.**

Time: 15 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets identify how to structure a lesson to meet the needs of types of learners.

RESOURCES

- Instructor Tips for Learning Styles worksheet located at Attachment I,
- Instructor Tips for Learning Styles Answer Key located at Attachment J,
- Activities in Developmental Periods worksheet located at Attachment K,
- Activities in Developmental Periods Answer Key located at Attachment L,
- Flip chart paper,
- Stopwatch,
- Markers, and
- Pens / pencils.

ACTIVITY LAYOUT

Set up workstations by taping flip chart paper around the classroom.

The number of workstations can be determined by dividing the class number by two or four. For example, if the class size is small divide by two, and if it is large divide by four.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups by assigning each cadet a number: Number 1 or Number 2. Arrange the cadets so that each group is sitting on opposite sides of the classroom.
2. Distribute the Instructor Teaching Tips for Learning Styles worksheet located at Attachment I to the cadets in Group 1 and the Activities in Developmental Periods worksheet located at Attachment K to Group 2.
3. Have the cadets work in their groups to fill out their worksheets.

Allocate two minutes for the cadets to work on the worksheets. It is not important to fully complete the sheets.

4. Distribute the answer keys located at Attachments J and L to one cadet in each group.

5. Have the cadet with the answer key in the each group read out the correct answers while the other cadets mark their worksheets and fill in any missing answers.

6. Have the cadets pair up with a cadet from the other side of the classroom and move to one of the workstations.

When the class size is large, two pairs can be assigned to each work station.

7. Give the cadets 2–3 minutes to explain on the chart paper how a DP 1 lesson would be structured differently than a DP 2 lesson. The cadets may use ideas from the worksheets and handouts in the class.

8. Have each group discuss their ideas for 2–3 minutes.

Distribute the remaining copies of Attachments I and K to those cadets that did not receive them earlier in the activity.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

The cadets' participation in the in-class activities will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard Plan*, Chapter 3, Annex B, 409 PC.

CLOSING STATEMENT

Understanding what makes information relevant and meaningful is important when it comes to instructing. Defining learning styles and identifying developmental stages helps identify instructional strategies that will meet the learners' needs and ultimately provide them with a healthy and welcoming learning environment.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-118 Director Cadets 3. (2007). *Youth reference guide*. Ottawa, ON: Department of National Defence.

C0-397 Belding, S. (2004). *Stickiness: Skills retention and synthesis*. Retrieved March 23, 2009, from http://www.airs.org/files/public/Making_Training_Stick.pdf

C0-398 ISBN I-57517-344-1 Burke, K. (2000). *What to do with the kid who*.... Arlington Heights, IL: Skylight Professional Development.

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TIGER COMIC

Figure A-1 Hide and Seek

Note. From *Tiger* Comics by B. Blake. Retrieved March 10, 2009, from http://www.kingfeatures.com/features/comics/tiger/about.hml

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LEARNING PYRAMID

Figure B-1 Learning Pyramid

Note. From *Engage Educate Empower*, 2007, Copyright by Life Adventure Centre 2009. Retrieved March 11, 2009, from http//www.lifeadventure center.org

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DEVELOPMENTAL PERIODS CONFIRMATION

Cut out each strip and place in an envelope. Use page C-3 as a reference during the activity.

12–14 years Experience-Based
Effective learning experiences for cadets at this stage should be achievable, active and fun.
It is important to note that these cadets are just developing the area of the brain associated with higher level thinking skills.
Require close supervision.
Activities in the lesson should end in the same lesson.

DEVELOPMENTAL PERIODS CONFIRMATION

Cut out each strip and place in an envelope. Use page C-3 as a reference during the activity.

15–16 years Developmental
Cadets in this stage are ready to start learning about and practising reasoning and problem-solving skills.
Cadets want to practise and explore new thinking skills
Concerned with fairness; the value system kicks in where they need equality for all.
Cadets ask question like "how do I fit in?" and "how does this affect me?

DEVELOPMENTAL PERIODS CONFIRMATION ANSWER KEY

12–14 years Experience-Based
Effective learning experiences for cadets at this stage should be achievable, active and fun.
It is important to note that these cadets are just developing the area of the brain associated with higher level thinking skills.
Require close supervision.
Activities in the lesson should end in the same lesson.

15–16 years Developmental
Cadets in this stage are ready to start learning about and practising reasoning and problem-solving skills.
Cadets want to practise and explore new thinking skills
Concerned with fairness; the value system kicks in where they need equality for all.
Cadets ask question like "how do I fit in?" and "how does this affect me?

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LEARNING STYLES INFORMATION SHEET

Understanding the different learning styles can help make a more effective instructor. For example, being aware of how cadets process information allows the instructor to design lessons and activities that present information in a variety of ways to address as many learning styles as possible. Learning occurs using the senses. The three learning styles use seeing, hearing and touching. Seeing corresponds to visual learners, hearing corresponds to auditory learners and touching corresponds to kinaesthetic learners.

Visual Learners:	Auditory Learners:	Kinaesthetic Learners:
• are described as readers and observers; • learn through seeing; • think in pictures; • benefit from and enjoy visual aids; and • are better at reading than listening.	• are described as listeners and talkers; • process information through their ears; • are good working in louder environments; • are great socialisers; and • need to ask questions to confirm learning.	• are described as doers; • learn through moving, touching and doing; • process information through their muscles; and • learn best when combining muscles with reading or talking.

Figure D-1 Learning Styles

Note. Adapted from *Cadet Program Reference Guide*. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

The differences between the three learning styles are illustrated in Figure D-2.

	VISUAL	**AUDITORY**	**KINAESTHETIC**
Decision Making	Create a chart of the possible alternatives; write out pros / con.	Talk over options with a friend.	Try out options—go with the path that seems best.
Asking Directions	Prefer a map / written directions.	Prefer verbal instructions.	Prefer to have someone take them the first time.
Learning a New Skill	Watch someone else do it, follow a diagram in a manual.	Attend a lecture; have someone talk them through the steps.	Try this and that until it works.

Figure D-2 Learning Styles and Instructional Activities

Note. From *Cognitive Preference*. Retrieved March 10, 2009, from http://www.georgebrown.ca/saffairs/stucuss/learningstyles.aspx.

To process information, a combination of the three senses are used, signifying that no learning style is completely independent. Each individual has a dominant learning style that represents how they process information most / how they learn best. Most of the population learn best by seeing and are therefore visual learners. When preparing a lesson, the instructor must keep in mind that it is best to provide multiple opportunities for all three styles of learning.

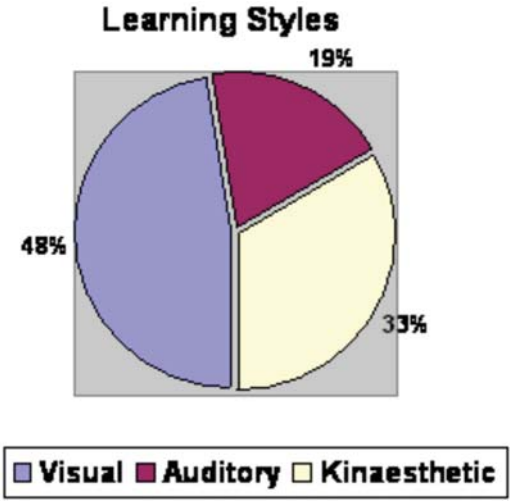

Figure D-3 Dominant Learning Style

Note. Adapted from *Cadet Program Reference Guide*. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

LEARNING STYLES SURVEY

Directions. Select the answer that describes you best. There can only be one answer for each question. Once all the questions are answered, tally each of the letters, V, A and K to find your learning style.

1. If I have to learn how to do something, I learn best when I:

(V) watch someone show me how.

(A) hear someone tell me how.

(K) try to do it myself.

2. When I read, I often find that I:

(V) visualize what I am reading in my mind's eye.

(A) read aloud or hear the words inside my head.

(K) fidget and try to "feel" the content.

3. When asked to give directions, I:

(V) see the actual places in my mind as I say them or prefer to draw them.

(A) have no difficulty in giving them verbally.

(K) have to point or move my body as I give them.

4. If I am unsure how to spell a word, I:

(V) write it in order to determine if it looks right.

(A) spell it out loud in order to determine if it sounds right.

(K) write it in order to determine if it feels right.

5. When I write, I:

(V) am concerned with how neat and well spaced my letters and words appear.

(A) often say the letters and words to myself.

(K) push hard on my pen or pencil and can feel the flow of the words or letters as I form them.

6. If I had to remember a list of items, I would remember it best if I:

(V) wrote them down.

(A) said them over and over to myself.

(K) moved around and used my fingers to name each item.

7. I prefer teachers who:

(V) use the board or overhead projector while they lecture.

(A) talk with a lot of expression.

(K) use hands-on activities.

8. When trying to concentrate, I have a difficult time when:

(V) there is a lot of clutter or movement in the room.

(A) there is a lot of noise in the room.

(K) I have to sit still for any length of time.

9. When solving a problem, I:

(V) write or draw diagrams to see it.

(A) talk myself through it.

(K) use my entire body or move objects to help me think.

10. When given written instructions on how to build something, I:

(V) read them silently and try to visualize how the parts will fit together.

(A) read them out loud and talk to myself as I put the parts together.

(K) try to put the parts together first and read later.

11. To keep occupied while waiting, I:

(V) look around, stare, or read.

(A) talk or listen to others.

(K) walk around, manipulate things with my hands, or move / shake my feet as I sit.

12. If I had to verbally describe something to another person, I would:

(V) be brief because I do not like to talk at length.

(A) go into great detail because I like to talk.

(K) gesture and move around while talking.

13. If someone were verbally describing something to me, I would:

(V) try to visualize what they were saying.

(A) enjoy listening but want to interrupt and talk myself.

(K) become bored if their description got too long and detailed.

14. When trying to recall names, I remember:

(V) faces but forget names.

(A) names but forget faces.

(K) the situation that I met the person other than the person's name or face.

Scoring Instructions: Add the number of responses for each letter and enter the total below. The area with the highest number of responses is your primary style of learning.

Visual V = _____ Auditory A = _____ Kinaesthetic K = _____

Figure E-1 Survey

Note. From *Learning Styles*. Retrieved March 16, 2009, from http://www.georgebrown.ca/saffairs/stusucc/learningstyles.aspx

HOW TO MAKE A JUMPING FROG

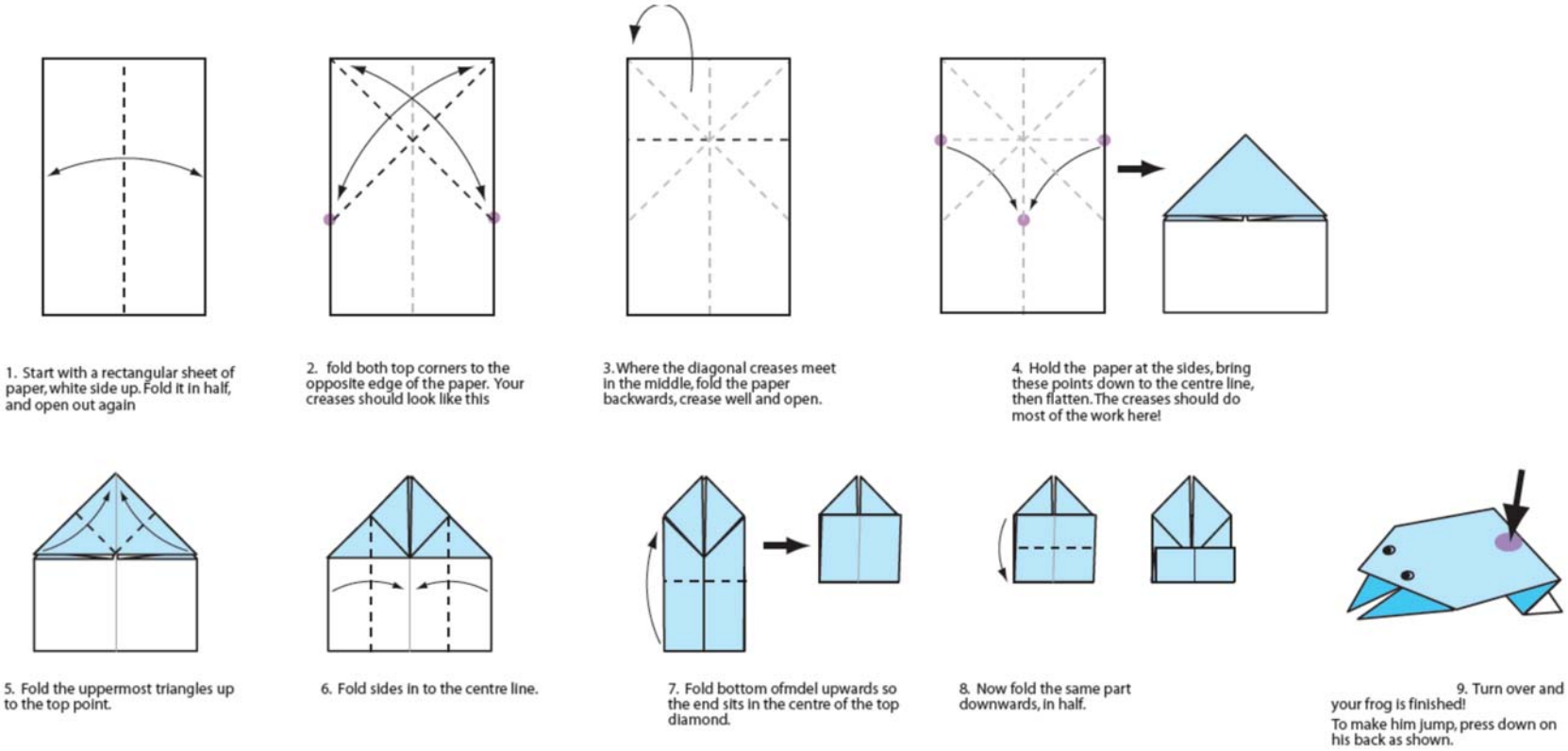

Figure F-1 Jumping Frog

Note. From *Origami-Fun*. Retrieved March 10, 2009, from http://www.origami-fun.com

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HOW TO MAKE A TRIANGULAR BOX

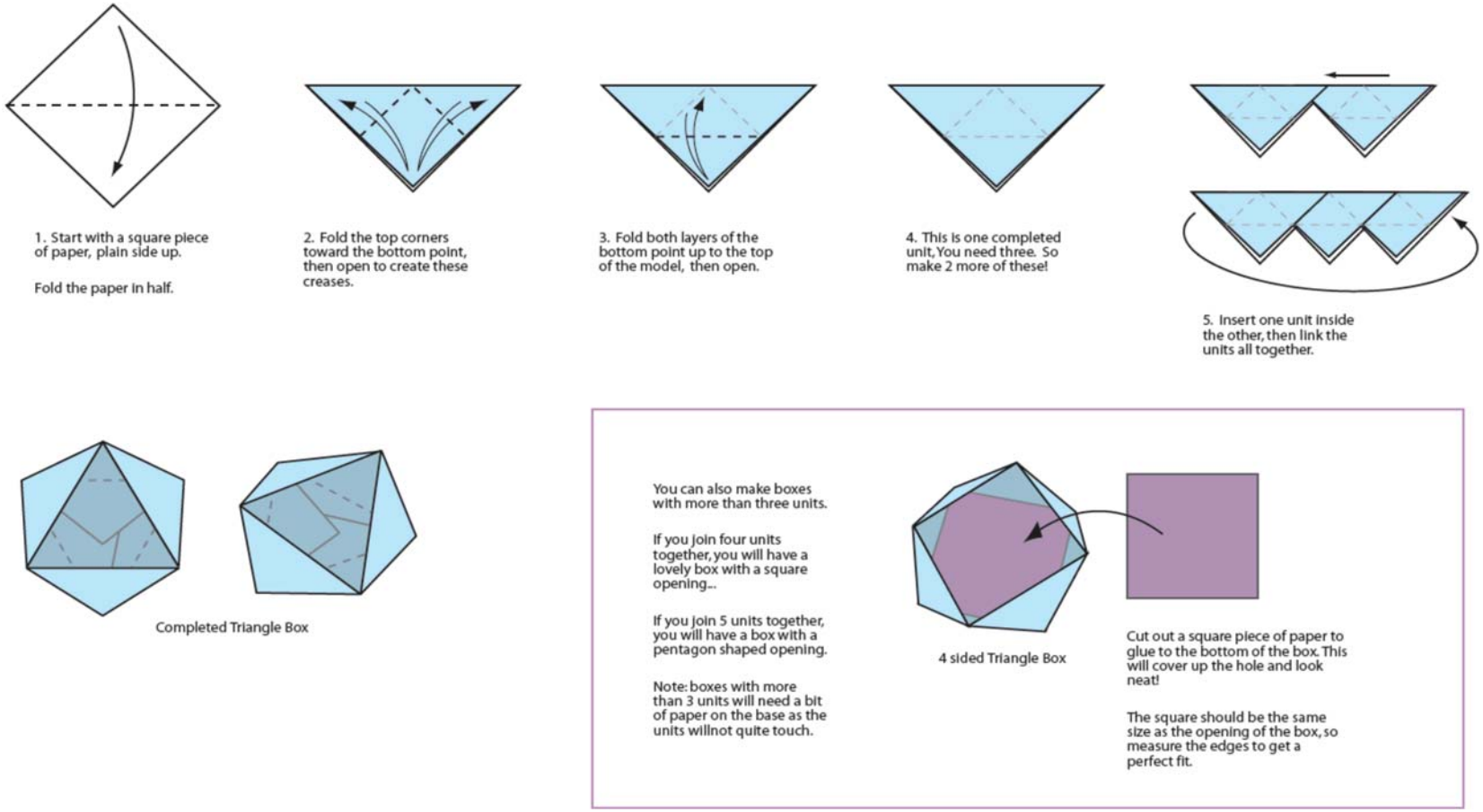

Figure G-1 Triangular Box

Note. From *Origami-Fun*. Retrieved March 10, 2009, from http://www.origami-fun.com

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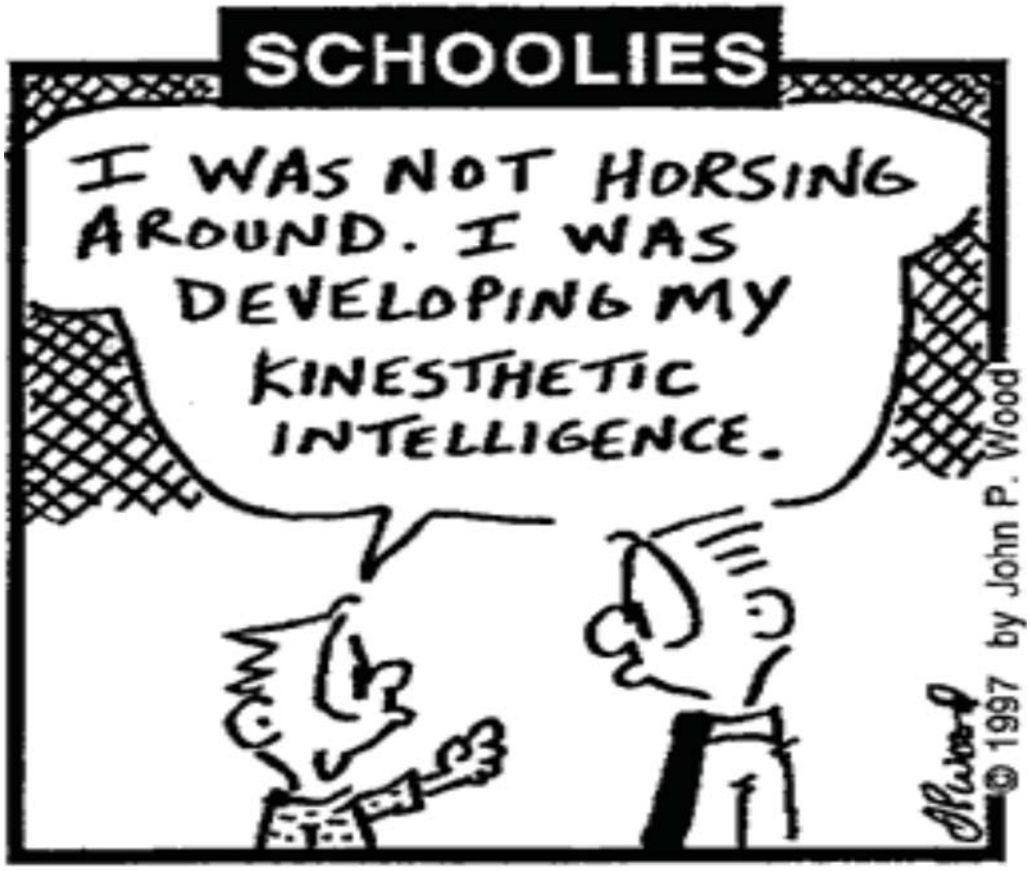

Figure H-1 Kinesthetic Learning

Note. From *Schoolies*, 1997, Copyright 1997 by J. Wood. Retrieved from http//:www.learninglaffs.com

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INSTRUCTOR TIPS FOR LEARNING STYLES

Directions: Match each instructor tip with the correct learning style. Use V for Visual, A for Auditory, and K for Kinaesthetic.

1. ____ Allow cadets to sit where they can see clearly.
2. ____ Allow the cadets to get up and move.
3. ____ Use hands-on activities.
4. ____ Provide movement as part of the lesson.
5. ____ Buddy up to teach each other.
6. ____ Use items that can be handled and moved.
7. ____ Allow the cadets to sit where they can hear clearly.
8. ____ Read aloud written material.
9. ____ Keep visual aids in view long enough to be seen and referred back to.
10. ____ Use presentations, mutuals and speeches.
11. ____ Follow a written agenda and provide written material to be followed.
12. ____ Write out directions.
13. ____ Provide a space where they can read questions aloud to themselves before they write them down.
14. ____ Allow the cadets to do what is asked for, not to describe it.
15. ____ Provide discussion opportunities.
16. ____ Use rhymes, mnemonics and acronyms.
17. ____ Slow down and repeat when giving verbal information.
18. ____ Change pitch, tone and speed for emphasis.
19. ____ Avoid meaningless movement and decorations.
20. ____ Use posters, pictures, models, real items, and people.
21. ____ Have the cadets repeat things back.
22. ____ Use real items in context.
23. ____ Provide a space with few distractions.
24. ____ Allow matching or reorganizing rather than naming.
25. ____ Slow down, repeat and use only necessary words when asking verbal questions.
26. ____ Provide opportunity for written responses.
27. ____ Provide space to move around.
28. ____ Provide opportunity for verbal responses.
29. ____ Allow them to talk to themselves and whisper when they read.

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INSTRUCTOR TIPS FOR LEARNING STYLES ANSWER KEY

Directions: Match each instructor tip with the correct learning style. Use V for Visual, A for Auditory, and K for Kinaesthetic.

1. V Allow cadets to sit where they can see clearly.
2. K Allow the cadets to get up and move.
3. K Use hands-on activities.
4. K Provide movement as part of the lesson.
5. A Buddy up to teach each other.
6. K Use items that can be handled and moved.
7. A Allow the cadets to sit where they can hear clearly.
8. A Read aloud written material.
9. V Keep visual aids in view long enough to be seen and referred back to.
10. A Use presentations, mutuals and speeches.
11. V Follow a written agenda and provide written material to be followed.
12. V Write out directions.
13. A Provide a space where they can read questions aloud to themselves before they write them down.
14. K Allow the cadets to do what is asked for, not to describe it.
15. A Provide discussion opportunities.
16. A Use rhymes, mnemonics and acronyms.
17. V Slow down and repeat when giving verbal information.
18. A Change pitch, tone and speed for emphasis.
19. V Avoid meaningless movement and decorations.
20. V Use posters, pictures, models, real items, and people.
21. A Have the cadets repeat things back.
22. K Use real items in context.
23. V Provide a space with few distractions.
24. K Allow matching or reorganizing rather than naming.
25. V Slow down, repeat and use only necessary words when asking verbal questions.
26. A Provide opportunity for written responses.
27. K Provide space to move around.
28. A Provide opportunity for verbal responses.
29. A Allow them to talk to themselves and whisper when they read.

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ACTIVITIES IN DEVELOPMENTAL PERIODS

Read each statement and determine what developmental period is being described. Draw an arrow to the correct column.

Ages 12–14 DP 1 Experienced-Based	Activity Description	Ages 15–16 DP 2 Developmental
	Clear / simple processes.	
	Provide reasons for the activity.	
	Provide some structure (eg, the instructor chooses the groups but leaves some choices to the group).	
	Closely supervised.	
	Semi-independent and less supervised.	
	Clear goals with some choice in process.	
	Very structured.	
	Lots of play.	
	Trial and error activities.	
	Clear and concrete goals (eg, one goal / one activity).	
	Provide reasons for the activity.	
	Will not require an instant result at the end of the first session. Can stretch the activity over 2–3 lessons.	
	Results oriented.	
	Formal, effective assessment is appropriate. Begin to develop skills in self assessment.	
	Assessment should focus on participation and observation.	
	Short learning sessions.	

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ACTIVITIES IN DEVELOPMENTAL PERIODS ANSWER KEY

Read each statement and determine what developmental period is being described. Draw an arrow to the correct column.

Ages 12–14 DP 1 Experienced-Based	Activity Description	Ages 15–16 DP 2 Developmental
←	Clear / simple processes.	
	Provide reasons for the activity.	→
	Provide some structure (eg, the instructor chooses the groups but leaves some choices to the group).	→
←	Closely supervised.	
	Semi-independent and less supervised.	→
	Clear goals with some choice in process.	→
←	Very structured.	
←	Lots of play.	
←	Trial and error activities.	
←	Clear and concrete goals (eg, one goal / one activity).	
	Provide reasons for the activity.	→
	Will not require an instant result at the end of the first session. Can stretch the activity over 2–3 lessons.	→
←	Results oriented.	
	Formal, effective assessment is appropriate. Begin to develop skills in self assessment.	→
←	Assessment should focus on participation and observation.	
←	Short learning sessions.	

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 4

EO M409.04 – EXPLAIN ASSESSMENT

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

PRE-LESSON ASSIGNMENT

Photocopy the Assessment of Learning Plan located at Attachment A for each cadet.

Photocopy the Assessment Instructions located at Attachment B for each cadet.

Photocopy the assessment instruments located at Attachments C, D and E for each cadet.

APPROACH

An interactive lecture was chosen for this lesson as a way to introduce the cadets to assessment types, instructions and instruments, provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have explained assessment.

IMPORTANCE

It is important for cadets to know the different types of assessment and how to use assessment tools to create a positive learning environment. Varying the method of assessment is one way for instructors to create interest and encourage learning.

Teaching Point 1 **Explain types of assessment.**

Time: 10 min Method: Interactive Lecture

ASSESSMENT OF LEARNING

Assessment of learning is the predominant type of assessment used following instruction / learning. It is a summative type of assessment that is used to report on progress made by cadets, usually by showing the instructor a cadet's relative position compared to other cadets. Assessment of learning usually takes the form of questions and answers compiled in a test or quiz. The questions are from the lesson that was taught and typically performed at the end of an instruction unit.

Tests are used to measure quantity and accuracy of student progress with little or no direction and advice for improvement. This type of testing shows which students are doing well and which are doing poorly. Although these testing techniques are simplistic, they can be a good indication of a cadet's mastery of skills and knowledge. They are not always a good indication of the ideas or concepts covered.

Within the Canadian Cadet Organization (CCO), assessment of learning takes place to determine whether learners have achieved Performance Objectives (PO) or critical Enabling Objectives (EO) (those deemed prerequisites for further training and education) and are used at the end of a phase of instruction. Every opportunity should be given to cadets to be successful in their assessment, even if multiple challenges are required.

ASSESSMENT FOR LEARNING

Assessment for learning is ongoing assessment used during instruction. It is a formative type of assessment and is used to create descriptions of the cadet's knowledge on the subject matter. These descriptions are used to determine if the instructor needs to review information and where the weak areas are in the lesson. This information can also be used to provide feedback to the cadet regarding their strengths and areas for improvement.

Assessment instruments used during assessment for learning include:

- worksheets,
- checklists,
- in-class activities, and
- questions and observations.

In assessment for learning, the instructor is the central character that will use the information obtained to design and develop the next stage of instruction.

Within the CCO, assessment for learning takes place during a phase of instruction and helps cadets and instructors recognize progress or lapses in learning. Through assessment for learning, 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.

Assessment for learning may also include opportunities for cadets to practice using Performance Checks (PC) employed in assessment of learning.

A simple comparison of assessment types can be made as follows:

When a cook tastes the soup, that is formative (assessment for) and allows them to adjust spices to change the flavour to improve the taste; when the guests taste the soup, that is summative (assessment of) and allows them to make a judgement of the quality of the soup.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What type of assessment is assessment for learning?

Q2. What does assessment for learning (formative) give the instructor the ability to do?

Q3. Why does assessment of learning (summative) take place?

ANTICIPATED ANSWERS:

A1. Formative.

A2. 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.

A3. To determine whether learners have achieved POs or critical EOs (those deemed prerequisites for further training and education).

Teaching Point 2 **Describe assessment instructions and instruments.**

Time: 15 min Method: Interactive Lecture

Assessment for learning takes place throughout the learning process and guides the instructor in lesson planning; assessment of learning takes place upon completion of the learning phase. Chapter 3 of the Qualification Standard and Plan (QSP) outlines the assessment of learning plan and the assessment instruments to be used.

All attachments for this lesson are taken from A-CR-CCP-603/PG-001, *Phase Three Qualification Standard and Plan*, Chapter 3. Details of assessment are located in Chapter 3 of all QSPs.

CADET ASSESSMENT OF LEARNING PLAN

Distribute the Assessment of Learning Plan located at Attachment A to each cadet.

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

1. 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;

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

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

    b. **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;

    c. **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;

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

    e. **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.

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

    a. **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;

    b. **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;

    c. **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

    d. **Personal Communication.** Gathering information about a cadet through personal communication; learning is assessed through interpersonal interaction with the cadet.

ASSESSMENT INSTRUMENTS

Specific assessment instruments are 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 the appendices to Chapter 3, Annex B of the QSP.

Distribute the Assessment Instructions located at Attachment B to each cadet.

Assessment instructions are provided to guide the instructor through the steps of the assessment to ensure consistent conduct of all assessments.

Using the Assessment Instructions handout, discuss with the cadets the information located in it, to include:

- preparation,
- conduct of assessment, and
- post-assessment instructions.

Distribute the assessment instruments located at Attachments C, D and E to each cadet. Discuss with the cadets how to use each of these assessment instruments.

Assessment is conducted to ascertain levels of learning. In most cases, these levels are defined in the Assessment Instructions. The most common assessment instruments used in the CCO are rubrics, individual checklists, and group checklists.

Rubric. A scoring tool that lists criteria to be considered for assessment. It is designed to guide the individual assessor's interpretation by providing a description of what should be observed for each level of proficiency and should be as clear and concise as practical.

Checklists. A simple checkbox type of worksheet that shows success in given tasks. Checklists can be designed to assess both individuals or groups.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What does the Assessment of Learning Plan provide?

Q2. What are the three parts of the Assessment Instructions?

Q3. What is a rubric?

ANTICIPATED ANSWERS:

A1. An overall strategy for using assessment activities to determine if the cadet meets the requirements.

A2. Preparation, conduct of assessment and post-assessment instructions.

A3. A scoring tool that lists criteria to be considered for assessment. It is designed to guide the individual assessor's interpretation by providing a description of what should be observed for each level of proficiency and should be as clear and concise as practical.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. Where in the QSP can information on assessment be found?

Q2. When does assessment for learning (formative assessment) take place?

Q3. What is the purpose of the Assessment Instructions?

ANTICIPATED ANSWERS:

A1. In Chapter 3 of the QSP.

A2. Ongoing throughout the lesson.

A3. To guide the instructor through the steps of the assessment to ensure consistent conduct of all assessments.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 409 PC.

CLOSING STATEMENT

Being familiar with assessment requirements will allow the instructor to be better prepared to meet the requirements of the lesson.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-124 A-CR-CCP-603/PG-001 Director Cadets 3. (2008). *Phase three qualification standard and plan*. Ottawa, ON: Department of National Defence.

C0-376 ISBN 0-7619-4626-8 Earl, L. (2003). *Assessment as learning*. Thousand Oaks, CA: Corwin Press, Inc.

Annex B

Assessment of Learning Plan – Phase Three

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 301 – Recognize the Purpose of Service Groups Within Canada								
Nil.								
PO 302 – Perform Community Service								
Nil.								
PO 303 – Perform the Role of a Team Leader								
303 PC	PO 303	The purpose of this PC is to assess the cadet's ability to perform the role of Team Leader.	Reasoning proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed performing the role of a Team Leader. The performance is then discussed with the cadet.	On completion of lessons related to EO M303.07 then ongoing throughout the training year.	Chapter 3, Annex B, Appendix 1	Nil.
PO 304 – Update Personal Activity Plan								
Nil.								
PO 305 – Participate in Recreational Sports								
Nil.								
PO 306 – Fire the Cadet Air Rifle During Recreational Marksmanship								
Nil.								
PO 307 – Serve in a Sea Cadet Corps								
Nil.								
PO 308 – Direct a Squad Prior to a Parade								
308 PC	PO 308	The purpose of this PC is to assess the cadet's ability to prepare	Skills	Performance Assessment	The cadet is observed as they prepare a squad for parade by: forming	During preparation for corps opening and closing parades.	Chapter 3, Annex B, Appendix 2	Nil.

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
		a squad for parade.			up, sizing, dressing, inspecting and calling the roll.			
PO 309 – Instruct a Lesson								
309 PC	PO 309	The purpose of this PC is to assess the cadet's ability to instruct a lesson using a written lesson plan, an appropriate method(s) of instruction and an appropriate instructional aid(s).	Product and Reasoning proficiency	Performance Assessment	The cadet's lesson plan is reviewed and they are observed while instructing a 15-minute lesson.	Ongoing during the conduct of lessons related to EO M309.07	Chapter 3, Annex B, Appendix 3	Assistance is denied.
PO 311 – Participate in a Recreational Biathlon Activity								
Nil.								
PO 320 – Describe Aspects of the Canadian Navy								
Nil.								
PO 321 – Rig a Lifting Device								
321 PC	PO 321	The purpose of this PC is to assess the cadet's ability, as a member of a group, to safely rig,	Product and Reasoning	Performance Assessment	The cadet is observed while rigging, operating and de-rigging sheers.	Ongoing during conduct of lessons related to EO M321.02.	Chapter 3, Annex B, Appendix 4	Nil.

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
		operate and de-rig sheers.						
PO 323 – Serve in a Naval Environment								
323 EC 01	EO M323.01	The purpose of this EC is to assess the cadet's knowledge of the corps' organizational structure.	Knowledge	Selected Response	The cadet is asked to identify corps' structure by using organization charts.	Upon completion of lessons related to EO M323.01.	Chapter 3, Annex B, Appendix 5	Nil.
323 PC	PO 323	The purpose of this PC is to assess the cadet's ability to perform the duties of the Quartermaster.	Skill	Performance Assessment	The cadet is observed while performing the duties of the Quartermaster.	Ongoing throughout the training year.	Chapter 3, Annex B, Appendix 6	Nil.
PO 324 – Sail a Sailboat IAW the Canadian Yachting Association (CYA) White Sail Level II								
324 EC 01	EO 324.02 and EO 324.04	The purpose of this PC is to assess the cadet’s ability to prepare themselves and their sailboat prior to sailing.	Reasoning proficiency and Knowledge	Performance Assessment and Personal Communication	The cadet is observed while preparing to go sailing and asked to define terms, describe wind conditions and identify parts and their functions.	On completion of lessons related to EO M324.02 and M324.04.	Chapter 3, Annex B, Appendix 7	Nil.
324 EC 02	EO M324.03	The purpose of this PC is to assess the cadet’s ability	Products and Knowledge	Performance Assessment and Personal Communication	The cadet is asked to tie and describe the use of	Ongoing during conduct of EO M324.03	Chapter 3, Annex B, Appendix 8	Nil.

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
		to tie knots and hitches.			knots and hitches.			
324 EC 03	EO M324.08	The purpose of this PC is to assess the cadets ability to describe the points of sail.	Knowledge	Personal Communication	The cadet is asked to describe the points of sail with the use of diagrams.	On completion of lessons related to EO M324.08	Chapter 3, Annex B, Appendix 9	Nil.
324 PC	PO 324 (Excluding EO M324.01)	The purpose of this PC is to assess the cadet's ability to perform all sailing skills associated with CYA White Sail Level II.	Skills	Performance Assessment	The cadet is observed throughout the weekend(s) – Use of coach notes and CYA White Sail II Checklist to track and record cadets' skill progression.	Ongoing throughout the weekend(s)	Chapter 3, Annex B, Appendix 10	Nil.
PO 325 – Participate in a Nautical Training Weekend								
Nil.								

ANNEX B, APPENDIX 1

303 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 303 PC Assessment Rubric and become familiar with the material prior to conducting the assessment.

There is no time allotted for 303 PC. It is to be administered whenever and wherever Phase Three cadets lead cadets through a leadership assignment.

The cadet shall be given a minimum of one practice leadership assignment which will be assessed using the 303 PC Assessment Rubric. The cadet will reflect and self-assess after the practice leadership assignment using the same rubric. The practice leadership assignment will not be recorded on the cadet's qualification record.

The formal leadership assignment will be given and assessed using the 303 PC Assessment Rubric. The cadet will reflect and self-assess after the leadership assignment using the same rubric. The leadership assignment shall be recorded on the cadet's qualification record.

If the cadet does not achieve the performance standard, the cadet will be given additional leadership assignments until the performance standard is met.

Photocopy the 303 PC Assessment Rubric twice for each leadership assignment given.

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 303 PC Assessment Rubric and become familiar with the assessment criteria prior to the leadership assignment.

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 judgement on the quality of performance.

CONDUCT OF ASSESSMENT

PURPOSE

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

RESOURCES

- Two 303 PC Assessment Rubrics, and
- As per the leadership assignment.

ASSESSMENT ACTIVITY LAYOUT

As per the leadership assignment.

ASSESSMENT ACTIVITY INSTRUCTIONS

While observing the cadet leading cadets through a leadership assignment, assess the quality of each criterion by indicating (eg, highlighting, circling, note taking) on the Assessment Rubric, the descriptive statement that best represents this judgement. Criteria for the leading through a leadership assignment are assessed as:

- Incomplete;
- Completed with difficulty;
- Completed without difficulty; or
- Exceeded standard.

Make notes of observations to provide descriptive post-assessment feedback.

1. Communicate to the cadet their leadership assignment either verbally or in writing.
2. Ensure the cadet understands the leadership assignment.
3. Distribute the Assessment Rubric to the cadet for self-assessment purposes.
4. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.
5. Have the cadet conduct the leadership assignment.
6. Evaluate the cadet's leadership ability by observation. Record the result (eg, highlighting, circling, note taking) on the Assessment Rubric for each criterion.

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

7. Have the cadet assess their performance on their Assessment Rubric.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
   a. **Incomplete.** Overall, the cadet has not achieved the performance standard;
   b. **Completed with difficulty.** Overall, the cadet has achieved the performance standard with difficulty;
   c. **Completed without difficulty.** Overall, the cadet has achieved the performance standard without difficulty; or
   d. **Exceeded standard.** Overall, the cadet has exceeded the performance standard.
2. Record notes and observations in the assessor’s feedback section of the Assessment Checklist.

3. Sign and date the Assessment Checklist.

4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.

5. The overall result will be recorded on the Phase Three Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Discuss the cadet's self-assessment on their performance.

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 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 rubric.

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303 PC ASSESSMENT RUBRIC

Cadet's Name: _____ Corps: _____

Date: _____ Division: _____

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership task. Team members did not need clarification.
Supervise cadets.	Did not supervise cadets.	Only supervised cadets 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 the problem(s).		Solved the problem(s).	
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.	

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308 PC ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps: _____

Date: _____ Division: _____

Analytical Performance Assessment:

Direct a squad prior to a parade	**Incomplete**	**Completed With Difficulty**	**Completed Without Difficulty**
Fall in a squad.			
Call the roll.			
Size in a single rank and reform in threes (twos).			
Dress a squad.			
Inspect a squad.			
Hand over a squad.			

Assessor's Feedback

	PO 308 Overall Assessment			
Check One	**Incomplete**	**Completed With Difficulty**	**Completed Without Difficulty**	**Exceeded Standard**
Overall Performance	The cadet has not achieved the performance standard by not completing at least one of the required skills.	The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty.	The cadet has achieved the performance standard by completing all objectives without difficulty.	N/A

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

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321 PC Group Checklist

	Safety			Rigging								Operation						
Name	Personal Conduct	Wearing personal safety equipment	Adherence to danger zone protocol	Spars	Head Lashing	Topping Lift	Main Purchase	Strops	Splay Tackle	Heel Tackles	Tag Line	Raising the Sheers	Hooking on a Load	Raising the Load	Securing the Load Line	Lowering the Load	Lowering the Sheers	Comments
Group 1																		
1.																		
2.																		
3.																		
4.																		
Group 2																		
1.																		
2.																		
3.																		
4.																		
Group 3																		
1.																		
2.																		
3.																		
4.																		

I–Incomplete D–Completed with difficulty W–Completed without difficulty

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 8

EO C409.03 – ACT AS AN ASSISTANT INSTRUCTOR

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

The course officer shall communicate with the training officer to ensure that cadets are paired with a Phase One, Two or Three instructor during a regular training session. As part of the training session, the instructor and cadet should be scheduled for two periods of instruction. The time the cadet is not instructing may be used for lesson preparation, briefing, debriefing, securing training aids, etc.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have acted as an assistant instructor.

IMPORTANCE

It is important for cadets to act as an assistant instructor as it gives them the opportunity to practice, observe and assist in performing the duties of an instructor in a safe and controlled environment during a regular training session.

Teaching Point 1 **Have the cadets act as assistant instructors in on-the-job training (OJT).**

Time: 90 min Method: On-The-Job Training

PURPOSE

The purpose of having the cadets act as assistant instructors is to provide them with an authentic experience that allows them to observe and assist in performing the duties of an instructor during a regular training session. This activity is intended to be experiential in nature, providing the cadets the opportunity to work with experienced instructors, with assessment for learning being the focus rather than assessment of learning. When pairing the cadets with an instructor, consideration must be given to such things as the background, specialty and confidence of each cadet while in front of a class. The proper pairing of cadets with an instructor will help to ensure the OJT experience satisfies the stated purpose.

GENERAL INSTRUCTIONS

For one training session the cadets shall be paired with an instructor who is instructing a group of cadets participating in Phase One, Two or Three training.

The instructor is responsible for the following:

1. Ensure the cadet is briefed on their responsibilities and tasks prior to the commencement of the lesson.
2. Ensure the cadet is provided opportunities to perform some or all tasks normally completed by the instructor, such as:
   a. **Preparing training aids as required.** The cadet may be asked to gather and prepare training aids.

The focus of this EO should be the development of instructional skills and increasing experience and confidence while in front of a class. The instructor should develop training aids for the lesson. Give the cadet tasks such as setting up presentation aids and organizing training aids, eg, signing out an air rifle for a marksmanship lesson.

   b. **Helping instruct the lesson.** The cadet may be asked to provide a demonstration, assist with the conduct of an in-class activity or instruct a TP of a lesson.
   c. **Supervising the cadets.** The cadet may be asked to assist with the supervision of the cadets.
   d. **Providing assistance as required.** The cadet may be asked to provide assistance or assist with skill development by coaching or demonstrating a skill being taught.
   e. **Securing training aids as required.** Once the lesson is complete, the cadet may be asked to secure and return training aids to storage.
3. If necessary, debrief the (Phase One, Phase Two or Phase Three) cadets, correcting any content errors or omissions made by the cadet.
4. Debrief the cadet upon completion of the training session and provide them the opportunity to ask questions and seek additional feedback.

CONFIRMATION OF TEACHING POINT 1

The cadets' acting as an assistant instructor will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' acting as an assistant instructor will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Acting as an assistant instructor allows for the development of skills necessary to become a competent instructor by observing, practicing instruction and receiving feedback from an experienced instructor in a safe and controlled environment during a regular training session.

INSTRUCTOR NOTES / REMARKS

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

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

During this EO the instructor shall:

1. brief the cadet prior to commencing the lesson;
2. assign the cadet tasks, to include:
    a. preparing training aids as required;
    b. helping instruct the lesson;
    c. supervising the cadets;
    d. providing assistance as required; and
    e. securing training aids as required;
3. monitor the cadet; and
4. debrief the cadet at the end of the lesson.

REFERENCES

Nil.

COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 9

EO C409.04 – PARTICIPATE IN A CREATIVE LESSON-PLANNING WORKSHOP

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 Attachments A–C.

Photocopy and three-hole punch the handouts located at Attachments E–G, J and M for each cadet.

Photocopy Attachment K for each group.

Photocopy and cut out the Benefits of Creative Lessons Strips located at Attachment I for each group.

Photocopy a sample lesson plan (from Phase One) for each group.

Prepare a piece of flip chart paper by writing the goals of the workshop:

1. define creativity;
2. identify the benefits of a creative lesson;
3. explain the creative process; and
4. incorporate creativity in the lesson-planning process.

Select music to play in the background for the entire workshop.

PRE-LESSON ASSIGNMENT

Ensure the cadets bring the binder provided in EO M409.01 (Identify Methods of Instruction).

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest in the creative process and how to incorporate creativity into the lesson-planning process.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a creative lesson-planning workshop to define creativity, identify the benefits of creative lessons, explain the creative process and learn how to incorporate creative elements into lesson plans.

IMPORTANCE

It is important for cadets to incorporate creative elements into their lesson plans to make their lessons more interesting, enjoyable and engaging for the cadets.

Teaching Point 1 **Conduct an activity where the cadets will define creativity.**

Time: 15 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets define creativity.

RESOURCES

- Mixer worksheet located at Attachment A,
- Pigture This... worksheet located at Attachment B,
- Cliche Stretching worksheet located at Attachment C,
- Mixer Answer Key located at Attachment D,
- Flip chart paper,
- Markers, and
- Stereo.

ACTIVITY LAYOUT

1. Set up three workstations.
2. Label the workstations as A, B, and C and place flip chart paper and the corresponding attachments at each station.
3. Ensure the lesson location:
   a. is physically safe;
   b. allows for manipulation of the physical setting such as lighting, temperature and colour to make it more conducive to learning;
   c. is large enough to accommodate small group and whole group activities; and
   d. allows for the incorporation of movement into the lesson.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into equal groups at each station.

Display the chart paper illustrating the worksheet goals.

2. Introduce the goals of the workshop. Read the goals of the workshop together.
3. Instruct the cadets to work in their groups brainstorming ideas about creativity and write their responses on flip chart paper.

4. Instruct the cadets to follow the directions at their station to complete the activity.

Play music in the classroom while the cadets are completing individual and group work.

5. Provide the cadets with two minutes to present an example of their activity and to explain how their activity was creative. Encourage the cadets to use a visual representation of their activity on flip chart paper.

6. Explain to cadets that:

   a. thinking creatively does not always make sense; and

   b. sometimes the brain must think in different ways to find the answer.

7. Present the cadets with the following problem and answer:

   a. If you throw a ball as hard as you can, how does it come back to you?

   b. It doesn't hit anything, no one catches it, and no one else throws it back.

   c. Answer: If you throw the ball up in the air.

8. Provide the cadets with the following definition of creativity:

   a. Creativity is the combining of elements in a new way.

   b. A new idea or product is often a combination of unlike elements previously thought to be completely unrelated.

There are two types of creativity:

- **Technical.** People create new theories, technologies or ideas; and
- **Artistic.** Involves unique methods of self-expression.

Creative people have three qualities:

- an **ability** to imagine relationships between unlike items,
- a **playful attitude** towards new ideas, and
- a **willingness** to work at changing and improving ideas and solutions.

9. Compare the definition with the ideas that the cadets brainstormed on their flip chart paper.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2 **Have the cadets participate in activities that celebrate and encourage creativity.**

Time: 10 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets participate in activities that celebrate and encourage creativity.

RESOURCES

- Celebrate Success handout located at Attachment E (one per cadet),
- Flip chart paper, and
- Markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Explain to the cadets that upon hearing the attention signal Two Snaps and a Clap, they will:
   a. repeat the signal immediately by snapping fingers on both hands twice and clapping once;
   b. stop, look at the instructor and wait for an announcement; and
   c. carry on when told to do so.
2. Have the cadets practice the two snaps and a clap.
3. Distribute the Celebrate Success handout located at Attachment E to each cadet.
4. Read Attachment E together.

STIMULATE THE BRAIN TO THINK CREATIVELY

The right side of the brain is the creative side and the left side of the brain is the mathematical side. One side of the brain usually dominates the other with scientific people having a more dominant left side and artistic people having a more dominant right side.

Creativity can be improved by having both sides of the brain switched on and functioning. The left side of the brain controls the right side of the body and the right side of the brain controls the left side of the body. Physical activity increases oxygen flow to the brain and helps it function better.

5. Divide the cadets into four groups to represent each cheer.
6. Provide the cadets two minutes to practice each cheer.

7. Provide each group one minute each to demonstrate each cheer to the class and have them participate in their cheer after each demonstration.

8. Debrief the cadets by emphasizing the importance for motivation and physical activity in lessons.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3 **Conduct an activity where the cadets will identify the benefits of a creative lesson.**

Time: 15 min Method: In-Class Activity

Present the following information to the cadets prior to conducting the activity.

The preparation of a well-developed lesson:

- provides structure and organization;
- guides the instructor through each stage of the lesson; and
- ensures that all essential information is delivered.

A well-developed lesson does not ensure the cadet is interested and engaged in the learning process. Well-planned lessons that creatively challenge and involve the cadets in a variety of activities engage the cadets in the learning process and ensure that learning outcomes are achieved.

Ask the cadets to think about a time when they were bored during a lesson and a time when they were interested during a lesson. Have them think about the two experiences as they take part in the brainstorming activity.

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets identify the benefits of a creative lesson.

RESOURCES

- The Benefits of Creative Lessons handout located at Attachment F
- The Benefits of Creative Lessons Worksheet located at Attachment G,

- The Benefits of Creative Lessons Answer Key located at Attachment H,
- The Benefits of Creative Lessons Phrase Strips located at Attachment I (one set per group),
- Flip chart paper,
- Markers,
- Pencils / pens, and
- Tape.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of three or four.
2. Distribute the Benefits of Creative Lessons handout located at Attachment F to each cadet and review the handout together.
3. Distribute the Benefits of Creative Lessons worksheet located at Attachment G to each cadet.
4. Give the cadets five minutes to work together to complete the worksheet.
5. After five minutes review the answers using the Benefits of Creative Lessons Answer Key located at Attachment H.
6. Distribute the Strips located at Attachment I, flip chart paper and tape to each group.
7. Have each group divide their sheet of flip chart paper into two columns:
   a. uncreative lesson, and
   b. creative lesson.
8. Have each group place each strip in the appropriate column.
9. Review the cadets' posters and debrief the cadets.

All strips are located under the creative lesson column.

Many instructors do not engage cadets because they do not use enough creativity in their teaching. Some aspects of the cadet program are personally interesting to the cadets which helps compensate for this. Some lessons however, are not personally interesting to the cadets and depend more heavily on the instructors' creative ability.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4 **Conduct an activity where the cadets will identify the stages of the creative process.**

Time: 20 min Method: In-Class Activity

Present the following information to the cadets prior to conducting the activity.

THE CREATIVE PROCESS

A lesson plan is an organized outline for a single period of instruction. It is a necessary guide for instructors because it tells them:

- what to do,
- in what order to do it, and
- what method(s) to use in teaching the material.

Each time an instructor is faced with the challenge of planning a creative lesson they can apply the creative thinking process as outlined below.

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets participate in the creative process.

RESOURCES

- The Creative Process handout located at Attachment J (one per cadet),
- Forced Analogy worksheet located at Attachment K (one per group),
- Forced Analogy Guide located at Attachment L,
- Empty match box (one per group), and
- HB # 2 pencil (one per group).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Creative Process handout located at Attachment J to each cadet.
2. Review the process with the cadets.
3. Distribute an empty matchbox and the Forced Analogy worksheet to each group.
4. Provide five minutes for the groups to compare the matchbox to their local corps. Guide the groups through this step by offering assistance as required. Encourage them to be creative in their comparison.

Circulate around the room to ensure that the cadets are processing the information. Use Attachment L as a guide to cadets experimenting difficulty.

5. Have the cadets copy their responses in the forced analogy blank template for the matchbox activity.

If groups finish early, they can continue with the second analogy.

a. Distribute a HB # 2 pencil to each group.

b. Have the cadets use forced analogy to compare parts of the pencil to the Canadian Cadet Organization (CCO).

c. Have the cadets write their responses on the Forced Analogy worksheet.

6. Have each group assign one of its members to share their chart with the whole group.
7. Have the cadets work in their groups and alternately ask the questions from the Forced Analogy worksheet. Allow them to refer to The Creative Process handout located at Attachment J to help answer the questions.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

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

Teaching Point 5 **Conduct an activity where the cadets will incorporate creativity into the lesson-planning process.**

Time: 20 min Method: In-Class Activity

Present the following information to the cadets prior to conducting the activity.

INCORPORATE CREATIVITY INTO A LESSON PLAN

Instructors are constantly challenged to plan lessons that engage cadets in the learning process. Often the only difference between creative and uncreative instructors is self-perception. Creative instructors see themselves as creative and have the confidence to attempt new things. Uncreative instructors do not think about creativity and do not give themselves the opportunity to create anything new.

The first step towards becoming more creative is to relax. It is far more difficult to be creative when the body is tired or stressed. Creativity is found in the subconscious mind which is more accessible in a relaxed state.

To be creative during lesson planning instructors set aside time to examine if there is a better way of instructing a previously taught lesson or to play around with different ways of instructing a new lesson. This process should become a habitual part of the instructor's thinking.

Creative lessons are filled with physical and mental activities that involve all the cadets. The instructor should ensure that the cadets always feel emotionally safe in the learning environment and can take part in all learning activities without fear of being embarrassed, put down or ridiculed. Instructors can do this by:

- showing a positive attitude;
- showing interest in the lesson topic;
- treating cadets respectfully and demanding that cadets treat their peers respectfully;
- challenging cadets with fun activities that are not too easy or too difficult;
- rewarding effort as well as results;
- appealing to different learning styles;
- providing specific feedback;
- encouraging the cadets;
- communicating clear expectations and routines; and
- providing processing time.

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets incorporate creative elements into the lesson-planning process.

RESOURCES

- Ways to Incorporate Creativity handout located at Attachment M, and
- Sample lesson plan (one per group).

The sample lesson plan can be any lesson plan that has been developed for Phase One training. A sample lesson plan should be developed if none are available.

As an alternative, cadets may use the lesson plan they developed for EO M409.05 (Instruct a 30-Minute Lesson).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Ways to Incorporate Creativity handout located at Attachment M and review as a class.
2. Distribute the sample lesson plan to each group.
3. Allow each group 10 minutes to adapt a lesson plan by incorporating some of the creative elements at appropriate places throughout the lesson.
4. Circulate around the room providing assistance as required.
5. Give each group two minutes to present their ideas for their lessons to the class.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

The cadets' participation in the lesson-planning activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Lessons that creatively challenge and involve the cadets in a variety of activities engages them in the learning process and ensure that learning outcomes are achieved.

INSTRUCTOR NOTES / REMARKS

This EO should be scheduled as one training session.

This EO shall be conducted after EO M409.05 (Instruct a 30-Minute Lesson).

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MIXER

Proctor and Gamble very creatively combined Pringles potato chips and printing to produce Pringles Prints Potato Chips. Words and images are printed on one side of individual crisps in blue or red. (http://www.junkfoodnews.net/PringlesPrints.htm)

Combine the two elements to make a new phrase / word. The first one is done for you.

A TROLLEY AND A SUITCASE TO GET

luggage on wheels

AN IGLOO AND A HOTEL TO GET AN

_____

A PHOTOCOPIER AND A TELEPHONE TO GET A

_____

A BELL AND A CLOCK TO GET AN

_____

A SURF BOARD AND A SAIL BOAT TO GET

_____

FRENCH FRIES AND CHEESE TO GET

_____

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PIGTURE THIS...

Look at each picture and discuss how the pictures are creative.

PIGTURES

FROSTED FLAKES

DON'T SWEATER
THE SMALL STUFF!

MICESPACE

TEE TIME

UNICORN

**If you can think it,
you've just created it,
even if you can't
hold it in your hand."**
— Chris Dunmire

Figure B-1 Creative Pictures

Note. From *Creativity Portal: Nit Wits*, by C. Dunmire, 2007, Copyright (2007) by Chris Dunmire. Retrieved April 23, 2009, from http://www.creativity-portal.com/becreative/activities

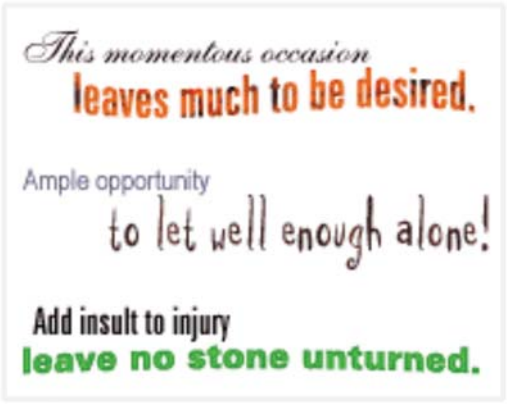
Creativity / Writing Prompt:

List five ways the little gloved one can have its reflection, seeing all of his fingers upright. Tap into that imagination of yours and take it away!

CLICHE STRETCHING

cliche *n* : a trite phrase or expression : trite *adj* : used so commonly that the novelty has worn off — *Merriam-Webster Dictionary*

This creativity exercise forces your brain to buzz. Skim through the list provided and identify the phrases that you find interesting. Then combine two or three cliches to form new coherent or funny phrases. Read the examples below for ideas.



a bad scene
add insult to injury
agree to disagree
all things considered
all too soon
along these lines
ample opportunity
armed to the teeth
as a matter of fact
at a loss for words
at one fell swoop
avoid it like the plague
awaiting further orders

back at the ranch
back to the drawing board
bated breath
beginning of the end
before you know it
benefit of the doubt
best-laid plans
better late than never
better left unsaid
beyond the shadow of a doubt
bite the bullet
bitter end
bone of contention
bottom line
budding genius

leave no stone unturned
leaves much to be desired
leave up in the air
lend a helping hand
let well enough alone
line of least resistance
little woman
lit up like a Christmas tree
live and let live
lock, stock, and barrel
long arm of the law
look before you leap

marked contrast
matter of life and death
mecca for travelers
method to his madness
milk of human kindness
miraculous escape
moment of truth
momentous occasion
monumental traffic jam
moot point
more than meets the eye
more the merrier
motley crew

narrow escape
nearest and dearest

burning question
busy as a bee
by leaps and bounds
by the same token

calm before the storm
call of the wild
casual encounter
chain reaction
charged with emotion
checkered past
cherished belief
circumstances beyond my control
clear as crystal
come full circle
contents noted
cool as a cucumber
curiously enough
cut a long story short
cut down in his prime

days are numbered
dead as a doornail
deafening crash
depths of despair
diamond in the rough
dig in your heels
do not hesitate to
drastic action
due consideration

each and every
easier said than done
eat, drink, and be merry
eminently successful
engage in conversation
epic struggle
even tenor
exception that proves the rule
existing conditions
express one's appreciation

fall on bad times
fall on deaf ears
far and wide
far be it from me
fateful day
fate worse than death
feel free to
feel vulnerable
festive occasion
few and far between

needs no introduction
never a dull moment
never before in the history of
nipped in the bud
no sooner said than done

one and the same
ongoing dialogue
on more than one occasion
open secret
order out of chaos
other things being equal
outer directed
overwhelming odds
own worst enemy

pales in comparison
paralyzed with fright
paramount importance
pay the piper
peer group
pet peeve
pick and choose
pie in the sky
pinpoint the cause
pipe dream
place in the sun
play hardball
play it by ear
poor but honest
powder keg
powers that be
pros and cons
proud heritage
proud possessor
pull one's weight

rack and ruin
ravishing beauty
red-letter day
regrettable incident
reigns supreme
reliable source
remedy the situation
right on
ripe old age
round of applause

sadder but wiser
saw the light of day
scathing sarcasm
sea of faces

final analysis
finishing touches
fit as a fiddle
food for thought
fools rush in
foregone conclusion
foul play
from the sublime to the ridiculous

generation gap
give the green light to
go down the drain
goes without saying
good team player
grave concern
green with envy
grim reaper
grind to a halt

hands across the sea
happy pair
hastily summoned
have the privilege
heartfelt thanks
heart of the matter
heart's desire
heated argument
heave a sigh of relief
herculean efforts
hook, line, and sinker
hook or crook
hope for the future
hot pursuit
hunker down

ignorance is bliss
ill-fated
immeasurably superior
in close proximity
infinite capacity
innocent bystander
in no uncertain terms
in our midst
in reference to
in short supply
in the limelight
in the nick of time
in the same boat with
in the twinkling of an eye
in this day and age
into full swing
irony of fate

seat of learning
second to none
select few
selling like hotcakes
shattering effect
shift into high gear
shot in the arm
sigh of relief
silence broken only by
silhouetted against the sky
simple life
skeleton in the closet
snug as a bug in the rug
social amenities
spectacular event
spirited debate
stick out like a sore thumb
stick to one's guns
straight and narrow path
structure one's day
such is life
superhuman effort
supreme sacrifice
sweat of his brow
sweeping changes
sweet sixteen

take the bull by the horns
telling effect
terror stricken
thanking you in advance
there's the rub
this day and age
those present
throw a monkey wrench
throw a party
throw caution to the wind
tie that binds
time of one's life
tongue in cheek
too funny for words
too numerous to mention
tough it out
tower of strength
trials and tribulations
trust implicitly

uncharted seas
unprecedented situation
untimely end
untiring efforts

irreplaceable loss
it dawned on me

keep options open

labor of love
lashed out at
last analysis
last but not least
last-ditch effort
leaps and bounds

vale of tears
vanish into thin air

watery grave
wax eloquent/poetic
weaker sex
wear and tear
whirlwind tour
wide open spaces
words fail to express
word to the wise
wrought havoc

Figure C-1 Brain Bender

Note. From *Creative Slush* by C. Dunmire, 2009, Copyright 2005–2009 by Chris Dunmire. Retrieved April 23, 2009, from http://chrisdunmire.com/fun/mixedcliche.shtml

MIXER ANSWER KEY

Proctor and Gamble very creatively combined Pringles potato chips and printing to produce Pringles Prints Potato Chips. Words and images are printed on one side of individual crisps in blue or red. (http://www.junkfoodnews.net/PringlesPrints.htm)

Combine the two elements to make a new word. The first one is done for you.

A TROLLEY AND A SUITCASE TO GET

luggage on wheels

AN IGLOO AND A HOTEL TO GET AN

ice hotel

A PHOTOCOPIER AND A TELEPHONE TO GET A

fax machine

A BELL AND A CLOCK TO GET AN

alarm clock

A SURF BOARD AND A SAIL BOAT TO GET

wind surfing

FRENCH FRIES AND CHEESE TO GET

poutine

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CELEBRATE SUCCESS

BRAIN KISS

1. Kiss the fingers on your open right hand.
2. Transfer the kiss to your brains by tapping your foreheads with the kissed hand.
3. Finish the kiss with flair by throwing the kissed hand in the air.

TRUCK DRIVER

1. Put your hands on the steering wheel of your pretend big rig.
2. Reach your left hand up and pull the cord of your air horns.
3. Let out two throaty honking roars, "honk, honk!"
4. Reach up with your right hand for your walkie talkie and speak into it, saying, "Chhhsshhh. Good job, good buddy. Chhhsshhh."

CHEESE GRATER

1. Hold an imaginary block of cheese in one hand and an imaginary grater in the other.
2. Slide the cheese against the graters five times and say, "Grate, grate, grate, grate, grate job!"

FIREWORKS

1. Push your palms together in front of your chests.
2. Raise your palms above your head, imitating a firework shooting into the sky, complete with a "whooooooosh" sound.
3. When the firework reaches its highest point of ascent, clap your hands above your head, snap your fingers, and wiggle your facedown fingers as you slowly lower your hands.

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THE BENEFITS OF CREATIVE LESSONS

Prevent Disruptions

Many times cadets misbehave during a lesson because of boredom. When they are bored, their minds begin to wander and they start to wonder " what would happen if I …" The cadets' attention is not focused on the lesson and soon little disruptions occur which often become big disruptions. Creative lessons focus the cadets' attention on the instructional activity and they are too busy to become disruptive.

Engage Cadets

When the instructor develops a fresh approach to a lesson, the cadets become interested in the lesson and motivated to pay attention. If the instructor conducts activities that physically and mentally involves the cadets, a transfer of power from the instructor to the cadets occurs. The cadets assume more responsibility for their own learning and the instructor becomes a guide.

Involve More Cadets

In a traditional lesson, the instructor talks more than two thirds of the time, mostly giving instructions and answering questions. Less than one third of the time is spent on individual interactions with cadets in the form of praise, encouragement, specific feedback and guiding cadets as they work with others. In creative lessons the instructor communicates less to the whole group and more with individual cadets or small groups of cadets. By using techniques, such as those described at Attachment M, the instructor can involve at least half of the cadets in an interaction at one time and all of the cadets before the lesson is over.

Bridge the Gap Between Watching (Passive) and Doing (Active)

Learning is an active social process and occurs best when the cadets participate with their peers and their instructor to experiment with new ideas and complete exercises. Creative lessons encourage cadets to actively participate by providing them with interactive opportunities, rather than simply sit and watch or listen to the instructor.

Identify Cadets' Weaknesses

Continually involving cadets in interactive activities provides an observant instructor with numerous opportunities to identify who is doing well and who is experiencing difficulty. The instructor can then intervene and make changes to immediately meet that need rather than wait for the lesson or a series of lessons on the one topic to be concluded and tested.

Encourage the Cadets to Interact With One Another

Creative learning activities actively encourage social interactions between the cadets and their peers, and the cadets and their instructors. Learning is an active social process which cadets need to practice if they are to get the most out of the Cadet Program.

Pace Learning

To pace learning is to challenge the cadets just beyond their present level of ability. If challenged too far, cadets give up but if challenged too little, they become bored. The trick is to stimulate cadets to the point of mild discomfort, forcing them to learn something knew.

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BENEFITS OF CREATIVE LESSONS WORKSHEET

Prevent Disruptions

Many times cadets _____ during a lesson because of boredom. Creative lessons _____ the cadets'_____ on the _____ and they are too busy to _____.

Engage Cadets

If the instructor conducts activities that physically and mentally involve the cadets they assume more _____ for their own learning and the instructor becomes a _____.

Involve More Cadets

In a _____ lesson, the instructor talks more than _____ of the time mostly giving _____ and _____. In _____ lessons the instructor communicates _____ to the whole _____ and more with individual _____ or _____ of cadets.

Bridge the Gap Between Watching (Passive) and Doing (Active)

Creative lessons encourage cadets to _____by providing them with _____ rather than simply _____ and _____ or _____ to the instructor.

Identify Cadets' Weaknesses

Involving cadets in interactive activities provides an observant _____ with numerous opportunities to identify who is doing _____ and who is experiencing _____. The instructor can then _____ these cadets rather than wait for the lesson to be over.

Encourage the Cadets to Interact With One Another

Creative learning activities actively encourage _____ between the cadets and their _____ and the cadets and their _____.

Pace Learning

Creative lessons challenge the cadets just _____ their present level of ability. If challenged too far, cadets _____ but if challenged too little, they become _____.

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BENEFITS OF CREATIVE LESSONS ANSWER KEY

Prevent Disruptions

Many times cadets ***misbehave*** during a lesson because of boredom. Creative lessons ***focus*** the cadets' ***attention*** on the ***lesson*** and they are too busy to ***become disruptive*.**

Engage Cadets

If the instructor conducts activities that physically and mentally involve the cadets they assume more ***responsibility*** for their own learning and the instructor becomes a ***guide*.**

Involve More Cadets

In a ***traditional*** lesson, the instructor talks more than ***two thirds*** of the time mostly giving ***instructions*** and ***answering questions*.** In ***creative*** lessons the instructor communicates ***less*** to the whole ***group*** and more with individual ***cadets*** or ***small groups*** of cadets.

Bridge the Gap Between Watching (Passive) and Doing (Active)

Creative lessons encourage cadets to ***actively participate*** by providing them with ***interactive opportunities*** rather than simply ***sit*** and ***watch*** or ***listen*** to the instructor.

Identify Cadets' Weaknesses

Involving cadets in interactive activities provides an observant ***instructor*** with numerous opportunities to identify who is doing ***well*** and who is experiencing ***difficulty*.** The instructor can then ***help*** these cadets rather than wait for the lesson to be over.

Encourage the Cadets to Interact With One Another

Creative learning activities actively encourage ***social interactions*** between the cadets and their ***peers*** and the cadets and their ***instructor*.**

Pace Learning

Creative lessons challenge the cadets just ***beyond*** their present level of ability. If challenged too far, cadets ***give up*** but if challenged too little, they become ***bored*.**

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BENEFITS OF CREATIVE LESSONS PHRASE STRIPS

Cut-out each strip.

IDENTIFIES CADETS' WEAKNESSES

MORE CADEET INTERACTIONS

PACE LEARNING

THE CREATIVE PROCESS

STAGE	DESCRIPTION	ACTION
Preparation	Look at the lesson content in as many different ways as possible. Brainstorm possible creative elements to include in the lesson. Decide generally where to include creative elements in the lesson.	Use visualizations such as diagrams, charts, and webs. Individually brainstorm at first. Group brainstorm with other creative people if necessary. Take time to reflect on the lesson and mentally picture what you would like to see happen during the lesson.
Incubation	Collect and sort all relevant information. Continue to analyze and imagine ways to deliver the lesson. Make connections between the two like or unusual items. Prepare for the accident or eureka moment when everything falls into place.	Become an expert on the subject of the lesson. Do the homework. Combine and recombine ideas, hunches and thoughts into different combinations no matter how much they are unlike or unusual. Use the forced analogy. Use reversal. Ask "How can the lesson be made boring?" This may kick start your creativity. Use provocation by making the statement: "Lessons should not be creative". Ask "What have I done?" rather than "Why have I failed?".
Illumination or Eureka	Everything falls into place often when the problem is not being thought of at all.	Relax. Creativity is found in the subconscious mind which is more accessible in a relaxed state.
Verification	Decide if the new idea, insight, hunch or thought works. Continue testing and improving the new idea, insight, hunch or thought.	Decide if the new idea improves the lesson or is merely a gimmick. Write the lesson. Never create something to be used forever.

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FORCED ANALOGY

FORCED ANALOGY—MATCHBOX

MATCHBOX	LOCAL CORPS
Striking surface on two sides	
Two Parts	
Sliding Centre	
Cardboard	
Decorated with print and colours	
Contains Matches	

FORCED ANALOGY—PENCIL

PENCIL	ASPECT OF THE CANADIAN CADET ORGANIZATION (CCO) SYMBOLIZED
Silver Ring	
Yellow Colour	
Six Sides	
Flat Sides	
Eraser	
Wood Shaft	
Lead	
Write	
Inexpensive	

FORCED ANALOGY

QUESTIONS:

1. What is the first stage of the creative process?

2. What is one technique which can be used in the incubation stage to make a connection between unlike elements?

3. What happens during the illumination or eureka stage?

4. What happens during the verification stage?

FORCED ANALOGY GUIDE

The following is a list of possible answers. Use these answers to help guide cadets if they are having difficulty with the activity.

FORCED ANALOGY—MATCHBOX

MATCHBOX	LOCAL CORPS
Striking surface on two sides	Flexibility
Two Parts	Officers and Cadets
Sliding Centre	More than one way to do things
Cardboard	Easily broken / can not be careless
Decorated with print and colours	Lots of fun activities
Contains Matches	Danger–always practice safety

FORCED ANALOGY—PENCIL

PENCIL	ASPECT OF THE CANADIAN CADET ORGANIZATION (CCO) SYMBOLIZED
Silver Ring	Cadets receive medals and awards
Yellow Color	At Cadet Summer Training Centres different trades are identified by different colors
Six Sides	Cadet leaders have to remember to do many things
Flat Sides	Some aspects of cadet life are traditional
Eraser	Some cadets / officers / aspects of cadet life should be changed
Wood Shaft	Customs and traditions
Lead	Cadets can be challenging–get the lead out
Write	Cadets write lessons, orders, logbooks, attendance rolls, etc.
Inexpensive	The CCO offers many opportunities at little cost

FORCED ANALOGY—PENCIL (alternate)

PENCIL	ASPECT OF THE CANADIAN CADET ORGANIZATION (CCO) SYMBOLIZED
Silver Ring	Highest Rank
Yellow Colour	Value excellence
Six Sides	Different types of training
Flat Sides	Things will not always run smoothly–pencil does not roll smoothly
Eraser	Colour represents the poppy
Wood Shaft	The Cadet Program is structured
Lead	In the centre of the pencil representing the aims of the CCO
Write	Good experience to put on a resume
Inexpensive	Can not always do things because of lack of money

QUESTIONS:

Q1. What is the first stage of the creative process?

Q2. What is one technique which can be used in the incubation stage to make a connection between unlike elements?

Q3. What happens during the illumination or eureka stage?

Q4. What happens during the verification stage?

ANTICIPATED ANSWERS:

A1. The first stage is the preparation stage.

A2. The forced analogy, reversal and provocation techniques can be used in the incubation stage.

A3. An answer falls into place often unexpectedly.

A4. In the verification stage the instructor must decide if the new idea improves the lesson or is merely a gimmick, write the lesson and continually update the lesson.

WAYS TO INCORPORATE CREATIVITY

INTRODUCTION–USE ATTENTION-GETTING DEVICES

In the introduction, the instructor should capture the cadets' interest and motivate them to learn by using attention-getting devices, such as:

- an interesting fact related to the lesson topic that shocks, surprises or arouses curiosity;
- an unusual statistic related to the lesson topic;
- a personal anecdote related to the topic;
- a rhetorical question—the instructor does not want or expect the cadets to answer;
- an overt-response question—the instructor does want or expect the cadets to answer;
- an interesting quotation by a famous person;
- a visual demonstration such as an object, picture or some other representation that relates to the topic; and
- an explanation of how the topic is relevant to the cadets' lives or in their best interest.

BODY–USE INFORMATION-PROCESSING TECHNIQUES

Rally robin. In pairs, cadets alternate generating oral responses.

Round robin. In teams, students take turns responding orally.

Pairs check. One partner solves a problem while the other coaches. Then they switch roles. After every two problems, pairs check their answers with another pair and celebrate.

Rally coach. Partners take turns, one solving a problem while the other coaches.

Timed pair share. In pairs, cadets share with a partner for a predetermined time while the partner listens. Then partners switch roles.

CONFIRMATION–ACTIVITIES

Jigsaw worksheets. Instead of having cadets complete a worksheet individually, break them into small groups and assign a portion of the worksheet to each group. Each group must complete its assigned portion of the worksheet and use a poster or some other presentation aid to present the information to the whole group.

Graphics. Have the cadets create graphic organizers such as webs or mobiles to summarize information.

Creative writing. Have the cadets create rhymes, poems or songs to summarize information. If teaching terminology, symbols or similar information, have the cadets write a fairy tale or children's story using the information.

Create a chart. Type chronological information using a large font and cut it up into strips. Organize the cadets into pairs or small groups and give each pair or group an envelope with the strips of information and have them work together to place the information in the correct order and paste it on a sheet of chart paper. Time the activity for fun.

Information chain. Have each cadet write one fact that they have learned during the class on a piece of coloured paper, if possible. Have the class line up in front of the room and invite the first cadet to read their slip then fold it into a link and staple it. Invite the next student to read a fact and attach it to the chain and continue in this fashion until all cadets have created a link.

Scavenger hunt. Teach identification lessons by planting clues around the room and having cadets engage in a scavenger hunt. The clues may be actual items or pictures of items. When cadets find an actual item or some representation of it, they must describe the item to the group.

Road trip. Create a road trip. Place stop signs around the room containing information describing what the cadet must do. The cadets travel to each place, complete the activity and have their passport stamped.

CONCLUSION

Read the closing statement directly from the lesson plan. Re-motivate the cadets by referring back to the introduction and stress how the material is relevant to their personal lives or in their best interest.

Finish in a dramatic manner with an attention-getting device such as that used to introduce the lesson.

COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 10

EO C409.05 – ACT AS AN ASSISTANT DRILL INSTRUCTOR

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

PRE-LESSON ASSIGNMENT

The course officer shall communicate with the training officer to ensure that cadets are paired with a Phase One, Two or Three drill instructor during a regular training session. As part of the training session, the instructor and cadet should be scheduled for two periods of instruction. The time the cadet is not instructing may be used for lesson preparation, briefing, debriefing, securing training aids, etc.

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

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have acted as an assistant drill instructor.

IMPORTANCE

It is important for cadets to act as an assistant drill instructor as it gives them the opportunity to practice, observe and assist in performing the duties of a drill instructor in a safe and controlled environment during a regular training session.

Teaching Point 1 **Have the cadets act as assistant drill instructors in on-the-job training (OJT).**

Time: 90 min Method: On-The-Job Training

PURPOSE

The purpose of having the cadets act as assistant drill instructors is to provide them with an authentic experience that allows them to observe and assist in performing the duties of a drill instructor during a regular training session. This activity is intended to be experiential in nature, providing the cadets the opportunity to work with experienced instructors, with assessment for learning being the focus rather than assessment of learning. When pairing the cadets with an instructor, consideration must be given to such things as the background, specialty and confidence of each cadet while in front of a class. The proper pairing of cadets with an instructor will help to ensure the OJT experience satisfies the stated purpose.

GENERAL INSTRUCTIONS

For one training session the cadets shall be paired with an instructor who is instructing a group of cadets participating in PO 108 (Participate in an Annual Ceremonial Review Parade), PO 208 (Execute Drill as a Member of a Squad) or PO 308 (Direct a Squad Prior to a Parade).

The instructor is responsible for the following:

1. Ensure the cadet is briefed on their responsibilities and tasks prior to the commencement of the lesson.
2. Ensure the cadet is provided opportunities to perform some or all tasks normally completed by the instructor, such as:
   a. **Preparing training aids as required.** The cadet may be asked to gather and prepare training aids.

The focus of this EO should be the development of instructional skills and increasing experience and confidence while in front of a class. The instructor should develop training aids for the lesson. Give the cadet tasks such as setting up presentation aids and organizing training aids, eg, signing out rifles for a rifle drill lesson.

   b. **Helping instruct the lesson.** The cadet may be asked to provide a demonstration or instruct a TP of a lesson.
   c. **Supervising the cadets.** The cadet may be asked to assist with the supervision of the cadets.
   d. **Providing assistance as required.** The cadet may be asked to provide assistance or assist with skill development by coaching or demonstrating a skill being taught.
   e. **Securing training aids as required.** Once the lesson is complete, the cadet may be asked to secure and return training aids to storage.
3. If necessary, debrief the (Phase One, Phase Two or Phase Three) cadets, correcting any content errors or omissions made by the cadet.
4. Debrief the cadet upon completion of the training session and provide them the opportunity to ask questions and seek additional feedback.

CONFIRMATION OF TEACHING POINT 1

The cadets' acting as an assistant drill instructor will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' acting as an assistant drill instructor will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Acting as an assistant drill instructor allows for the development of skills necessary to become a competent drill instructor by observing, practicing instruction and receiving feedback from an experienced drill instructor in a safe and controlled environment during a regular training session.

INSTRUCTOR NOTES / REMARKS

Prior to this EO, the course officer shall communicate with the training officer to ensure that cadets are paired with a Phase One, Two or Three drill instructor for a regular training session.

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

During this EO the instructor shall:

1. brief the cadet prior to commencing the lesson;
2. assign the cadet tasks, to include:
    a. preparing training aids as required;
    b. helping instruct the lesson;
    c. supervising the cadets;
    d. providing assistance as required; and
    e. securing training aids as required;
3. monitor the cadet; and
4. debrief the cadet at the end of the lesson.

REFERENCES

Nil.

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COMMON TRAINING

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 11

EO C409.06 – INSTRUCT A 30-MINUTE DRILL LESSON

Total Time:	90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

The course officer shall communicate with the training officer to:

1. place the Phase Four cadets into the Phase One and Phase Two drill instructor schedules;
2. ensure the cadets are assigned a 30-minute lesson at least one week 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.

Photocopy the Drill Instructional Techniques Assessment Form located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have instructed a 30-minute drill lesson using a written lesson plan and the drill instruction sequence.

IMPORTANCE

It is important for cadets to instruct a 30-minute drill lesson as it gives them the opportunity to practice drill instructional skills in a practical setting and to receive feedback to further develop instructional skills and confidence.

Teaching Point 1 **Supervise while the cadets instruct a 30-minute lesson.**

Time: 85 min Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets instruct a 30-minute drill lesson using a written lesson plan and the drill instruction sequence.

RESOURCES

Drill Instructional Techniques Assessment Form.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have each cadet, prior to the start of this lesson:
   a. research lesson content;
   b. plan a lesson;
   c. develop instructional aids (as required); and
   d. set up the lesson location (as required).
2. During the time allotted for this lesson, have each cadet:
   a. provide a copy of their written lesson plan to the assessor;
   b. instruct a 30-minute drill lesson by:
      (1) introducing the lesson;
      (2) presenting the content of the lesson;
      (3) applying the drill instruction sequence;
      (4) confirming the skills learned during the lesson; and
      (5) concluding the lesson; and
   c. participate in a individual feedback session with the assessor upon completion of the lesson.

The Drill Instructional Techniques Assessment Form located at Attachment A is used to provide feedback on the cadet's lesson. The form is intended solely for the purposes of assessment for learning, providing the cadets with the feedback they need to improve their own skills.

3. Once all cadets have instructed a 30-minute drill lesson, debrief the (Phase Four) cadets by providing feedback, focusing on:

    a. best practices,

    b. general trends and key areas for improvement, and

    c. re-motivation, highlighting the effort and accomplishments of the group.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

The cadet's instructing a 30-minute drill lesson will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Practicing drill instruction allows for the development of fundamental skills necessary to become a drill instructor while further developing confidence and providing a sense of accomplishment.

INSTRUCTOR NOTES / REMARKS

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

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

The course officer shall communicate with the training officer to:

1. place the Phase Four cadets into the instructor schedule; and

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

    a. a lesson specification, and

    b. an instructional guide.

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

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

REFERENCES

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DRILL INSTRUCTIONAL TECHNIQUE

ASSESSMENT FORM

Cadet's Name: _____ Division: _____

Lesson Topic: _____

CRITERIA	COMMENTS	Incomplete	Completed With Difficulty	Completed Without Difficulty
PREPARATION				
Maintained dress and deportment.				
Selected an appropriate squad formation.				
Used a lesson plan.				
Reviewed previous lesson.				
INTRODUCTION				
Stated what the cadets will learn.				
Stated why it is important.				
Stated where / when this skill will be applied.				
BODY				
Demonstrated complete movement, calling the time.				
Demonstrated and explained the first part of the movement (Squad 1).				
Had the squad practice the first part of the movement collectively, individually and collectively again.				
Taught the second part of the movement and each subsequent part in the same manner.				
Gave two complete demonstrations.				

CRITERIA	COMMENTS	Incomplete	Completed With Difficulty	Completed Without Difficulty
Practiced the complete movement with: • the instructor calling the time, • the cadets calling the time, and • the cadets judging the time.				
Used clear words of command and correct pauses.				
Gave appropriate and immediate feedback.				
Allowed questions after each movement.				
END OF LESSON CONFIRMATION				
Demonstrated the movement taught.				
Confirmation was conducted as a squad.				
Emphasized aspects of the movement with which the cadets experienced difficulty.				
CONCLUSION				
Summarized the lesson.				
Re-motivated the cadets.				
FEEDBACK				

ASSESSOR'S SIGNATURE

DATE

CADET'S SIGNATURE

ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 1

EO M420.01 – DESCRIBE CURRENT NAVAL OPERATIONS

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

Research current operations of the Canadian Navy and update this lesson as required.

Photocopy Attachments A–E.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate an interest in current naval operations.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadets shall have described current Canadian naval operations.

IMPORTANCE

It is important for cadets to describe current naval operations to become informed about the Canadian Navy's contribution to international peace and domestic security. Canada is well known around the world for its desire to promote international peace and recognizes that the stability of the world directly affects its economy and the quality of life for Canadian citizens. Domestically, Canada, a maritime nation bounded by three oceans with the longest coastline in the world, is vulnerable to attack from the sea and depends on the Canadian Navy to secure its borders.

Teaching Point 1 **Conduct an in-class activity where the cadets will describe current naval operations.**

Time: 25 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets describe current naval operations.

RESOURCES

- Naval Operations information sheets located at Attachments A–E,
- Flip chart paper,
- Coloured markers, and
- Pens / pencils.

ACTIVITY LAYOUT

1. Set up five stations labelled Domestic and International Operations—Background, Current Domestic Operations, Current International Operations, Arctic Sovereignty— Background, and Arctic Operations.

2. Place the corresponding attachment at each learning station.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into five groups and place each group at one of the learning stations.
2. Have the groups read the attachment and create a poster that will include the title of their station, a brief summary of the information and three interesting facts about the topic.
3. After 10 minutes, have the groups display the completed posters at their learning station.
4. Have the entire group participate in a 'Gallery Walk' through the learning stations. As the gallery walk proceeds, have the group whose poster is being viewed answer questions or provide additional information if necessary.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Canada strongly supports the right of all people in the world to live in peace and harmony. Canada has promoted the development of institutions that prevent violations of human rights and supported international peace and security efforts around the world. Canada regularly contributes naval and other Canadian Forces (CF) personnel to United Nation (UN) and North Atlantic Treaty Organization (NATO) operations because a stable world serves Canada's interests at home and abroad.

INSTRUCTOR NOTES / REMARKS

Nil.

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DOMESTIC AND INTERNATIONAL OPERATIONS—BACKGROUND

As a nation with only one international land border, but over 240 000 km of coastline, safeguarding Canada's maritime borders is vitally important to its national security. The Canadian Navy works in cooperation with other government departments to deal with a range of security threats to Canada, including:

- terrorism,
- illegal resource exploitation such as overfishing,
- pollution violations in Canadian waters,
- narcotics trafficking, and
- illegal immigration.

The Canadian Navy protects Canadians domestically by:

- conducting surveillance of Canada's coastal areas;
- determining who is operating in its waters, why they are there and what they are doing;
- intercepting and boarding suspicious vessels at sea before they reach Canadian territory; and
- taking military action to defeat any armed threat to Canadian security posed by other nations or terrorists anywhere in the world.

The requirement to defend Canada extends well beyond its own shores and Canadian security begins overseas. Warships can be dispatched quickly to an area of concern to Canada, and they can fulfill a wide range of tasks ranging from humanitarian assistance missions to the provision of warships for combat operations.

The Canadian Navy regularly deploys ships and personnel to long-term operations throughout the world to stop various illegal activities and to defend Canada's broader national interests.

Canada's naval forces are deployed through Maritime Command (MARCOM) and are organized in two fleets —Maritime Forces Pacific (MARPAC) located at Canadian Forces Base (CFB) Esquimalt in British Columbia and Maritime Forces Atlantic (MARLANT) located at CFB Halifax in Nova Scotia. MARCOM participates in operations authorized by the United Nations (UN) and the North Atlantic Treaty Organization (NATO) including service with the Combined Maritime Forces (CMF) in the war against terror lead by the United States (US).

As of February 2009, MARCOM had 2 579 naval personnel—38 percent of its effective strength—deployed in independent Canadian Forces (CF) operations or as a member of combined operations with the UN and NATO.

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CURRENT DOMESTIC OPERATIONS

Operation CHABANEL

One operation where the Canadian Navy intercepted and boarded a suspicious vessel before it reached Canadian waters occurred in May 2006 off the coast of Africa. Operation CHABANEL, was a Royal Canadian Mounted Police (RCMP) counter-drug operation supported by HMCS FREDERICTON of the Canadian Navy. HMCS FREDERICTON was deployed for 44 days from April 10 to May 23, 2006, in support of Operation CHABANEL, which resulted in the seizure of 22.5 tons of hashish—989 bags weighing between 20 and 50 kg each—the biggest seizure of its kind in Canadian history. These drugs, en route to Montreal and the eastern Canadian market, had a street value of approximately $225 million.

Although this operation occurred at a great distance from Canada, the actions taken contributed to the security of Canadians directly, while also breaking up an international drug-smuggling chain.

HMCS FREDERICTON received an award from the International Association of Chiefs of Police (IACP) for its actions during Operation CHABANEL. Commander Gilles Couturier, Commanding Officer of HMCS FREDERICTON at the time, was on hand in New Orleans, Louisiana, October 16, 2006 to receive the award, along with Staff Sergeant André Potvin and his RCMP team.

Operation RUGGED

On September 21, 2008, HMCS FREDERICTON was involved in an operation similar to Operation CHABANEL but this time it occurred in the waters off Nova Scotia. Working alongside other departments such as the RCMP, the Canadian Coast Guard (CCG) and the Canadian Border Services Agency (CBSA), HMCS FREDERICTON embarked RCMP officers aboard the sailboat, Fair Exchange, and arrested an organized crime group involved in drug smuggling.

Operation PODIUM

Quite a change from arresting drug smugglers, but the Canadian Navy was also involved in Operation PODIUM in support of the Vancouver 2010 Winter Olympics and Paralympics Games. This operation involved various exercises in the waters off British Columbia to gather information about the nature and severity of possible threats during the Olympic Games and to evaluate Canada's ability to respond to national security threats and safety concerns that may arise during the Games.

Specifically, Operation PODIUM:

- determined what naval and other resources were needed to protect Canada's Pacific maritime approaches to North America and adjoining waterways; and
- developed a communications plan for exchanging and disseminating security information to various agencies during the Olympic Games.

Lessons learned from Operation PODIUM were used to develop a plan to support the G8 Summit which was held in Vancouver in 2010. all will be used to support all major international events which may be held in Canada.

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CURRENT INTERNATIONAL OPERATIONS

Operation ALTAIR—Combined Task Force-150 (CTF-150)

Operation ALTAIR is the contribution of Canadian Navy to a coalition of ships from many countries lead by the United States (US) in the Persian Gulf and the Arabian Sea. The Canadian naval ships involved with Operation ALTAIR are usually Halifax-class patrol frigates.

Figure C-1 CTF-150

Note. From U.S. Captain is Hostage of Pirates: Navy Ship Arrives, *The New York Times*, by M. Mazzetti and S. Otterman (2009, April 9). Retrieved April 9, 2009, from http://www.nytimes.com/2009/04/09/world/Africa/09pirates.html?partner=rss

Since 2004, Canadian naval ships deployed with Operation ALTAIR in the campaign against terrorism have served as part of Combined Task Force 150 (CTF-150). The CTF-150 was established at the beginning of the war on terror in 2001 to conduct Maritime Security Operations (MSO) in the Gulf of Aden, the Gulf of Oman, the Arabian Sea, the Red Sea and the Indian Ocean.

The objectives of the Canadian naval ships and the CTF-150 were to:

- monitor shipping and help detect and prevent drug smuggling, weapons trafficking and terrorist activity;
- conduct port visits to reinforce established regional relations; and
- demonstrate Canada's willingness to continue to fight international terrorism and make the maritime environment safe and secure.

In June 2008, Commodore Bob Davidson aboard the destroyer HMCS IROQUOIS took over command of CTF-150 for a four-month period.

In September 2008, HMCS IROQUOIS, while on patrol duty, prevented a boat full of heavily-armed pirates from boarding and taking over an Italian merchant ship.

Since its beginning in 2001, the CTF-150 was forced to take on more responsibilities than preventing drug smuggling, weapons trafficking and fighting terrorists. Consequently, Combined Task Force 151 (CTF-151) was established in January 2009 to allow CTF-150 to carry out its original mission.

Combined Task Force 151 (CTF-151)

CTF-151 was a maritime task force that used naval resources from many countries to conduct anti-piracy operations in the same maritime area as CTF-150 around the Gulf of Aden, Arabian Sea, Indian Ocean and the Red Sea the same.

The Gulf of Aden is a vital shipping route for international trade that connects the Middle East, Asia, Europe, and North and South America and more than 20 000 ships travel through its waters annually. In 2007, pirates attacked 31 vessels off the coast of Somalia with ransom demands averaging $500 000. Pirates armed with automatic weapons threatened lives, international shipping and the marine environment as they attacked ships from many nations.

"The MV Faina, transporting 33 Russian tanks, rocket launchers, small arms and associated military equipment was captured by pirates in September 2008 and released in February 2009 only after its owners paid $3.2 million in cash which was dropped by parachute." (http://www.nytimes.com/2009/04/09/world/Africa/09pirates.html?ref=global-home)

Often the pirates attacked large merchant ships from small speedboats, launched from a mother ship, and climb up the target ship's sides using hooks and ropes to overtake the crew. In 2008, ransom demands varied between $1 million and $8 million dollars and in total the pirates received $30 million in ransom payments.

"In the first three months of 2009 there were 60 pirate attacks off the Somali coast and as of April 19, 2009 16 ships and over 200 sailors were still in pirates' hands as ransom negotiations continued." (http://www.nytimes.com/2009/04/09/world/Africa/09pirates.html?ref=global-home)

The cost of such pirate attacks has been estimated as high as $50 million a year. However, the real cost of piracy is more than just money. There is speculation, for example, that ransom money was being used to support terrorist activities in places such as Afghanistan. More importantly, one attack on the wrong ship at the wrong time could result in the closure of one of the most strategic international waterways upon which much of the world's economy depends.

Piracy in the Gulf of Aden also threatened emergency aid delivery by the United Nations World Food Program (WFP) to an estimated 2.4 million victims of the civil war in Somalia.

Operation SEXTANT

Operation SEXTANT is the name of Canada’s contribution of warships to the North Atlantic Treaty Organization (NATO) force that patrols the Atlantic Ocean and the Mediterranean Sea. Ships usually deploy individually and are integrated into the Standing NATO Maritime Group 1 (SNMG 1).

Established in January 2005, SNMG 1 is a permanent naval squadron composed of destroyers and frigates from the navies of NATO member nations including Canada. Ships usually serve with SNMG 1 for up to six months on a rotating basis, and the group operates, trains and exercises together.

The force commander is appointed for one year and in 2006, SNMG 1 was commanded by Commodore Denis Rouleau from the Canadian naval destroyer HMCS ATHABASKAN.

One important task of this force was to escort ships under contract to the UN World Food Programme (WFP) to protect them from piracy and armed robbery as they delivered food aid to Somali refugees. Beginning in August 2008 until the end of its tour, HMCS VILLE de QUÉBEC provided a naval escort to 10 ships under contract to the WFP and helped deliver around 22 000 tons of food—enough to feed about 145 125 people for a year—-to Somalia.

The Halifax-class frigate HMCS WINNIPEG, Commanded by Commander (Cdr) Craig Baines and with a crew of about 240, including a CH 124 Sea King helicopter detachment, joined the fifth deployment of Operation SEXTANT on March 31, 2009.

On Saturday, April 4, 2009, HMCS WINNIPEG saw three pirate skiffs attacking an Indian merchant vessel named the Pacific Opal and sent out a Sea King helicopter to investigate. The pirates complied with Canadian instructions, which came in the form of a sign hanging from the machine gun of the helicopter with the word "Stop" written in Somali. The helicopter shadowed the suspected pirate skiffs for about 15 minutes and continued to monitor its position.

Figure C-2 Sea King Helicopter From HMCS WINNIPEG

Note. From Canadian Warship Foils Third Attempted Hijacking, *The Toronto Star*, by The Canadian Press (2009, April 12). Retrieved April 12, 2009, from http://www.thestar.com/article/617191

"Pirates caught by Canadian warships have to be released because they did not attack Canadian citizens or interests and the crime was not committed on Canadian territory." (http://www.cjad.com/news/56/913918)

In less than a month in April 2009 HMCS WINNIPEG:

- prevented a pirate attack on April 4;
- delivered supplies to a boatload of Somali refugees in the same 24-hour period;
- helped a merchant ship that had been fired upon and boarded a pirate mother ship on April 9;
- responded to a distress call from the Greek vessel, the MV Irene but was too far away to prevent an attack and the ship was captured by pirates on April 14;
- assumed escort of a ship belonging to the United Nations World Food Program on April 18; and
- prevented another pirate attack on April 19 by pursuing and boarding a pirate ship in the Gulf of Aden.

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ARCTIC SOVEREIGNTY—BACKGROUND

Canada is an Arctic nation with over 40 percent of its land mass in Arctic and northern areas making those areas an important part of Canada's national identity. The North is home to more than 100,000 Canadians across three territories—the Yukon, the Northwest Territories and Nunavut—and the northern areas of other Canadian provinces. Canada has long claimed sovereignty over the Arctic lands and waters.

However, four other countries—the United States, Denmark, Russia and Norway—have sovereignty claims in the Arctic as well and have lately become very aggressive in promoting their claims.

Figure D-1 Territorial Claims in the Arctic Ocean

Note. From Russia Unveils Aggressive Arctic Plans, *Der Spiegel*, by M. Schepp and G. Traufetter (2009, January 29). Retrieved March 25, 2009, from http://www.spiegel.de/international/world/0,1518,604338,00.html

Estimates of total recoverable Arctic hydrocarbon reserves are in excess of 200 billion barrels of oil and more than 300 trillion cubic feet of natural gas. In addition to the non-renewable resources, the Arctic ice accounts for as much as 10 percent of the world's fresh water. Both Finland and Denmark are among countries which already export Arctic fresh water to the Middle East and the rest of the world.

In addition to aggressive Arctic neighbours and the abundance of untapped natural resources, the melting ice cap has also created new sovereignty and security issues for Canada in the Arctic. Some experts claim the Arctic could be ice free in the summer by 2013 but the consensus seems to be that ice-free navigation during the extended summer season will only be available within the next 20 to 25 years. Navigation through the Arctic will create a 5 000 nautical mile reduction in shipping routes between Europe and Asia which is a significant benefit to commercial shipping. It is also a very attractive route for the massive super tankers and container ships that are presently forced to travel around the tip of South America because they are too big to pass through the Panama Canal.

This increase in international shipping in the North increases the potential for:

- shipwrecks,
- smuggling,
- illegal immigration,

- oil spills,
- poaching, and
- threats to national security.

Russia, the world's biggest country, is probably the most aggressive in a race with North Atlantic Treaty Organization (NATO) members Canada, Denmark, Norway and the US to control reserves of oil, gas and precious metals that could become more accessible if the Arctic ice cap shrinks because of climate change. Russia has filed a claim with the United Nations (UN) that a large portion of the Arctic seabed should belong to it because it is really an extension of the Siberian continental shelf.

Russia plans to boost its military presence in the Arctic to ensure security of its mineral and oil reserves. In March 2009, Russia announced the creation of dedicated Arctic troop formations capable of ensuring land-based military security and secure shipping routes in the Arctic region.

During the period of 2016 to 2020, Russia intends to ensure the transformation of its Arctic zone into the main strategic resource base for the Russian Federation.

Canada needs a significant military presence in the North in order to assert its authority over the maritime area that it has claimed. Under the Arctic Waters Pollution Prevention Act passed in the 1970s, Canada encourages, but does not require, incoming ships in the Arctic to register with national authorities and regulates shipping to within 100 nautical miles of its coastline but the Canadian government in the spring of 2009 announced plans to double this 100-mile limit. Some nations however, such as the US and Russia are challenging Canada's offshore Arctic claims particularly in the Northwest Passage which is considered by many to be an international waterway and free to shipping.

At present, Canada lacks the maritime resources to enforce its Arctic claims with only one big 39-year-old icebreaker and four smaller ones capable of chasing violators across the Arctic. On July 9, 2007, the Government of Canada announced that it would procure six to eight armed naval icebreakers named Arctic/Offshore Patrol Ships (A/OPS) to patrol the full area of Canada's 200-mile limit but the contracts have not been granted and it will take until at least 2013 for the vessels to arrive. In addition, the Canadian Government recently postponed plans to buy 12 new mid-shore CCG patrol vessels from Canadian suppliers because the bids were too high.

On August 10, 2007, the Canadian Government announced that the CF would establish a new deepwater naval port at Nanisivik on Baffin Island and a northern army base at Resolute. Both of these bases are to be located at strategic points along the Northwest Passage that Canada claims as an internal waterway but which other nations regard as an international sea route for use by any nation.

As of April 2009 Maritime Command (MARCOM) does not have a permanent naval presence on the Arctic coast. This may change as the protection of Canadian sovereignty in the Arctic becomes a pressing national issue for the country and the Canadian Navy.

ARCTIC SOVEREIGNTY—CURRENT OPERATIONS

The first deployment of Canadian naval ships to the Arctic was in 1948, when the Canadian Navy sailed the aircraft carrier HMCS MAGNIFICENT with her escort into Hudson Bay. Beginning in the late 1980s, Canada began carrying out numerous Arctic exercises to create a northern Canadian presence. Some of the more important were:

- In 1989, voyages were conducted by HMCS QUEST and HMCS CORMORANT, both diving and research vessels, along the eastern coast of Baffin Island. The last visit of a regular warship to Arctic waters was conducted by HMCS SAGUENAY in 1982, and the last Canadian naval vessel to visit Hudson Bay did so in 1975, when HMCS PROTECTEUR made a northern deployment to both Hudson Bay and the Eastern Arctic.
- It was not until the summer of 2002, that the navy resumed its operations in northern waters. Operation NARWHAL in 2002, was a joint exercise involving all three branches of the Canadian Forces (CF), the RCMP, the Canadian Coast Guard (CCG), and the Canada Border Services Agency (CBSA). The mission was to conduct a combined sovereignty operation to visibly project Canadian sovereignty in a rarely patrolled location of the North. It had originally been hoped that a frigate could be employed. However, due to heavy commitments to Operation APOLLO, the navy was able to provide only two Maritime Coastal Defence Vessels (MCDVs) for Operation NARWHAL.
- A second Operation NARWHAL in 2004 took place around the southern tip of Baffin Bay, and this time, the navy was able to provide a frigate. The voyage of the HMCS MONTREAL marked the first time that a major Canadian warship had visited northern waters since 1982. The exercise was designed to monitor the reaction of the CF if a nuclear-powered satellite came down in the Arctic.
- During 2005, three maritime operations—Exercise BEAUFORT SENTINEL, Exercise HUDSON SENTINEL, and the deployment of HMCS FREDERICTON on a northern fisheries patrol—were conducted in the North. Exercise BEAUFORT SENTINEL was an RCMP deployment of a patrol vessel in the western Arctic, and navy officials participated in its voyage in a supporting role.
- Exercise HUDSON SENTINEL saw the return of naval vessels to Hudson Bay for the first time in 30 years. The MCDVs HMCS GLACE BAY and SHAWINIGAN made a circumnavigation of the entire bay, making goodwill port calls to communities along the entire trip.
- In August and September 2005, HMCS FREDERICTON was deployed to northeastern Arctic waters on a fisheries patrol.
- Operation LANCASTER took place from August 12–25, 2006, in the eastern Arctic. CF personnel conducted operations in support of sovereignty and surveillance of the waters off Lancaster Sound.
- Operation NANOOK took place from August 7–17, 2007, and was a joint training exercise involving all three elements of the CF as well as the RCMP and the CCG simulating assistance to the RCMP with a drug seizure and the CCG with environmental protection.

"A 'Ready Duty' ship is available every day of the year at 8 hours or less notice on each coast to meet challenges to Canadian sovereignty or to act in its national interest." (http://www.journal.forces.gc.ca/vo5no3/policy-police-01-eng.asp)

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ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 2

EO M420.02 – DESCRIBE THE MODERNIZATION OF THE CANADIAN NAVY

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 the Modernization of the Canadian Navy Information Sheets located at Attachments A–E.

Photocopy the handouts located at Attachments F and G for each cadet.

Research the naval procurement and modernization plans of the Canadian Navy and update this lesson as required.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for this TP 1 as it is an interactive way to provoke thought and stimulate an interest in the modernization of the Canadian Navy.

In interactive lecture was chosen for TP 2 to provoke thought and stimulate the cadet's interest in the future requirements of the Canadian Navy.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have described the modernization of the Canadian Navy.

IMPORTANCE

It is important for cadets to describe the modernization of the Canadian Navy because the Navy is fundamental to Canada's security. Knowledge of the naval procurement and modernization plans of the Canadian Navy

will help the cadets understand how Canada will safeguard its maritime approaches from terrorism, narcotics trafficking and illegal immigration.

Teaching Point 1 **Describe the modernization of the Canadian Navy.**

Time: 20 min Method: In-Class Activity

The information presented in this lesson is based on a projection into the future. Changes in federal government in and operational requirements may result in changes to procurement and modernization plans. Research and update the information as required.

ACTIVITY

Time: 20 min

OBJECTIVE

The objective of this activity is to have cadets describe the modernization of the Canadian Navy.

RESOURCES

- Modernization of the Canadian Navy Information Sheets located at Attachment A–E,
- Modernization of the Canadian Navy Question Sheets located at Attachment F,
- Modernization of the Canadian Navy Bingo Card located at Attachment G,
- Modernization of the Canadian Navy Bingo Card Answer Key located at Attachment H,
- Pens / pencils (one per cadet),
- Highlighters (one per cadet),
- Stopwatch, and
- Whistle.

ACTIVITY LAYOUT

- Set-up five learning stations around the perimeter of the classroom.
- Using the titles from Attachments A–E, label each station.
- Place a copy of the corresponding Modernization of the Canadian Navy Information Sheet at each station.

ACTIVITY INSTRUCTIONS

1. Distribute the Modernization of the Canadian Navy Bingo Cards to each cadet.
2. Distribute the Modernization of the Canadian Navy Question Sheets to each cadet.
3. Brief cadets on activity instructions, to include:
   a. time limit for each station (4 minutes),
   b. direction of rotation between stations (clockwise),
   c. signal for rotation (whistle blast),

d. an explanation of how to use the bingo card and question sheet, to include:

(1) reading questions that correspond with their learning station;

(2) finding the correct answer on the bingo card;

(3) highlighting the square; and

(4) placing the question number in the square;

e. an explanation of how the bingo game will be played, to include;

(1) Groups have four minutes at each station to find their answers and must wait until the signal before moving to another station.

(2) When one group completes a vertical, horizontal or diagonal line and yells "bingo," the instructor will stop the activity and check the card.

(3) If it is a good bingo, the winning group will be awarded a prize at the end of the activity. If it is not a good bingo the activity will resume until a line is completed.

(4) The activity continues until one group completes a full card and yells "bingo" or until time is up.

(5) The instructor will verify the answers using the Modernization of the Canadian Navy Bingo Card Answer Key.

4. Divide the cadets into five groups, A–E.

5. Have groups move to the learning station that corresponds with their group letter.

6. Have the cadets complete the Modernization of the Canadian Navy Bingo Card while rotating from station to station every four minutes.

It is important to circulate around the room to facilitate the activity and help the cadets as required. If possible, assign other instructors to aid with the supervision and facilitation.

7. Once each group has been to each station, review the cadets' answers as a group using the Modernization of the Canadian Navy Bingo Card Answer Key.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the activity will serve as the confirmation of TP 1.

Teaching Point 2 **Identify future requirements of the Canadian Navy.**

Time: 5 min Method: Interactive Lecture

Canada is a nation with only one international land border; however it has over 240 000 km of coastline spanning across three oceans. It is because of this expansive coastline that Canada’s Navy will continue to play

a significant role in national and international security as it battles against terrorism, narcotics trafficking and illegal immigration. It is with these tasks in mind that politicians and senior naval officers are already planning ahead for the future requirements of the Canadian Navy.

SINGLE CLASS SURFACE COMBATANT (SCSC) SHIPS

The IROQUOIS class air defence destroyers (scheduled for decommissioning in 2010) served the Canadian Navy for forty years. The HALIFAX Canadian Patrol Frigates (CPF) after their mid-life refits are tentatively setting their retirement for 2020–2025. These two classes once combined to form the backbone of the Canadian Navy.

The Single Class Surface Combatant (SCSC) ship (with a changeable modular system similar to what is being used in the KINGSTON class Maritime Coastal Defence Vessel [MCDV]), will replace the HALIFAX CPFs in 2025. The ship will have mountings that can be configured to handle a range of armaments that will be installed as the mission of the individual vessel requires. For example, if one SCSC vessel was being deployed in support of an international operation, it could be configured to an air defence role but if the vessel was being deployed by itself to support a Canadian operation within territorial waters, its armament could be configured to provide a package more suitable for intercepting drug smugglers and preventing violations of the Canada Shipping Act. Similarly, given the recent emphasis on Arctic sovereignty operations, the SCSC ship will have the capability to operate in the Arctic ice pack.

The SCSC class would provide many variations of warships using one platform. It will also bring back the ability to provide area air-defence for the Canadian Navy, a capability lost with the retirement of the IROQUOIS class, as no interim replacement for this class is presently being contemplated.

ENHANCED OFFSHORE / INSHORE PATROL CAPABILITY

Canada does not have the capability in its Navy or the Canadian Coast Guard (CCG) to ensure a high-level of maritime patrol capabilities. This is mainly due to the Navy lacking a large fleet of small vessels to patrol Canada's waters and the fact that the CCG is not permitted to be equipped with the armaments necessary to engage hostile ships. The 12 KINGSTON class MCDVs are not enough to do the job and using the Canadian Patrol Frigate is not cost efficient and removes that vessel from its primary operation.

The Canadian Navy of the future will require a class of small vessels designed for domestic maritime operations. These vessels will conduct domestic joint operations with agencies such as Joint Task Force 2 (JTF2) and the Royal Canadian Mounted Police (RCMP) with the ability to operate in the Arctic ice pack as well as be able to operate offshore in the North Atlantic and Pacific Oceans.

PATROL SUBMARINE (SSK)

With the acquisition in 1998 of the VICTORIA class diesel-electric submarines from the Royal Navy, the Canadian Navy was hoping to have a patrol submarine for both domestic and international operations. However, there was one submarine in service as of 2009 and it is not expected that the VICTORIA class will still be in service in 2025. Therefore there is a possibility that Canada will need to acquire new submarines to fill the gap caused by their retirement around that timeframe.

There is quite a debate within DND regarding submarines for the Canadian Navy. Some have argued that the VICTORIA class should be scrapped and new ones purchased or built while others argue that the VICTORIA class should be made operational. It seems that the issues relating to Arctic sovereignty is driving the debate over the submarines. When Canada first bought the second-hand British submarines in 1998, the plan was to outfit them with an air-independent propulsion system, using hydrogen fuel-cell technology to allow the boats to operate in the Arctic. But design complications and the estimated $300-million cost forced DND to shelve the idea in 2000.

The four diesel-electric VICTORIA class submarines are capable of only limited operations in northern waters and the government may be considering more extensive upgrades or the purchase of new subs that can operate

under the ice for prolonged periods but it would take six to eight years to introduce new submarines to the Navy and continuing the up-grade of the VICTORIA class is the option being pursued by DND.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What is unique about the mountings that will be installed on the SCSCs?

Q2. What kind of operations would a new class of small vessels perform for the Canadian Navy?

Q3. Why did the Canadian Navy acquire four Royal Navy VICTORIA class diesel-electric submarines in 1998?

ANTICIPATED ANSWERS:

A1. SCSCs will have mountings that can be configured to handle a range of armaments that will be installed as the mission of the individual vessel requires.

A2. These vessels will conduct domestic joint operations with agencies such as Joint Task Force 2 (JTF2) and the Royal Canadian Mounted Police (RCMP) with the ability to operate in the Arctic ice pack as well as be able to operate offshore in the North Atlantic and Pacific Oceans.

A3. The Canadian Navy was hoping to have a patrol submarine for both domestic and international operations.

END OF LESSON CONFIRMATION

The cadets' completion of the Modernization of the Canadian Navy bingo activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Canada needs a Navy that can safeguard what it has today while at the same time helping to secure the world in which it lives tomorrow. As a maritime nation, Canada has a huge stake in the oceans that surround it and for it to grow and prosper, Canada's Navy must be able to adapt to the changing defence and security needs of the country it protects. The modernization of the Canadian Navy will provide it with the capability, for the first time in the nation's history, to operate throughout the Arctic in defence of Canadian sovereignty.

INSTRUCTOR NOTES / REMARKS

The instructor shall research the modernization of the Canadian Navy and update this lesson as required.

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INFORMATION SHEET A

THE CANADIAN NAVY–BACKGROUND INFORMATION

For almost 100 years Canada's Navy has helped safeguard its national interest. Navy ships have not only stood guard on Canada's coasts, they have been sent overseas to help secure international peace and security.

In the years following World War II (WW II) the Navy acted as Canada's "first-responder" to international crises. Since the September 11th, 2001 terrorist attacks in the United States, the Canadian Navy has also been forced to focus on protecting Canada's maritime approaches from possible terrorist attacks at home. Recently, the Navy has also begun paying more attention to the issue of enforcing Canadian sovereignty in the Arctic as a result of threats from other nations, such as the United States, Russia, Norway and Denmark.

As Canada's wealth and interests grow, so must its navy. As the world changes and new threats appear, the Canadian Navy must adapt in order to meet all of its defence and security obligations at home and abroad. It has to be a modern, self sustaining navy, capable of keeping a continuous watch over the longest coast line in the world while at the same time able to deploy on short notice to almost anywhere in the world to protect Canada's global interests.

There are now several present and future missions for which the Canadian Navy must prepare itself, including:

- coordinating all Canadian government maritime security operations;
- conducting sovereignty patrols through Canadian waters to show the flag to foreign nations;
- responding to global threats and emergencies as they emerge;
- carrying out maritime anti-smuggling and anti-piracy operations such as those conducted in the Persian Gulf and the Arabian Sea;
- acting as the flagship for combined international operations with the United Nations (UN) and the North Atlantic Treaty Organization (NATO);
- participating in sea-based joint operations which involve all three components of the Canadian Forces (CF) utilizing the navy as an operational platform; and
- providing a wide-range of logistical support to land forces, including being configured for sealift operations, military hospital operations, and command and control operations.

With its IROQUOIS class destroyers and PROTECTEUR class auxiliary oil replenishment (AOR) ships reaching the end of their effective lifespan, continuing international commitments and threats to Canadian sovereignty in the Arctic, the Canadian Navy is at a critical stage in determining what its new fleet will look like.

The Government of Canada has decided to modernize the Canadian Navy to meet national and international demands by:

- procuring new naval vessels to replace vessels nearing the end of their service life and fill capability gaps in the existing fleet; and
- refitting and upgrading vessels currently in operation.

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INFORMATION SHEET B

CANADIAN NAVAL PROCUREMENT PLANS—THE JOINT SUPPORT SHIPS (JSS)

Originally announced in April 2004, the Joint Support Ship (JSS) program will see the construction of three new multi-role support vessels for the Canadian Forces (CF) expected to be delivered by 2015. This class will be a multi-role platform that will provide:

- sealift,
- fleet re-supply,
- command and control, and
- medical evacuation capabilities to the CF.

The JSS will integrate a roll-on/roll-off (RORO) function for sealift operations, and it will have a configurable command and control suite to act as headquarters for joint CF or inter-agency maritime operations. These vessels provide the Canadian Navy with a much-needed replacement of the PROTECTEUR class AORs.

While still providing the traditional support ship role of the PROTECTEUR class, the JSS will provide the CF with an expanded and versatile range of operations in response to various crises. For example, the JSS fleet will also provide a sealift capability for the Canadian Army. Each vessel will be able to provide up to 1 400 lane metres of transport space, which can accommodate equipment for an army battle group of approximately 650 soldiers.

However, the JSS vessel will not be limited to performing only fleet replenishment and sealift. The vessel will be designed to act as a Joint Task Force Headquarters (JTF HQ) for situations in which such a headquarters cannot be established onshore. The JSS will be equipped with an extensive medical suite, including an operating room, and can be configured to act as a field hospital. The JSS will also maintain its own detachment of three to four CYCLONE helicopters, as well as be able to support Army tactical and cargo helicopters while on operations.

Each vessel itself will have a limited self-defence capability but will be substantially stronger than current PROTECTEUR class. The vessels are being designed to reduce crew size from that required by the PROTECTEUR class, by 30–50 percent and to maintain a maximum continuous speed of 21 knots compared to the PROTECTEUR's 18 knots. At a cruising speed of 15 knots, each vessel will have a range of 10 800 nautical miles or 20 000 km. The vessel will also have a capability to operate in first-year Arctic ice, allowing it to support sovereignty operations in Canada's North to a limited degree.

Support ships are the lifeblood of the Navy, delivering the supplies, spare parts and food necessary to keep ships at sea and support the CF ashore. The JSS will enable a naval force to remain at sea for up to six times longer than is possible without these ships.

Figure B-1 Joint Support Ship

Note. From Canadian American Strategic Review, *2008, Background – DND / CF project articles index*. Retrieved April 21, 2009, from http://www.casr.ca/bg-projects.htm

Despite their versatility and the need for such vessels, the Department of Public Works and Government Services Canada (PWGSC) in 2008 postponed the Joint Support Ship Programme because the two companies

bidding for the project have been unable to satisfy government requirements. The companies have stated that the $2.9 billion allotted for the construction of the three JSS is not enough to pay for the design that the Department of National Defence (DND) wants. The federal government was unwilling to allocate more funding, resulting in the rejection of the two bids, and the subsequent termination of the procurement process.

The termination of the procurement process for the JSS will result in additional delays, as the JSS design must now be reworked to fit the cost of the bids which were submitted or the number of ships to be built may be reduced from three to two. There is also the possibility that multi-role ships similar in nature to the JSS may be bought or built overseas to meet the Navy's operational requirement for new supply ships.

INFORMATION SHEET C

CANADIAN NAVAL PROCUREMENT PLANS—ARCTIC / OFFSHORE PATROL SHIPS (AOPS)

On July 9, 2007 the federal government announced a plan to procure armed naval icebreakers called Arctic / Offshore Patrol Ships (AOPS). The estimated cost of acquiring these ships is $2.1 billion, with another $4.3 billion provided for operations and maintenance over their 25-year lifespan.

In the current and future security environment, the Government of Canada must have effective tools for exercising control of Canada's Exclusive Economic Zones (EEZs, or 200 nautical mile limit) in all three oceans, particularly the Arctic.

The AOPS will deliver six to eight multi-purpose, ice-capable offshore patrol ships with the versatility to navigate rivers, coastal waters and open seas, to sail through Arctic ice and to guard Canada's maritime approaches. They will be armed and equipped with helicopter landing pads, have a range of 6 000 nautical miles and be able to sustain operations for up to four months.

The vessels will:

- conduct armed sea-borne surveillance of Canada's three oceans;
- provide Government with situational awareness of activities in these regions; and
- cooperate with other elements of the Canadian Forces and other federal government departments to assert and enforce Canadian sovereignty.

The four phases of the AOPS project include:

- a technical specifications contract awarded in May 2008 to develop specifications for the AOPS;
- the request for proposals for shipbuilding and in-service support, which was released in October 2009;
- the awarding of the building contract in 2010; and
- the delivery of the first ship in 2013.

To accommodate the AOPS, additional infrastructure projects will enable the ships to dock at both CFB Esquimalt and CFB Halifax. The project will also establish a docking and refuelling facility in Nunavut. These infrastructure costs—estimated at approximately $274 million—will be included in the AOPS budget.

The six to eight ships should remain operational for 25 years.

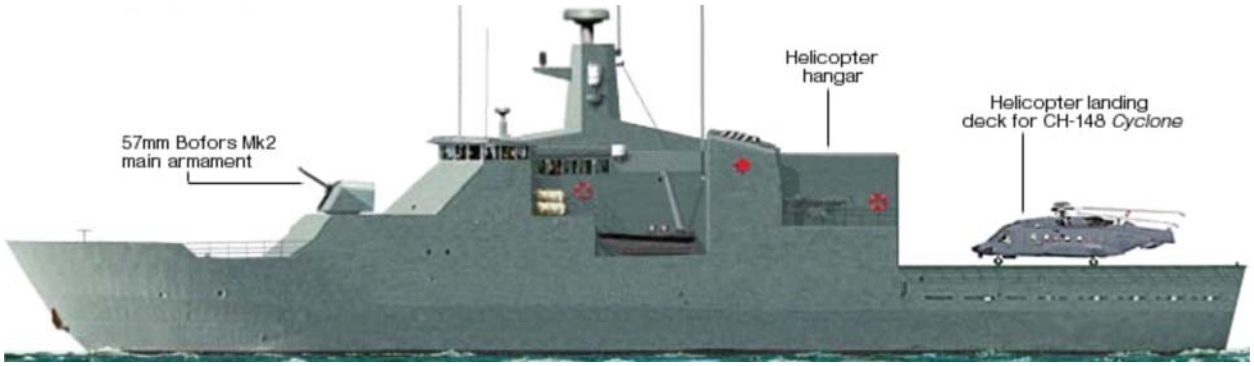

Figure C-1 Arctic Offshore Patrol Ship

Note. From Canadian American Strategic Review, *2008, Background – Armed naval icebreaker / Arctic offshore patrol ship*. Retrieved April 21, 2009, from http://www.casr.ca/bg-icebreaker-aops.htm

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INFORMATION SHEET D

CANADIAN NAVAL PROCUREMENT PLANS—AIR CAPABILITIES

The fleet of aircraft for the future Canadian Navy will include the Maritime Helicopter Project—the CH-148 Cyclone. That aircraft was due to enter service in late 2008 but for various reasons the due date was pushed back to late 2010.

In November 2004, the Government of Canada signed contracts with Sikorsky International Operations Inc. for the Maritime Helicopter Project, to provide 28 helicopters to replace the Canadian Forces CH-124 Sea King helicopter fleet, as well as 20 years of in-service support and a training facility. In January 2008, Sikorsky formally advised the Government of delays in the original schedule. As a result of further negotiations, the Canadian government announced in December 2008 that it has agreed to pay Sikorsky an addition $117 million dollars to have the first aircraft delivered to the Canadian Navy in November 2010.

Figure D-1 CH-148 Cyclone

Note. From Canadian American Strategic Review, *2008, Background – Armed naval icebreaker / Arctic offshore patrol ship*. Retrieved April 21, 2009, from http://www.casr.ca/bg-icebreaker-aops.htm

In addition to the CH-148, the Canadian Navy will begin using uninhabited aerial vehicles (UAVs) to complement ship borne helicopters within the near future. It is also expected that these will begin to replace manned aircraft in the Navy further down the road as the CH-148 fleet begins to retire.

It is expected that the CH-148 will have an operational lifespan of more than forty years.

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INFORMATION SHEET E

MODERNIZATION OF THE CANADIAN NAVAL FLEET—HALIFAX CLASS

The HMCS HALIFAX was launched in 1988 and was the first of the twelve HALIFAX (or CITY) class Canadian Patrol Frigates (CPFs). With the remaining twelve being commissioned between 1993 and 1996—HMCS HALIFAX was commissioned in 1992 after several years of sea trials and modifications—the average service age of the Canadian Navy's frigate fleet is more than ten years. Recognizing that these frigates form the backbone of the Canadian Navy—and will soon take over as the sole major surface combatant as the IROQUOIS class air defence destroyers reach the end of their serviceable lifespan—the Department of National Defence (DND) is embarking on a major mid-life refit of each of the twelve frigates which will see various upgrades performed in an effort to extend their service through 2030.

The Halifax Class Modernization (HCM) will cost $3.1 billion to modernize the CPFs and involves the following five key contracts:

- The Platform System Design Agent contract valued at $150 million was awarded to Fleetway Inc. in October 2006.
- Two Multi-Ship Refit contracts totalling $900 million were awarded to Halifax Shipyards of Nova Scotia and Victoria Shipyards of British Columbia in March 2008.
- Two contracts totalling approximately $2 billion were awarded to Lockheed Martin in November 2008 to upgrade the Combat and Command and Control Systems as well as provide in-service support contract.

The mid-life refit will do all the general refit work such as ensuring the strength of the hull and superstructure and health of the engine assemblies and electrical systems in three phases:

- The initial phase will consist of regularly scheduled maintenance and repairs to the frigates.
- The second phase will consist of a mid-life refit of the ships, which will be conducted in conjunction with the Combat System Integrator component.
- The third phase will consist of the ships' regular maintenance and repairs following the refits until the end of each vessel's life expectancy.

Each contract will be valid for a period of twelve years from the date they are awarded.

In addition to the refits, the modernization will also include:

- installing new mechanical systems and modifications to accommodate the new Cyclone CH-154 helicopters;
- installing a new military satellite communications system;
- modernizing the Command & Control Systems;
- upgrading radar systems;
- installing the Evolved Sea Sparrow Missile (ESSM);
- installing IRIUS—a long range infrared search and track system;
- installing the Interrogator Friend or Foe Mode S/5 (IFF Mode S/5) tracking system which will allow more accurate detailing of surface and air contacts;
- upgrading internal communications systems;
- upgrading the Harpoon Surface to Surface Missile System;

- upgrading the Electronic Warfare System;
- modifying the main gun of the CPF— the 57mm Bofors Naval Gun, located on the forecastle of each frigate; and
- replacing the Shield II Missile Decoy Countermeasures System.

The first frigate, HMCS HALIFAX, is expected to enter into refit in October 2010 with a new frigate entering refit every 18 months thereafter, culminating in the final refit, which will be HMCS TORONTO in 2017.

THE MODERNIZATION OF THE CANADIAN NAVY QUESTION SHEET

	Information Card A
1.	What is the purpose of Canada's Navy?
2.	Name development in the Arctic that has become an important security issue for Canada?
3.	What was the Navy's role in the years following World War II (WWII)?
4.	Name a destroyer and an auxiliary oil replenishment ship that are reaching the end of their lifespan.
5.	Why has the Government of Canada decided to procure new naval vessels to replace vessels nearing the end of their service life and fill capacity gaps in the existing fleet?
	Information Card B
6.	What does JSS stand for?
7.	What will the JSS provide?
8.	How much transport space will be available on the JSS fleet?
9.	How is the crew size of the JSS different than that of the PROTECTEUR class?
10.	Why was the JSS programme postponed?
	Information Card C
11.	What does AOPS stand for?
12.	What are AOPS?
13.	How many ships are there and what is their projected lifespan?
14.	What is the purpose of these ships?
15.	What is the cost of building additional infrastructure in CFB Esquimalt and CFB Halifax?
	Information Card D
16.	What will the fleet of the future Canadian Navy include?
17.	When is the CH-148 helicopter scheduled to enter service?
18.	What company accepted the contract for the Maritime Helicopter?
19.	What were some of the details of the contract?
20.	What is the expected lifespan of the CH-148?
	Information Card E
21.	When was the HMCS HALIFAX commissioned?
22.	What is the cost to modernize the Halifax Class?
23.	What two shipyards are scheduled for multi-ship refit contracts?
24.	What is the time frame for implementing the Halifax Class refit?

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THE MODERNIZATION OF THE CANADIAN NAVY BINGO CARD

To safeguard it's national interest and to help secure international peace and security.	To provide 28 helicopters to replace the Canadian Forces CH-124 Sea King helicopter fleet.	The project was unable to satisfy government requirements and the money allotted was not enough to pay for the design.	The Maritime Helicopter Project–the CH–148 Cyclone.	To meet national and international demands.
The Joint Support Ships.	Forty years.	It will begin October 2010 and continue until the final refit in 2017.	To exercise control of Canada's Exclusive Economic Zones (EEZ's or 200 nautical mile limit) in all three oceans.	The crew size is reduced by 30–50 percent.
1992.	The "first-responder" to international crises.		Arctic Offshore Patrol Ships.	Approximately $274 million.
IROQUOIS AND PROTECTEUR.	Sikorsky International Operations.	Sealift, fleet re-supply, command and control, and medical evacuation capabilities.	Canadian sovereignty in the Arctic is being contested.	$3.1 billion.
Up to 14 000 lane meters of transport space, accommodating equipment for an army battle group of about 800 soldiers.	Armed naval icebreakers.	Late 2010.	Halifax and Victoria.	Six to eight ships and they should remain operational for 25 years.

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THE MODERNIZATION OF THE CANADIAN NAVY BINGO CARD ANSWER KEY

To safeguard it's national interest and to help secure international peace and security.(1)	To provide 28 helicopters to replace the Canadian Forces CH-124 Sea King helicopter fleet. (19)	The project was unable to satisfy government requirements and the money allotted was not enough to pay for the design. (10)	The Maritime Helicopter Project–the CH–148 Cyclone. (16)	To meet national and international demands. (5)
Joint Support Ships. (6)	Forty years. (20)	It will begin October 2010 and continue until the final refit in 2017(24)	To exercise control of Canada's Exclusive Economic Zones (EEZ's or 200 nautical mile limit) in all three oceans. (14)	The crew size is reduced by 30–50 percent. (9)
1992.(21)	The "first-responder" to international crises. (3)		Arctic Offshore Patrol Ships. (11)	Approximately $274 million. (15)
IROQUOIS AND PROTECTEUR. (4)	Sikorsky International Operations. (18)	Sealift, fleet re-supply, command and control, and medical evacuation capabilities. (7)	Canadian sovereignty in the Arctic. (2)	$3.1 billion. (22)
Up to 14 000 lane meters of transport space, accommodating equipment for an army battle group of about 800 soldiers. (8)	Armed naval icebreakers. (12)	Late 2010. (17)	Halifax and Victoria. (23)	Six to eight ships and they should remain operational for 25 years. (13)

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ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 3

EO M420.03 – DESCRIBE THE CANADIAN COAST GUARD (CCG)

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

The activity in this lesson uses learning stations. Learning stations are a form of group work where the cadets learn by sorting through the information presented. When setting up learning stations, ensure there is enough room for each cadet to be comfortable and have adequate space for writing down information. When the cadets arrive at a learning station, all required information shall be available. These stations should be placed closely together to minimize time for movement; however, far enough apart to avoid interruptions from other groups. For this lesson, set up three learning stations.

Photocopy the information sheets located at Attachment A for learning stations activity.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate an interest in the Canadian Coast Guard (CCG).

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have described the Canadian Coast Guard (CCG).

IMPORTANCE

It is important for cadets to have an understanding of the CCG. The CCG is a national institution that contributes to maintaining a safe, secure, accessible and sustainable marine transportation system. It is Canada's civilian maritime organization and plays an essential role in fulfilling the Government of Canada's maritime mandate.

Teaching Point 1 **Conduct an in-class activity where the cadets will describe the CCG.**

Time: 25 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets describe the organization, mandate and strategic issues, and regions of the Canadian Coast Guard (CCG).

RESOURCES

- Canadian Coast Guard information sheets located at Attachment A,
- Flip chart paper,
- Coloured markers, and
- Pens / pencils.

ACTIVITY LAYOUT

1. Set up three learning stations labelled Organization, Mandate and Strategic Issues, and Regions.
2. Place the corresponding section of Attachment A at each learning station.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into three groups and place one group at each learning station.
2. Assign each group a leader and have the group leader assign a recorder and a reader.
3. Allow the cadets 15 minutes to read the information sheet and make a poster to describe their aspect of the CCG.
4. After 15 minutes, reassemble as a large group.
5. Allow the cadets 10 minutes to share their posters.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The CCG is a symbol of Canadian sovereignty providing Canadians with a federal presence and sense of security on the Atlantic, Pacific and Arctic coasts. On an average day, the CCG saves 8 lives, assists 55 people in 19 search and rescue cases, services 55 navigational aids, escorts 4 commercial ships through ice, carries out 12 fisheries' patrols as well as countless other activities for Canadian mariners.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C1-189 Fisheries and Oceans Canada. (2008). *Canadian Coast Guard business plan 2008 - 2011*. Retrieved February 25, 2009, from http://www.ccg-gcc.gc.ca

C1-189 Fisheries and Oceans Canada. (2008). *Canadian Coast Guard strategic human resources plan 2008 - 2011*. Retrieved March 25, 2009, from http://www.ccg-gcc.gc/folios/00018/docs/ccg_hrplan0811-eng.pdf

C1-189 Fisheries and Oceans Canada. (2007). *Canadian Coast Guard, safety first, service always, business plan 2007 - 2010*. Retrieved March 25, 2009, from http://www.ccg-gcc.gc/folios/00018/docs/Business_Plan_v19-eng.pdf

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CANADIAN COAST GUARD (CCG)—ORGANIZATION

The CCG owns and operates the federal government's civilian fleet and provides important maritime services to Canadians. The CCG was formed in 1962 and until 1995 was under the responsibility of the Department of Transport (DOT) of the federal government of Canada. In 1995, responsibility for the CCG was transferred from DOT to Fisheries and Oceans Canada (DFO) in order to combine the two largest civilian vessel fleets within the federal government under a single department.

The combination of the CCG and DFO was nicknamed the Department of Fish and Ships.

On December 12, 2003, it was announced that the CCG would be restructured as a Special Operating Agency (SOA) of DFO. The design and operation of the CCG as an SOA was approved by the Treasury Board on March 21, 2005, and the CCG officially became an SOA on April 1. The CCG is in fact the largest Special Operating Agency in Canada. The CCG offers the following services:

- Aids and Waterways Services support marine safety,
- Marine Communications and Traffic Services,
- Icebreaking Services,
- Search and Rescue Services (SAR),
- Environmental Response Services,
- Maritime Security Services,
- Coast Guard College Services,
- Fleet Services, and
- Service to other Canadian departments.

CCG physical assets are worth approximately $5 billion. SOA status gives the Coast Guard greater flexibility in delivering more efficient and effective services as a national institution focused on operations.

The CCG is divided into the following five regions:

- Newfoundland and Labrador,
- Maritimes,
- Quebec,
- Central and Arctic, and
- Pacific.

The Canadian Coast Guard College (CCGC) is a part of the CCG's organizational structure as well. It is located in Sydney, Nova Scotia on Cape Breton Island. The CCGC offers a four-year Coast Guard Officer Training Program and a twenty-three week Marine Communications and Traffic Services Officer Program.

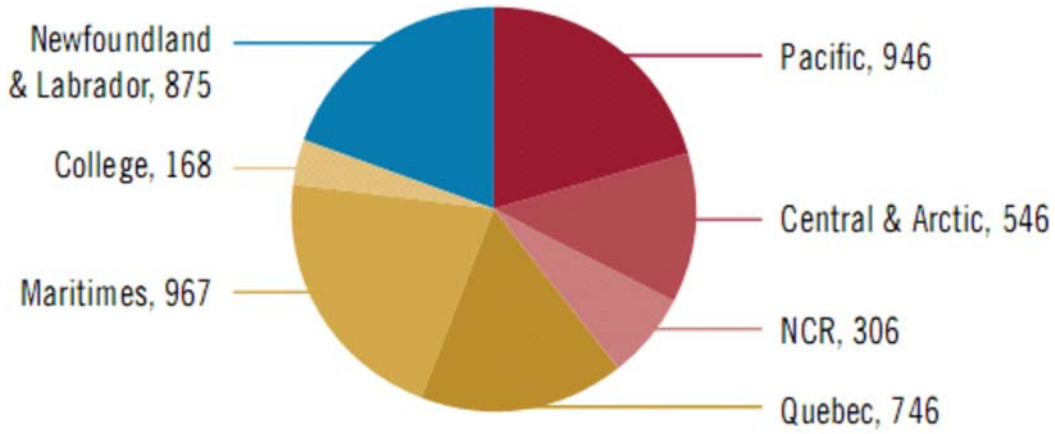

Figure A-1 Regional Distribution of CCG Employees

Note. From Fisheries and Oceans Canada, *2008, Canadian Coast Guard strategic human resources plan 2008 - 2011*. Retrieved March 25, 2009, from http://www.ccg-gcc.gc/folios/00018/docs/ccg_hrplan0811-eng.pdf

The head of the CCG is the Commissioner of the Canadian Coast Guard who reports to the Deputy Minister of Fisheries and Oceans. The commissioner has the authority of an associate deputy minister. Reporting directly to the Commissioner is the Deputy Commissioner and the Executive Director of the Canadian Coast Guard College.

Each of the five CCG regions is run by an assistant commissioner who reports to the deputy commissioner. There are also five director generals located in Ottawa managing various sections of the CCG such as the fleet, business management services, technical services, major projects and maritime services.

Although the CCG is still under the responsibility of the Minister of Fisheries, it has more freedom to operate independently than before. For example, all CCG bases and stations, aids to navigation, vessels, aircraft and personnel are the responsibility of the commissioner. Previously, regional director generals of DFO were responsible for CCG operations within their region but since the SOA designation, each CCG region is controlled by an assistant commissioner who reports directly to the commissioner.

The CCG does not have any vessels permanently based in the eastern Arctic.

The Canadian Coast Guard Auxiliary (CCGA) has been in existence since 1978 and is a registered non-profit organization made up of 5 000 civilian volunteers throughout Canada. CCGA members are recreational boaters and commercial fishermen who assist the CCG with SAR and safe boating programs.

Through the CCGA, the CCG can maintain SAR coverage in many isolated areas of Canada's coastline without having to maintain an active station or vessels in the area. The CCGA provides a permanent day and night SAR service and CCGA members who assist in SAR operations have their vessel insurance as well as fuel and operating costs covered by the CCG.

CANADIAN COAST GUARD—MANDATE

As a Special Operating Agency (SOA) of Fisheries and Oceans Canada (DFO), the CCG helps DFO ensure safe, accessible and sustainable use and development of Canada's ocean resources and waterways. The CCG's mandate is stated in the Oceans Act and the Canada Shipping Act. The CCG helps the Canadian government provide clean, safe, secure, healthy and productive waters and coastlines by providing:

Aids to Navigation and Waterways Management Programs. The CCG's aids to navigation and waterways management programs, provide conventional and electronic aids to navigation and up-to-date safety information for inland waterways to:

- help make the movement of vessel traffic in Canadian waters safe and quick;
- support protection of the marine environment;
- maintain maritime safety; and
- assist maritime trade and ocean development.

Marine Communications and Traffic Services (MCTS). The CCG's MCTS program provides services to the marine community and the public by:

- detecting distress situations and getting help promptly;
- preventing unsafe vehicles from entering Canadian ports;
- broadcasting safety information;
- regulating vessel movements;
- coordinating communications between ships and land-based personnel; and
- managing an integrated marine information system.

Icebreaking Services. The CCG's icebreaking program helps maritime traffic move safely and quickly through, or around, ice-covered Canadian waters by:

- providing ice information and clear routing advice to shipping;
- providing escort for vessels and service to ships surrounded by ice;
- monitoring ice conditions and water levels;
- re-supplying communities isolated by ice;
- maintaining a Canadian presence in the Arctic; and
- breaking out and maintaining approaches to ports and clearing ice from harbours.

Search and Rescue (SAR) Services. The CCG's SAR program involves searching for, and providing assistance to people, ships or other craft that are or believed to be in danger. The CCG is part of a SAR network lead by the Department of National Defence (DND). The SAR network includes:

- three Joint Rescue Coordination Centres operated by the CCG and DND,
- two Maritime Rescue Sub-Centres operated by the CCG to coordinate communications and local knowledge in an emergency, and
- 41 SAR stations in critical locations to respond to SAR incidents.

These resources are strengthened by the CCGA in a local area.

Environmental Response Readiness. Through its environmental response program, the CCG is responsible for monitoring the cleanup of ship-sourced spills of oil and other pollutants in Canadian waters if the polluter is known, or managing the cleanup if the polluter is unknown or unable to clean up the spill.

Maritime Security Services. Through its maritime security program the CCG supports the Government of Canada's national security objectives by contributing to security on Canadian waterways.

Coast Guard College Services. The Canadian Coast Guard College (CCGC) is located in Sydney, Nova Scotia and trains officers for Coast Guard service.

Fleet Services. Fleet services manages, operates and maintains CCG vessels and aircraft to help deliver civilian marine services in support of the Government of Canada's maritime priorities.

The CCG contributes expertise, personnel, aircraft and vessels to support other Government of Canada departments, agencies and organizations.

CANADIAN COAST GUARD (CCG) STRATEGIC ISSUES

The major issues facing the CCG include:

- Communicating to government the financial and management resources required for a civilian fleet that is ready and able to respond to Government of Canada requirements.
- Procuring new vessels to replace those that are beyond their useful life, improving the maintenance of existing vessels, and managing the fleet more effectively through better operational planning.
- Strengthening pride in the identity and traditions of the CCG and reinforcing the values required to operate effectively as a national agency.
- Developing levels of service that are understood by all Coast Guard managers and clients and applied consistently throughout the country.
- Developing an action plan to deal with environmental emergencies and ensuring all personnel have the necessary training and tools to deliver it.
- Contributing to maritime security and supporting on-water law enforcement by providing crews and vessels.
- Improving the delivery of training for all seagoing and shore-based CCG employees.

CANADIAN COAST GUARD (CCG) REGIONS

The CCG is divided into the following five regions:

- Newfoundland and Labrador,
- Maritimes,
- Quebec,
- Central and Arctic, and
- Pacific.

All of CCG's regions carry out some or all of the following activities to help maintain a safe, accessible and sustainable maritime transportation system for all Canadians:

- regulate shipping;
- maintain fixed and floating navigational aids;
- provide icebreaking and flood control services;
- conduct marine search and rescue operations;
- respond to pollutant spills;
- provide information to shipping; and
- promote boating safety.

NEWFOUNDLAND AND LABRADOR REGION

The regional headquarters of the Newfoundland and Labrador Region of the CCG is located in St. John's. The Newfoundland and Labrador region includes 28 956 km of shoreline and 1.1 million km^2 of continental shelf.

The Newfoundland and Labrador Region of the CCG is characterized by the following:

- harsh environment due to frequent ice conditions and icebergs, reduced visibility, gales and storms, and freezing spray,
- one of two regions where ice is a year-round hazard to navigation, and
- a workforce of 900 employees.

In the Newfoundland and Labrador Region, the CCG's search and rescue zone extends halfway across the Atlantic Ocean.

MARITIMES REGION

The headquarters of the Maritimes Region is located in Dartmouth, Nova Scotia. The Maritimes Region includes 11 400 kilometres of coastline around New Brunswick, Nova Scotia and Prince Edward Island. It also covers neighbouring waters within the 200-mile economic zone including the southern Gulf of St. Lawrence.

The Maritimes Region of the CCG is characterized by the following:

- the region has a fleet of 6 helicopters, 25 vessels, including one heavy icebreaker, 5 ice- strengthened vessels, 3 science vessels, 9 lifeboats and 6 inshore patrol vessels;
- there are 3 coast guard bases located in the region at Charlottetown, Prince Edward Island, Dartmouth, Nova Scotia, and Saint John, New Brunswick, as well as 3 Marine Communications and Traffic Services (MCTS) centres, 4 Environmental Response Depots and 9 lifeboat stations;
- a workforce of 1 000 employees; and
- a Joint Rescue Co-ordination Centre operates out of Halifax and is located in the Maritime Forces Atlantic Headquarters building, in the Canadian Forces Base Halifax Dockyard. The Joint Rescue Coordination Centre (JRCC) Halifax is responsible for the coordination of all Search and Rescue (SAR) operations associated with aircraft and marine emergencies in eastern Canada. JRCC is manned 24 hours a day, 7 days a week by an Air Force Officer (SAR pilot or navigator), 2 Canadian Coast Guard Deck Officers and a Canadian Coast Guard Support Officer. Extra personnel may be called upon to support operations during periods of heavy activity.

The Marine Security Operations Centre (MSOC), a joint facility of the Coast Guard, Border Security Agency, Royal Canadian Mounted Police and the Ministry of National Defence which collects and assesses information regarding potential threats to Canadian security, is also based in Halifax.

QUEBEC REGION

The headquarters of the Quebec Region is located in Quebec City. The Quebec Region includes the entire province of Quebec with 6 000 km of coastline. This region focuses mainly on keeping the St. Lawrence River, which extends 1 700 km from the Cabot Strait to Montreal and is covered in ice from December to April, navigable year round. There is also intense harbour activity since four of Canada's six largest ports are located in the Quebec Region.

The Quebec Region is characterized by the following:

- bases in Quebec City and Sorel,
- a hoverport in Trois Rivieres and two inshore patrol vessels,
- a marine search and rescue coordination centre,
- four Marine Communications and Traffic Centres (MCTS),
- six seasonal Inshore Rescue Boats, and
- five seasonal rescue stations.

More than 90 000 commercial ships and 55 000 pleasure craft use the St. Lawrence River annually. The Quebec Region of the CCG receives 1 300 calls for help every year.

CENTRAL AND ARCTIC REGION

The headquarters for the Central and Arctic Region is located in Sarnia, Ontario. The Central and Arctic Region is the largest CCG region and includes:

- 71 percent of Canada's coastline,
- 67 percent of Canada's fresh waters,
- 65 percent of Canada's marine waters,
- 64 percent of Canada's area, and
- 55 percent of Canada's population.

The region covers the Arctic Ocean, the Great Lakes and the inland and coastal waters of Nunavut, Ontario, Manitoba, Saskatchewan, Alberta, the Northwest Territories and part of the Yukon. The Central and Arctic region delivers the full array of CCG programs and services and on any given day its staff will:

- save 9 lives;
- assist 57 people in 19 search and rescue operations;
- service 55 aids to navigation;
- manage 2 436 commercial ship movements;
- handle 1 127 radio contacts;
- respond to 5 pollutant spills;
- carry out 9 fisheries patrols;
- escort 4 commercial ships through ice; and
- support 3 hydrographic missions and scientific surveys.

This region is home to the majority of pleasure boat owners and recreational fishermen as well as a significant proportion of Canada's commercial shipping.

PACIFIC REGION

The headquarters for the Pacific Region is located in Vancouver and Victoria. This is a large region responsible for more than 27 000 km of coastline throughout the Yukon and British Columbia.

CCG Pacific Region is organized into four directorates:

- the Operations Directorate is responsible for the CCG Fleet and Shore Stations;
- the Integrated Business and Management Services Directorate provides strategic information, coordination, planning and advice for regional operations;
- the Integrated Technical Services Directorate maintains CCG's infrastructure and physical assets; and
- the Maritime Services Directorate is responsible for aids to navigation, environmental response, marine communications and traffic centres, search and rescue, and waterways management.

Canadian Coast Guard Regions

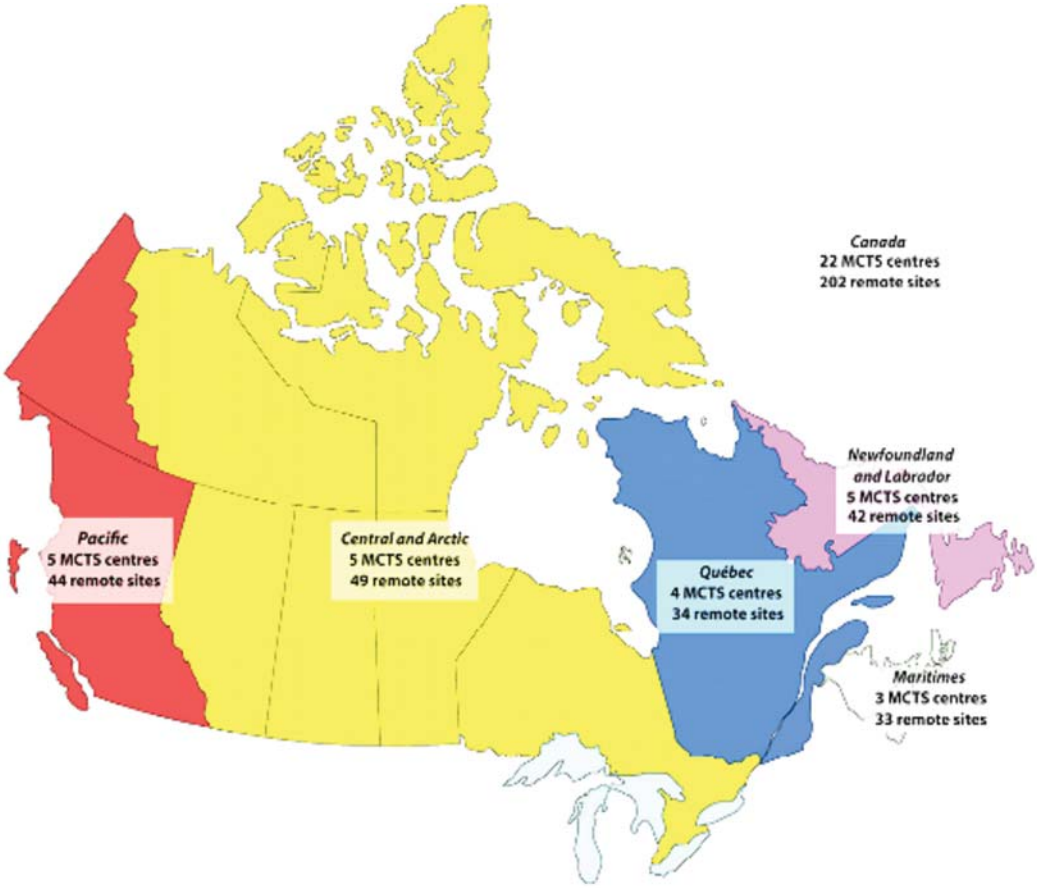

Figure A-2 Canadian Coast Guard Regions

Note. From Fisheries and Oceans Canada, (2007), *Canadian Coast Guard, Safety First, Service Always, Business Plan 2007-2010*. Retrieved March 25, 2009, from http://www.ccg-gcc.gc/folios/00018/docs/Business_Plan_v19-eng.pdf

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ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 4

EO M420.04 – DESCRIBE TRANSPORT CANADA AS A MARITIME AGENCY

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

The activity in this lesson uses learning stations. Learning stations are a form of group work where the cadets learn by sorting through the information presented. When setting up learning stations, ensure there is enough room for each cadet to be comfortable and have adequate space for writing down information. When the cadets arrive at a learning station, all required information shall be available. These stations should be placed closely together to minimize time for movement; however, far enough apart to avoid interruptions from other groups. For this lesson, set up two learning stations.

Photocopy the Transport Canada information sheets located at Attachments A and B.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate an interest in Transport Canada as a maritime agency.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have described Transport Canada's role in regulating marine transportation and boating safety.

IMPORTANCE

It is important for cadets to describe Transport Canada's role in regulating marine transportation and boating safety because Canada, now more than ever, needs a safe and secure transportation system for a healthy and

competitive economy. Efficient, safe and secure transportation systems and environmental responsibility are important priorities for Transport Canada.

Teaching Point 1 **Describe Transport Canada as a maritime agency.**

Time: 25 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets describe Transport Canada's role in regulating marine transportation and boating safety.

RESOURCES

- Transport Canada information sheets located at Attachments A and B,
- Flip chart paper,
- Coloured markers, and
- Pens / pencils.

ACTIVITY LAYOUT

1. Set up two learning stations labelled Transport Canada and Marine Transportation.
2. Place Attachments A and B at different learning stations.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups and place one group at each learning station.
2. Assign each group a leader and have the group leader assign a recorder and a reader.
3. Allow the cadets 15 minutes to summarize their attachment on a poster.
4. After 15 minutes, reassemble as a large group.
5. Allow the cadets 10 minutes to share their posters.

If the numbers warrant, organize the cadets into four groups and set up four learning stations. Make two copies each of Attachments A and B and place them at different learning stations.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Transport Canada is responsible for all aspects of Canada's transportation system. A safe and secure transportation system protects Canadians from loss of life and damage to health and property. It also enables the efficient flow of people and goods, provides protection from accidents, protects the environment and prevents exposure to dangerous goods and generally contributes to a healthy population, a high quality of life and a prosperous economy.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C1-195 Transport Canada. (2009). *About Transport Canada*. Retrieved March 26, 2009, from http://www.tc.gc.ca/aboutus/menu.htm

TRANSPORT CANADA

MANDATE

Transport Canada is responsible for ensuring that all parts of Canada's transportation system work well. It ensures that air, marine, road and rail transportation are safe, secure, efficient and environmentally responsible. Transport Canada employs 4 700 people at its headquarters and in five regional offices across the country that apply Transport Canada's programs, policies and standards in their respective geographical areas. These programs, policies and standards regulate:

Safety. Transport Canada develops and enforces safety regulations to prevent and manage security risks in all transportation modes. Transport Canada promotes safety through:

- rulemaking efforts, which include proposing and putting in place laws, regulations, standards and policies;
- oversight of activities such as issuing licences, certificates, registrations and permits as well as conducting audits, inspections and surveillance and taking action when rules are broken; and
- outreach activities, which include promoting and educating the public about and increasing their awareness of safety and security issues.

Security. Transport Canada develops and enforces security regulations to prevent and manage security risks in all modes of transportation.

The Environment. Transport Canada develops transportation policies, regulations and programs that work toward cleaner air and water. Transport Canada's environmental program has three key priorities:

- climate change and clean air;
- environmental assessment; and
- environmental protection and remediation.

Transportation Innovation. Transport Canada works towards developing cleaner and more efficient modes of transportation to reduce emissions and moderate the environmental impact of the transportation sector.

REGIONS

Transport Canada is organized into five regions—Pacific, Prairie and Northern, Ontario, Quebec and Atlantic —headed by regional directors general in regional offices located in Vancouver, Winnipeg, Toronto, Montreal and Moncton.

Pacific Region

Transport Canada provides services in the Pacific Region through its offices in Vancouver and through a network of Transport Canada Centres throughout the region. British Columbia is Canada's gateway to the Pacific and west coast ports support a large shipping industry through ice-free, deep-water ports. Transport Canada helps ensure the safe operation of commercial shipping in Pacific Region by:

- certifying officers and crews on Canadian ships;
- inspecting foreign flag vessels entering Canadian waters to make sure they follow safety and anti-pollution standards; and
- regulating passenger vessel safety in British Columbia, from small whale-watching boats to large ships like B.C. Ferries.

The Port of Vancouver is Canada's busiest, handling over 70 million tonnes of cargo annually, and the Port of Prince Rupert offers North America's shortest and most efficient land-sea route to Asian markets.

In addition to commercial shipping, the province's rugged 29 000 kilometre coastline is home to one of Canada’s largest recreational boating communities and thriving fishing and marine tourism industries. The Office of Boating Safety is responsible for promoting safe boating for recreational boaters.

Figure A-1 Transport Canada—Pacific Region

Note. From Transport Canada. *About Transport Canada*. Retrieved March 27, 2009, from http://www.tc.gc.ca/aboutus/menu.htm

Prairie and Northern Region

Transport Canada provides services in the Prairie and Northern Region through its offices in Winnipeg and others throughout the region. Transport Canada's Prairie and Northern Region is responsible for transportation safety throughout Alberta, Saskatchewan, Manitoba, the Yukon, Nunavut and Northwest Territories.

Figure A-2 Transport Canada—Prairie and Northern Region

Note. From Transport Canada, *About Transport Canada*. Retrieved March 27, 2009, from http://www.tc.gc.ca/aboutus/menu.htm

Ontario Region

Transport Canada's head office for the Ontario Region is located in Toronto. With a population of more than 12 million people, Ontario is situated on the Great Lakes water system, the largest group of fresh water lakes in the world. Ontario is home to some of the largest and busiest transportation facilities in the world including:

- Union Station, Canada’s largest inter-city rail station and major commuter transit hub, serves 240 000 passengers per day;
- over 150 airports and heliports including Lester B. Pearson International Airport, which handles over 30 million passengers per year, making it the world's 29th busiest airport; and
- an extensive road system with over 230 000 kilometres of road in the province including three of Canada’s busiest international bridges, which facilitate trade with the U.S.

Transport Canada's national headquarters is located in the National Capital Region of the Ontario Region.

Figure A-3 Transport Canada—Ontario Region

Note. From Transport Canada. *About Transport Canada*. Retrieved March 27, 2009, from http://www.tc.gc.ca/aboutus/menu.htm

Quebec Region

Transport Canada provides services in the Quebec Region through its headquarters in Montreal and other Transport Canada Centres throughout the region. Transport Canada's Quebec Region covers some 1.5 million square kilometres. It is bordered to the north by the Hudson Strait, to the west by Ontario, to the south by the United States and to the east by the Maritime Provinces. Transportation has always played an important role in this region's history, starting from the time the first settlers travelled the St. Lawrence River in search of resources to send back to Europe.

Marine transportation in the Quebec Region generates $1.7 billion annually and provides 18 600 jobs through commercial shipping, the cruise ship industry and ferry services.

The ports handling the most cargo in the Quebec Region are those of Québec, Montréal, Sept-Îles, Port-Cartier, Baie-Comeau, Sorel, Port-Alfred, Trois-Rivières, Havre-Saint-Pierre and Bécancour. Together they accounted for 117.1 million tons of cargo handled in the region in 2007.

Marine transportation in Quebec relies on the St. Lawrence River, the heart of marine transportation and Quebec's economy, and its 10 deep-water ports, which are open year-round, as well as an extensive network of regional ports.

Figure A-4 Transport Canada—Quebec Region

Note. From Transport Canada. *About Transport Canada*. Retrieved March 27, 2009, from http://www.tc.gc.ca/aboutus/menu.htm

Atlantic Region

Transport Canada in the Atlantic Region has its headquarters in Moncton, New Brunswick. Transport Canada's Atlantic Region is responsible for the transportation system in New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland and Labrador.

Transport Canada provides a wide range of marine safety services to promote safe shipping in waters off Atlantic Canada. Preventing marine pollution and reducing the impact of shipping on the Atlantic Region's marine environment is a major priority.

For example, Transport Canada has adopted measures to protect the endangered North Atlantic Right Whales from collisions with tankers in the Roseway Basin in Nova Scotia.

Transport Canada owns and operates a number of ports in the Atlantic Region.

Figure A-5 Transport Canada—Atlantic Region

Note. From Transport Canada. *About Transport Canada*. Retrieved March 27, 2009, from http://www.tc.gc.ca/aboutus/menu.htm

MARINE TRANSPORTATION

The Canada Shipping Act, 2001 (CSA 2001), which came into effect on July 1, 2007 is the most important piece of legislation governing safety in marine transportation and recreational boating, as well as protection of the marine environment in Canada. The CSA 2001 enables Transport Canada to:

- promote efficient marine transportation and safe, secure and sustainable marine practices;
- oversee marine infrastructure;
- regulate the safe transportation of dangerous goods by water; and
- help protect the marine environment.

Transport Canada, through its marine transportation division, is responsible for the following aspects of marine transportation in Canada:

Ports

Canada's marine sector depends on its ports and marine facilities which serve:

- commercial fishing operations,
- marine cargo vessels, and
- cruise ships.

Ports are self-sufficient business enterprises acting as gateways to trade for the communities and regions they serve. Transport Canada regulates Canadian ports by:

- setting and monitoring port and marine facility service standards;
- setting and collecting public port fees;
- selling off regional/local and remote ports and facilities under the Port Divestiture Program when necessary; and
- coordinating public notices and consultations.

Canada's ports are organized into Canadian Port Authorities (CPAs). The Association of Canadian Port Authorities (ACPA) was founded in 1958 and groups together ports and harbours and related marine interests into one national association. The locations of the CPAs across Canada are illustrated in Figure B-1.

Figure B-1 Canadian Port Authorities

Note. From Association of Canadian Port Authorities.*Canada Marine Act Amendments Positive for Canada's Port Sector (June 18, 2008)*. http://www.acpa-ports.net/pr/pdfs/Rel.CMA.EN.pdf)

The 17 CPAs across Canada:

- employ Canadians directly and indirectly in more than 250 000 jobs;
- handle over 280 million tons of freight annually, valued at more than $140 billion dollars with approximately another 200 million tons handled at private ports and smaller regional ports across Canada; and
- contribute $20 billion to the Canadian economy annually.

"Ninety percent of all international freight is moved by marine transportation." (Association of Canadian Port Authorities, *Canada Marine Act Amendments Positive for Canada's Port Sector*, (June 18, 2008), http://www.acpa-ports.net/pr/pdfs/Rel.CMA.EN.pdf)

Vessels

Canadian waters accommodate all types of vessels, from pleasure craft and fishing vessels to large cruise ships and cargo vessels, that are built, equipped, operated and crewed according to standards and regulations set out by the CSA 2001 and enforced by Transport Canada. Transport Canada is responsible for all shipping in Canada including:

- pleasure craft,
- small and large commercial vessels,

- fishing vessels,
- special purpose vessels,
- ferries, and
- cruise ships.

One major challenge for Transport Canada is the enforcement of regulations on all shipping throughout Canadian Waters. When the CSA 2001 came into force on July 1, 2007, it introduced a new administrative enforcement scheme that allowed the Marine Safety branch of Transport Canada to deal with violators internally through its Compliance, Enforcement and Appeals section rather than through the criminal court system.

There are approximately 48 000 vessels on registered in Canada.

Marine Safety

Transport Canada's marine safety programs attempt to provide Canadians with a safe and efficient marine transportation system. Broad areas of marine safety activity include the following:

- setting standards for vessel crew, design, equipment and use;
- monitoring Canadian and foreign vessels' compliance with CSA 2001;
- licensing pleasure craft;
- preventing and / or responding to spills;
- inspecting of dangerous goods;
- protecting the navigability of Canada's waterways;
- handling cargo in Canadian ports;
- promoting and enhancing safety of radio communications;
- inspecting ship operations; and
- registering vessels.

Transport Canada also protects the Canadian boaters' right to safe navigation and the protection of the environment generally through the application of the Navigable Waters Protection Act (NWPA). Specifically, Transport Canada through the NWPA:

- approves any works built or placed in, on, over, under, through or across navigable water in Canada;

A work is:

- any bridge, boom, dam, wharf, dock, pier, tunnel or pipe;
- any dumping of fill or excavation of materials from the bed of a navigable water;
- any telegraph, power cable or wire; or
- any structure, device or thing that may interfere with navigation.

- removes obstructions to navigation including unauthorized works or other obstructions such as sunken or wrecked vessels;
- regulates the provision and maintenance of lights, markers, etc. required for safe navigation during the construction of certain works; and
- acts as the Receiver of Wreck by taking possession of a wreck if the owner is unknown under Part 7 of the CSA 2001.

Marine Security

Transport Canada's marine security programs protect and preserve the efficiency of Canada's marine transportation system against:

- unlawful interference,
- terrorist attacks, or
- use as a means to attack our allies.

Canada has a safe and secure transportation system but certain aspects of the marine transportation system need to be improved in order to ensure that this system continues to function effectively.

Improving security has many benefits, including:

- combating organized crime;
- enhancing search and rescue capabilities;
- conserving our fisheries and combating marine pollution; and
- improving Transport Canada's ability to prevent terrorists or terrorist devices from entering Canada or accessing our marine transportation system.

Through a number of new programs such as the Marine Security Contribution Program (MSCP) and the Marine Transportation Security Clearance Program (MTSCP) Transport Canada is constantly trying to improve marine security.

Marine Security Contribution Program (MSCP)

The Marine Security Contribution Program began as a three-year program to assist ports and port facilities with security enhancements. In June 2006, the Government announced that the program would be expanded to include domestic ferry operators and would also be extended by two years for facilities, other than Canada Port Authorities.

Under the program, ports, marine facilities, domestic ferry terminal operators and domestic ferry vessel operators are able to apply for funds to assist with implementing security enhancements approved by Transport Canada.

For all recipients other than domestic ferries, eligible expenses are retroactive to April 1, 2004. For domestic ferries, eligible expenses are retroactive to June 22, 2006.

The Marine Transportation Security Clearance Program (MTSCP)

The MTSCP was initiated in January 2003 and provides a process for conducting background checks on workers at marine facilities and ports. The purpose of the MTSCP is to reduce the risk of security threats by preventing unlawful interference with the marine transportation system by conducting background checks on marine workers who perform certain duties or who have access to certain restricted areas.

Proposed Amendments to Canadian Domestic Ferry Services

Domestic ferries in Canada annually move more than 40 million passengers and 17 million vehicles. Transport Canada is planning to introduce new requirements for domestic ferries to improve marine security. In 2005, a working group was created made up of people from the ferry industry and Transport Canada Marine Security representatives.

A risk assessment analysis was undertaken on all Canadian domestic ferry services using the following criteria:

- potential threat,
- annual passenger volume,
- carriage of dangerous goods,
- annual vehicle volume,
- closeness to critical infrastructure, and
- the necessity of the ferry service.

In total, 203 ferry routes were classified into four levels of decreasing security concern. This classification system identified which ferry routes should be more heavily regulated and Transport Canada and the industry will work to improve security on these routes..

Environment

Transport Canada develops and administers policies, regulations and programs to protect the marine environment; reduce the impact on the environment of marine pollution incidents in Canadian waters; and promote the safety of the general public. It works to accomplish this by:

- reporting marine pollution;
- responding to marine accidents;
- protecting Canada’s navigable waterways; and
- preparing for and responding to oil and hazardous noxious substance spills.

Personnel Training, Examination and Certification

The Marine Training, Examination and Certification section of Transport Canada is responsible for the development and maintenance of regulations, examinations, and training standards for the certification of seafarers. This section also issues Certificates of Competency to seafarers after they have successfully completed examinations and maintains their comprehensive record.

OFFICE OF BOATING SAFETY (OBS)

The Office of Boating Safety (OBS) is the section of Transport Canada that looks after recreational boating in Canada. OBS delivers prevention-based programs and provides vital information for users and builders of recreational boats to reduce the safety risks and environmental impacts of boating on Canadian waters.

The OBS was created in 1995 under the Canadian Coast Guard (CCG), within Fisheries and Oceans Canada (DFO). In 2003, the Government of Canada made the CCG a Special Operating Agency (SOA) of DFO and, as a consequence of that restructuring, transferred OBS from the CCG / DFO to Transport Canada.

The OBS encourages safe boating practices by:

- delivering public education sessions;
- certifying recreational boaters;
- developing regulations and standards for recreational boating in Canada;
- producing safety publications; and
- funding safety awareness programs delivered by other non-profit agencies.

Two agencies that have received funding and support from the OBS are the Canadian Red Cross (CRC) and the Canadian Safety Boating Council (CSBC). The objectives of both the CRC and CSBC are to:

- promote greater boating safety knowledge and awareness through education; and
- prevent and/or reduce the incidence of death and injuries caused by boating accidents in Canada.

In 2005 Transport Canada, through EKOS research, undertook a series of focus groups which revealed that the programs of the OBS and its partners seem to be having the desired effect although there are still some areas of concern. This study is the most up to date and primary source of information on Canadian awareness of boating safety.

A total of 20 focus groups were conducted in 10 cities across Canada, with participants divided into two groups focussed on road safety and boating safety. Participants in the boating groups were asked to consider 10 issues relating to boating safety and rate them on a 10-point scale where 0 means low and 10 means high on their desire to have more information and level of knowledge on boating issues.

The respondents seem most knowledgeable about personal flotation devices and life jackets and least knowledgeable about boating restrictions. Figure B-2 summarizes the findings of the focus groups.

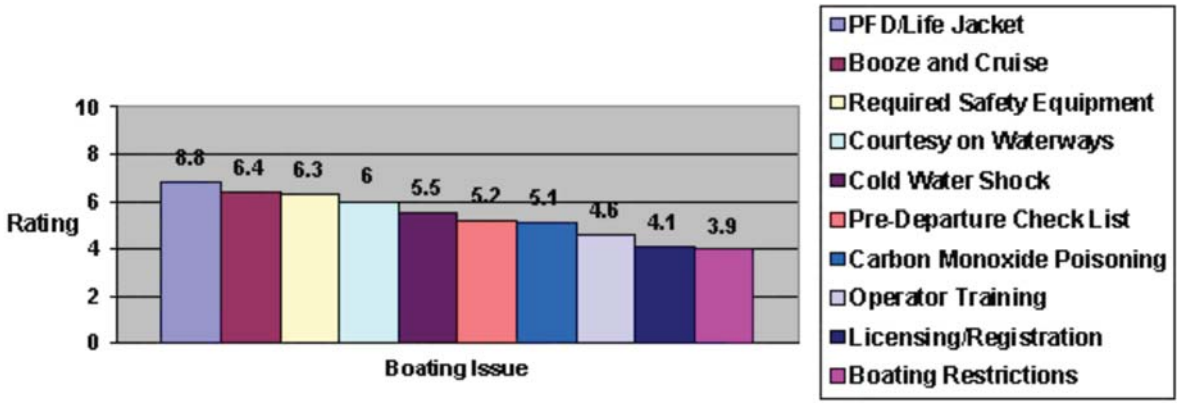

Figure B-2 Boating Issue Level of Knowledge of Recreational Boaters

Note. From Transport Canada, Evaluation of Transport Canada's Contribution to the Canadian Safe Boating Council and the Canadian Red Cross - March 2006. http://www.tc.gc.ca/corporate-services/des/reports/2006/obs/menu.htm

The focus groups also identified and rated various boating issues that they would like to have more information about. The findings are summarized in Figure B-3.

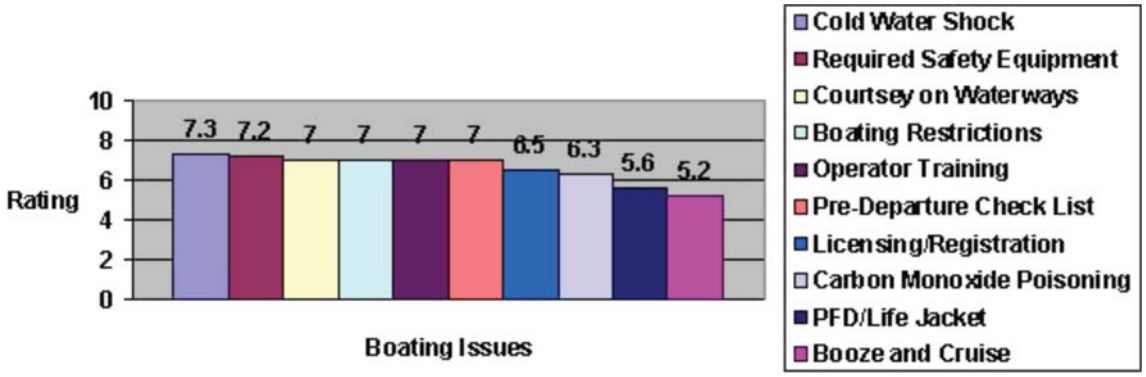

Figure B-3 Boating Issue Level of Knowledge of Recreational Boaters

Note. From Transport Canada, Evaluation of Transport Canada's Contribution to the Canadian Safe Boating Council and the Canadian Red Cross - March 2006. http://www.tc.gc.ca/corporate-services/des/reports/2006/obs/menu.htm

One important publication of the OBS is the Safe Boating Guide, which can be found at http://www.boatingsafety.gc.ca

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ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 5

EO C420.01 – DESCRIBE FISHERIES AND OCEANS CANADA (DFO)

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

The activity in this lesson uses learning stations. Learning stations are a form of group work where the cadets learn by sorting through the information presented. When setting up learning stations, ensure there is enough room for each cadet to be comfortable and have adequate space for writing down information. When the cadets arrive at a learning station, all required information shall be available. These stations should be placed closely together to minimize time for movement; however, far enough apart to avoid interruptions from other groups. For this lesson, set up three learning stations.

Photocopy the Fisheries and Oceans Canada information sheets located at Attachment A.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate an interest in DFO.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have described DFO.

IMPORTANCE

It is important for cadets to have an understanding of DFO. Canada is a maritime nation bounded by three oceans, with the world's largest fresh water lake system and longest coastline. DFO is the Canadian government

agency charged with the responsibility of protecting Canada's maritime interests by ensuring the health of Canada's marine ecosystems and the safety of its coastal and inland waterways.

Teaching Point 1 **Conduct an in-class activity where the cadets will describe DFO.**

Time: 25 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets describe the organization, strategic issues, mandate, and regions of Fisheries and Oceans Canada (DFO).

RESOURCES

- Fisheries and Oceans Canada information sheets located at Attachment A,
- Flip chart paper,
- Coloured markers, and
- Pens / pencils.

ACTIVITY LAYOUT

1. Set up three learning stations labeled Organization and Strategic Issues, Mandate, and Regions.
2. Place the corresponding section of Attachment A at each learning station.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into three groups and place one group at each of the learning stations.
2. Assign each group a leader and have the group leader assign a recorder and a reader.
3. Allow the cadets 15 minutes to read the information sheet and make a poster to describe their aspect of DFO.
4. After 15 minutes reassemble as a large group.
5. Allow the cadets 10 minutes to share their posters.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The work of DFO affects the lives of every Canadian daily. It helps ensure that Canada's inland and coastal waters are safe and secure, that commercial and recreational boaters are protected, that commercial shipping is kept moving year-round, and that Canada's marine resources are properly managed and sustainable for generations to come.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C1-189 Fisheries and Oceans Canada. (2008). *Organizational structure*. Retrieved March 24, 2009, from http://www.dfo-mpo.gc.ca/us-nous/organization-eng.htm

C1-189 Fisheries and Oceans Canada. (2008). 2005-2010 *Strategic plan: Our waters, our future*. Retrieved March 24, 2009, from http://www.dfo-mpo.gc.ca/dfo-mpo/plan-eng.htm

C1-189 Fisheries and Oceans Canada. (2008). *Regions*. Retrieved March 24, 2009, from http://www.dfo-mpo.gc.ca/regions-eng.htm

FISHERIES AND OCEANS CANADA (DFO)—ORGANIZATION

DFO is made up of national headquarters, based in Ottawa, and six regions stretching from coast to coast. The Minister of Fisheries and Oceans, most often a Member of Parliament from Atlantic Canada or British Columbia, is the head of DFO. Reporting directly to the minister is a Deputy Minister of Fisheries. A special advisory group on fisheries management issues, the Fisheries Resource Conservation Council (FRCC), also reports directly to the minister.

Fisheries and Oceans Canada is divided into six regions:

- Central and Arctic Administrative Region,
- Gulf Administrative Region,
- Maritimes Administrative Region,
- Newfoundland and Labrador Administrative Region,
- Pacific Administrative Region, and
- Quebec Administrative Region.

Each of the six regions of DFO is run by a Regional Director General (RDG) who reports directly to the Deputy Minister of Fisheries and Oceans. There are also 12 sector heads located in Ottawa managing various sections of DFO such as Fisheries Renewal, Communications, Human Resources and Aquaculture who report directly to the Deputy Minister of Fisheries.

DFO has 10 000 employees spread out over 400 sites across Canada working as:

- scientists,
- instructors,
- ships' officers and crew,
- fisheries' officers,
- engineers,
- radio operators,
- administrators,
- hydrographers, and
- economists.

The regional distribution of DFO employees is illustrated in Figure A-1. Eighty-seven percent of DFO employees work outside of the headquarters, which is located in the National Capital Region (NCR).

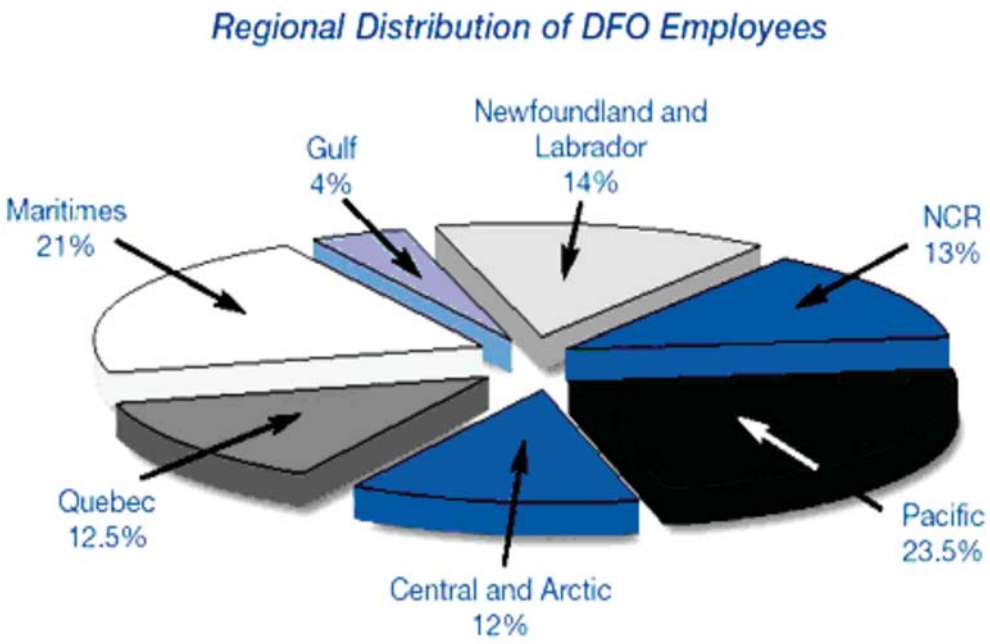

Figure A-1 Regional Distribution of DFO Employees

Note. From Fisheries and Oceans Canada, *2008, 2005-2010 Strategic Plan: Our Waters, Our Future*. Retrieved March 24, 2009, from http://www.dfo-mpo.gc.ca/dfo-mpo/plan-eng.htm

FISHERIES AND OCEANS CANADA (DFO) STRATEGIC ISSUES

The major issues facing DFO include:

- Developing and delivering fully integrated action plans reflecting current Canadian priorities for:
    - Canada's three oceans,
    - overfishing by foreign countries on the Grand Banks and outside the 200-mile limit,
    - wild fisheries renewal;
    - aquaculture,
    - Canadian Coast Guard (CCG) modernization,
    - environmental assessment and conservation programs for fish habitat,
    - the collection and delivery of scientific information, and
    - Aboriginal policy and governance.
- Supporting DFO's workforce by:
    - developing innovative staffing methods and retention programs, updating terms of reference for all jobs, improving labour relations and supporting a more friendly working environment;
    - implementing the Treasury Board of Canada's Management Accountability Framework, which is a set of 10 statements describing expectations for modern public service management;
    - making risk management a part of all business decisions within DFO; and
    - changing the way DFO responds to budgetary shortfalls and financial pressures, developing ways to save money and making better use of information technology.

FISHERIES AND OCEANS CANADA (DFO)—MANDATE

DFO is responsible for developing and implementing policies and programs in support of Canada's scientific, ecological, social and economic interests in oceans and fresh waters to provide Canadians with:

- safe and accessible waterways,
- healthy and productive aquatic ecosystems, and
- sustainable fisheries and aquaculture.

DFO's governing legislation includes the Oceans Act which obligates the Minister of Fisheries and Oceans to manage the oceans and its resources and provide coast guard and hydrographic services on behalf of the government of Canada. It is also governed by the Fisheries Act, which gives it responsibility for the management of fisheries, habitat and aquaculture, and the Species at Risk Act. DFO's activities are summarized in Figure A-2.

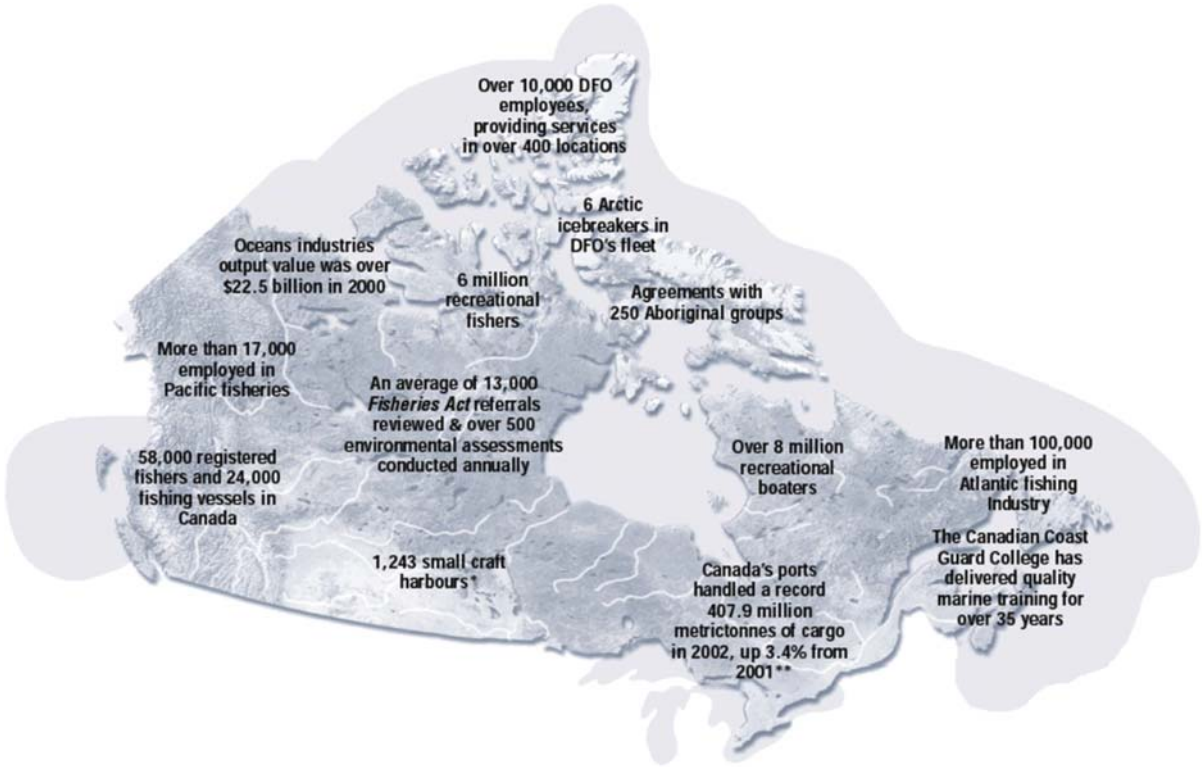

Figure A-2 DFO Clients and Services

Note. From Fisheries and Oceans Canada, *2008, 2005-2010 Strategic Plan: Our Waters, Our Future*. Retrieved March 24, 2009, from http://www.dfo-mpo.gc.ca/dfo-mpo/plan-eng.htm

More specifically, DFO has authority under the Oceans Act, the Fisheries Act, and the Species at Risk Act to:

- work with security forces to ensure the security of Canada's waterways;
- help with ship-to-shore communication, navigation, and clear passageways for safe water travel;
- study, preserve, and protect aquatic ecosystems;
- conduct scientific research on Canada's ocean and aquatic resources;
- manage the commercial, recreational, and Aboriginal fisheries;

- issue licences to fishermen;
- support a sustainable aquaculture industry;
- maintain a network of harbours;
- enforce environmental standards and regulations;
- provide hydrographic services;
- respond to oil spills; and
- protect the health of Canada's waterways.

DFO maintains a network of 1 010 commercial fishing harbours and 233 recreational harbours for a total of 1 243 harbours across Canada. Of the commercial fishing harbours, 686 are managed by Harbour Authorities under DFO's Small Craft Harbours Program. The Harbour Authority concept was introduced in 1987 when local, not-for-profit organizations managed by a board of directors and members was given responsibility for the day-to-day management and operation of these harbours.

Each Harbour Authority has the independence of a private business in its daily operations and management structure and carries out numerous duties including:

- keeping harbour facilities in good repair;
- providing services to harbour users;
- establishing and enforcing harbour rules; and
- keeping harbours safe and responsive to community needs by maintaining lighting systems, launch ramps, fuelling stations, and breakwaters.

DFO also has responsibility for the CCG which operates as a Special Operating Agency of DFO.

FISHERIES AND OCEANS CANADA (DFO) ADMINISTRATIVE REGIONS

DFO is divided into six administrative regions:

- Central and Arctic Administrative Region,
- Gulf Administrative Region,
- Maritimes Administrative Region,
- Newfoundland and Labrador Administrative Region,
- Pacific Administrative Region, and
- Quebec Administrative Region.

All of DFO's administrative regions carry out some or all of the following activities:

- CCG services,
- Canadian Hydrographic Service (CHS),
- environmental science,
- inland waterways research,
- fisheries and aquaculture management,
- oceans and environment research,
- corporate services and human resources,
- communications,
- fish habitat and enhancement, and
- treaty and Aboriginal programs.

Figure A-3 Regions Fisheries and Oceans

Note. From Fisheries and Oceans Canada, *Regions*. Retrieved March 24, 2009, from http://www.dfo-mpo.gc.ca/regions-eng.htm

THE CENTRAL AND ARCTIC ADMINISTRATIVE REGION

The Central and Arctic Administrative Region is the largest DFO region and includes:

- 71 percent of Canada's coastline,
- 67 percent of Canada's fresh waters,
- 65 percent of Canada's marine waters,
- 64 percent of Canada's area, and
- 55 percent of Canada's population.

In addition to pleasure boaters and recreational fishers, this region also supports a significant proportion of commercial shipping in Canada through the Great Lakes.

The Great Lakes, in addition to being an important commercial and recreational waterway, represent the water supply for over 30 million people in Canada and the United States.

One important branch of this region of DFO is the Arctic Research Division that provides information to support the management of Arctic fisheries resources and fish habitat to DFO and its Aboriginal partners.

The Great Lakes Laboratory for Fisheries and Aquatic Sciences (GLLFAS) is a research division of the Central and Arctic Region. GLLFAS staff and projects are loosely organized into four groups to conduct scientific research on fish habitat, food web dynamics, fisheries production and ecotoxicology.

The Science Directorate in the Central and Arctic Region provides knowledge, products and scientific advice on Canadian aquatic ecosystems. In the Central and Arctic Region, the five Divisions of the Science Directorate are: Arctic Research, Canadian Hydrographic Service, Environmental Science, the Great Lakes Laboratory for Fisheries and Aquatic Sciences and the Sea Lamprey Control Program.

DFO has 1 200 employees to serve Canadians in the Central and Arctic Administrative Region.

THE GULF ADMINISTRATIVE REGION

The Gulf Region is made up of all the waters of the Gulf of St. Lawrence next to the eastern coast of New Brunswick, the Northumberland Strait coast of Nova Scotia and western Cape Breton island as well as all of Prince Edward Island. These waters represent about 1 percent of Canada's total but account for approximately 15 percent of the total catch of the Canadian fisheries.

The central office for this region is in Moncton, New Brunswick. Smaller geographical offices are located in New Brunswick, Nova Scotia and Prince Edward Island, which are independently managed with support from the central office. This region manages 118 harbour authorities and serves approximately 12 000 commercial fishers, nearly 40 percent of whom are French-speaking. The Gulf Administrative Region is the coordinating centre for the fishing activities of three DFO regions (Gulf, Quebec, Newfoundland) in the Gulf of St. Lawrence.

This is the only region of DFO to have been designated bilingual and approximately half its staff members are bilingual.

DFO has 400 employees to serve Canadians in the Gulf Administrative Region.

THE MARITIMES ADMINISTRATIVE REGION

This region, also referred to as the Scotia-Fundy Fisheries Management Sector, includes all areas of Nova Scotia and New Brunswick not served by the Gulf Administrative Region and is one of the larger and more diverse of all the regions. The region offers services to:

- commercial fishers and their associations,
- Aboriginal fishers of 16 First Nations,
- ports for national and international shipping,
- aquaculture industries,
- recreational boaters, and
- academic institutes.

DFO has 2 100 employees to serve Canadians in the Maritimes Administrative Region.

NEWFOUNDLAND AND LABRADOR ADMINISTRATIVE REGION

The Newfoundland and Labrador Region falls within the borders of the province of Newfoundland and Labrador. The coast of Newfoundland and Labrador is made up of thousands of islands, coves and bays with an estimated total length of 28 956 km. Of this total, the island of Newfoundland's coastline is approximately 11 548 km, Labrador's coastline is about 8 172 km and the coastline of minor island groups totals 9 236. Canadian sovereign territory extends 380 km from the coast of the province resulting in an ocean area off the province's coastline of approximately 1.1 million square kilometres. Today, 90 percent of the province's population live within a few kilometres of the ocean.

DFO has the largest federal presence in Newfoundland and Labrador and is the only department with almost its entire budget and staffing committed to ocean-related activities.

Marine ecosystems are more at risk in the Newfoundland and Labrador Region, due to increased vessel traffic from coastal and offshore development.

DFO has 1 400 employees to serve Canadians in the Newfoundland and Labrador Administrative Region.

THE PACIFIC ADMINISTRATIVE REGION

The Pacific Region oversees the marine resources of over 27 000 km of coastline on Canada's west coast and the inland fisheries of the Yukon Territory. There are 37 offices and stations throughout British Columbia and the Yukon.

The region monitors 105 river systems in British Columbia and two river systems that this province shares with the Yukon in its attempts to protect the Pacific salmon.

DFO has 2 350 employees to serve Canadians in the Pacific Administrative Region.

THE QUEBEC ADMINISTRATIVE REGION

The Quebec Region falls within the borders of the province of Quebec and covers 6 000 km of coastline. This region is divided into three management areas:

- North Shore, stretching between Tadoussac and Blanc-Sablon. DFO has three offices located here to ensure that DFO's programs are implemented in order to maintain a sustainable fishing industry;
- Gaspe, stretching from Bic to Matapedia. The area is divided into four management areas that oversee the implementation of DFO's policies; and
- Magdalen Islands Archipelago, a group of 12 islands, located in the Gulf of St. Lawrence about 215 km off the Gaspe Peninsula.

The Gaspe region is home to the Maurice Lamontagne Institute, a research facility specializing in marine sciences.

DFO has 1 250 employees to serve Canadians in the Quebec Administrative Region.

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ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 6

EO C420.02 – DESCRIBE CIVILIAN MARITIME AGENCIES AND INSTITUTIONS

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 the Civilian Maritime Agencies and Institutions Information Sheets located at Attachments A–D.

Photocopy the handouts located at Attachments E and F for each cadet.

Research civilian maritime agencies and institutions and update this lesson as required.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate an interest in civilian maritime agencies and institutions.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have described civilian maritime agencies and institutions.

IMPORTANCE

It is important for cadets to describe civilian maritime agencies and institutions to become aware of the invaluable contribution they make to the commercial shipping industry, recreational boating and the training and certification of seafarers in Canada.

Teaching Point 1 **Conduct an in-activity where the cadets will describe civilian maritime agencies and institutions.**

Time: 25 min Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have cadets describe civilian maritime agencies and institutions.

RESOURCES

- Civilian Maritime Agencies and Institutions Information Sheets located at Attachments A–D (one per station),
- Civilian Maritime Agencies and Institutions Question Sheet located at Attachment E (one per cadet),
- Civilian Maritime Agencies and Institutions Bingo Card located at Attachment F (one per cadet),
- Civilian Maritime Agencies and Institutions Bingo Card Answer Key located at Attachment G,
- Pen / pencil (one per cadet),
- Highlighter (one per cadet),
- Stopwatch, and
- Whistle.

ACTIVITY LAYOUT

- Set up four learning stations around the perimeter of the classroom.
- Using the titles from Attachments A–D, label each station.
- Place a copy of the corresponding Civilian Maritime Agencies and Institutions Information Sheet located at Attachments A–D at each station.

ACTIVITY INSTRUCTIONS

1. Distribute the Civilian Maritime Agencies and Institutions Bingo Card to each cadet.
2. Distribute the Civilian Maritime Agencies and Institutions Question Sheet to each cadet.
3. Brief cadets on activity instructions, to include:
    a. time limit for each station (5 minutes),
    b. direction of rotation between stations (clockwise),
    c. signal for rotation (whistle blast),
    d. an explanation of how the cadets will use the bingo card and question sheet, to include:
        (1) reading questions that correspond with their learning station;
        (2) working as a group to find the correct answer on the bingo card;

(3) highlighting the correct answer square; and

(4) placing the appropriate question number in the square;

e. an explanation of how the bingo game will be played, to include:

(1) Groups have five minutes at each station to find their answers and must wait until the signal before moving to another station.

(2) When one group completes a vertical, horizontal or diagonal line and yells "bingo," the instructor will stop the activity and check the card.

(3) If it is a good bingo, the winning group will be awarded a prize at the end of the activity. If it is not a good bingo the activity will resume until a line is completed.

(4) The activity continues until one group completes a full card and yells "bingo" or until time is up.

(5) The instructor will verify the answers using the Civilian Maritime Agencies Bingo Card Answer Key located at Attachment G.

4. Divide the cadets into four groups: A–D.

5. Have groups move to the learning station that corresponds with their group letter.

6. Have the cadets complete the Civilian Maritime Agencies and Institutions Bingo Card as a group while rotating from station to station every five minutes.

It is important to circulate around the room to facilitate the activity and help the cadets as required. If possible, assign other instructors to aid with the supervision and facilitation.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

The cadets' completion of the Civilian Maritime Agencies and Institutions bingo activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Civilian maritime agencies and institutions make an invaluable contribution to all aspects of the maritime industry in Canada by certifying boaters, looking after the welfare of seafarers everywhere, providing training opportunities and ensuring the safe passage of vessels to their destination.

INSTRUCTOR NOTES / REMARKS

Nil.

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INFORMATION SHEET A

CANADIAN POWER AND SAIL SQUADRON

Canadian Power and Sail Squadron (CPS) is a non-profit organization that has been training boaters for 70 years and continues to play a major role in Canadian boating. It is a nationwide organization of recreational boaters with over 36 000 active members. CPS instructors help recreational boaters improve their:

- boating safety knowledge,
- vessel handling, and
- navigation skills.

Some of the courses and seminars available from CPS include:

- The Boating Course,
- Pleasure Craft Operator Card,
- Maritime Radio-ROC(M),
- Distress Signalling,
- Piloting,
- Navigating with GPS,
- Electronic Charting,
- RADAR for Pleasure Craft,
- Celestial Navigation,
- Weather,
- Extended Cruising, and
- Marine Maintenance.

The Mission of the CPS

The mission of the CPS is to increase awareness and knowledge of safe boating by educating and training members and the general public, by fostering fellowship among members and by establishing partnerships and alliances with organizations and agencies interested in boating.

History of the CPS

The CPS began in 1938, when three members of the Windsor Yacht Club in Ontario, heard about the United States Power Squadrons (USPS), enrolled in their courses and passed the USPS Junior Piloting Course. Later, along with other boaters, they formed the Windsor Power Squadron. Soon two other groups were formed in Ontario in Sarnia and London and in 1941, these three groups met in Chatham, Ont., to form the Canadian Power Squadrons.

The organization was incorporated by the Government of Canada on October 27, 1947, as the Canadian Power Squadrons with headquarters in Windsor, Ont. The CPS flag was approved and registered on June 14, 1948.

Soon many other areas became interested in the activities of the CPS and it became evident that a more centrally-located area would better serve the organization. Thus, at the first Annual General Meeting (AGM)

of the CPS, held at the Royal York Hotel, in Toronto, November 26, 1949, it was decided to relocate the headquarters to Toronto.

When the headquarters was transferred, it was not to a prestigious office complex, or even a warehouse, but to a member's garage in the west end of Toronto.

At the next AGM in Hamilton, reports indicated that the organization was expanding and membership doubled within a year as existing Squadrons were growing and new units were being formed in Ottawa and Montreal.

It became necessary to again reorganize, and in 1958,the headquarters was moved to the back of a barber shop on Royal York Road in Toronto. It was here that the CPS hired its first paid manager and clerk and permanent membership records were initiated, which though not used today, are in the CPS archives.

In 1951, the Toronto Squadron published the first edition of "The Port Hole" as a news sheet consisting mainly of Squadron reports from within the organization at that time. Later it became the official publication of the CPS and remains its most important means of communicating with its members. It is now published as an insert in Canadian Yachting and designed in-house at the headquarters.

Although the expansion was chiefly throughout Ontario and Quebec, in 1955 Vancouver organized its first squadron followed by more squadrons across British Columbia and elsewhere.

Over the next few years, the growth of the CPS continued at a good pace with French speaking squadrons emerging. In 1964, it was recommended by the Governing Board that the CPS acquire its own building as a new headquarters since the membership, then close to 10 000, could not be adequately served from its present location.

After extensive research into both finance and location, a site was purchased in suburban Scarborough, Ontario with the lot costing approximately $10 000 and the proposed building $45 000. The new headquarters, financed through loans and gifts from local Squadrons, opened for business in September 1965 and although renovated numerous time remains the headquarters of the CPS.

The CPS has attained a reputation as:

- the largest organization of its kind in the world, on a per capita basis,
- an important educational boating authority in Canada,
- a consultant with Canadian Coast Guard, and
- an advisor to the Canadian Hydrographic Service.

Many local law enforcement agencies and municipal authorities regularly consult the CPS on matters of training and navigational hazards. Training has been given by CPS members across Canada to such organizations as the Boy Scouts, Sea Cadets, law enforcement agencies and some instruction, has even been given to correctional institutions.

At the 1985 AGM in Vancouver, the membership approved a change of name to more accurately reflect the function of the CPS as "Sail and Power" and to recognize bilingualism as an important part of its educational responsibility. Thus, the name became Canadian Power and Sail Squadrons/Escadrilles canadiennes de plaisance (CPS-ECP).

INFORMATION SHEET B

SEAFARERS' MISSIONS

The seafarers' life can be filled with danger and loneliness as they sail the world's oceans at the mercy of the elements and isolated from family for long periods of time. Seafarers have always had special needs because of the nature of their occupation. In the middle 1800s, various organizations were developed, at first in England and later to ports worldwide, to provide services to seafarers when they were in port. These organizations were called missions because of their religious affiliations and are still mainly referred to as such today as they continue to cater to the needs of seafarers around the globe.

"Seafarers themselves describe their lives at sea as being in prison, lonely and a sacrifice to provide better living conditions and opportunities for their families." (http://www.sirc.cf.ac.uk?The%20Sea186%20mar-apr%2007.pdf)

There are numerous missions to seafarers throughout the world including:

- Mission to Seafarers,
- Apostleship of the Sea (Stella Maris),
- International Maritime Ministry Association,
- Sailors' Society,
- German Seaman's Mission, and
- The North American Maritime Ministry Association.

In any given year these seafarers' missions:

- welcome over 1 million seafarers to mission centres;
- provide 175 000 free international phone calls;
- handle 500 seafarer welfare cases;
- handle 650 seafarer justice cases;
- distribute 2 000 Bibles and Christian leaflets in different languages;
- conduct 75 000 ship visits;
- visit 800 seafarers in hospital;
- provide transport for 280 000 seafarers, and
- hold 1 950 church services attended by 10 000 seafarers.

Seafarers' Missions—History

Since their beginning, the seafarers' missions have undergone major changes. The change from sail to steam in the late 1800s and the early 1900s, meant that ships could dock at the quayside because they no longer had to anchor at sea waiting for a favourable wind. This meant there was a need for somewhere for the seafarers to go while ashore and gradually mission centres opened so that the seafarers could be offered services, such as:

- light refreshments,
- reading and games rooms,
- good cheap accommodation, and
- a chapel.

Unfortunately, not every port could provide such basic services and often seafarers were victimized by a practice known as crimping. Instead of receiving their wages on board ship, they were paid a few days later at the shipping company offices. During those three or four days, people known as crimps, provided the seafarer with money, alcohol, food and lodgings in the name of hospitality. However, when pay-day arrived, the crimp demanded payment for these services, which in most cases took all of the seafarers' pay and they were forced to ship out again.

One of the earliest victories of the seafarers' missions was to help put an end to crimping by successfully pressuring for a Transfer of Wages Plan, whereby seafarers were supplied with a rail ticket and some money after leaving their ship but would receive the bulk of their wages at home via a money order.

In the 1960s and 1970s changes began to take place in the shipping industry which had enormous repercussions for both seafarers and the missions, as the ships became larger and more specialized and containerization became widespread. In the 1970s, quicker turnaround times and the increasing practice of flying seafarers to their ships—which cut out lengthy waiting periods in ports—meant there was less need for accommodation at mission centres because there was now little time for seafarers to spend ashore. Seafarers now needed:

- a place close to the ship where they could relax for a few hours ashore,
- a small canteen from which to purchase personal items, swap books and perhaps videos, and
- access to a phone to contact home.

Consequently, the missions now opened small clubs, on or near the docks, with comfortable lounges and plenty of phone lines instead of having big clubs in the centre of town with overnight accommodation, canteens and even dance halls.

By the 1980s and 1990s, changes in the world economy brought a huge change in the nationalities of seafarers. Previously the merchant navies that carried the world’s cargoes had been mainly from the Western world but now two thirds of the world’s seafarers come from developing countries such as India, Malaysia, the Philippines and China. Also at this time "flag of convenience" shipping was expanding and thriving as ship owners in the traditional maritime nations increasingly registered or "flagged-out" their ships to foreign countries in order to cut costs by employing crews from low-wage developing countries where men were glad to find employment on any terms. A significant number of these ships sailed with untrained crew members who were receiving inadequate wages and working in dangerous conditions.

As a result of these practices, seafarers' missions became as much concerned with justice issues as with social issues and tasked people specifically to look after abuses, such as:

- the non-payment of wages,
- denial of medical treatment, and
- unsafe working conditions for seafarers.

Shortly thereafter, the International Transportation Federation and shipowners signed a special agreement specifying the working conditions for seafarers working aboard flag of convenience vessels.

Missions for Seafarers—The Future

The challenge for seafarers' missions in the future is how best to continue serving people of many different cultures and faiths, who face physical, cultural and social isolation. Feedback surveys regarding working and living conditions completed in 2005 by seafarers identify the following concerns:

- lack of or adequate shore leave,
- lack of information about ports,
- restrictions by port authorities,
- lack of transportation to shops and mission centres,
- inadequate access to phones and cheap phone cards,
- infrequent visits from shore based mission personnel,
- lack of email and internet services aboard ship and ashore, and
- lack of recreational facilities or activities aboard ship.

Of the concerns listed above free transportation from their ships and telephone services available 24 hours a day are the most important to seafarers. Seafarers' missions are adjusting their work to take account of changing conditions and some are undertaking their own study to enable it to improve its welfare services to seafarers.

The Canadian cities of Halifax, Hamilton, Montreal, Saint John, Thunder Bay, Toronto and Vancouver have missions to Seafarers centres.

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INFORMATION SHEET C

MARINE INSTITUTIONS AND COLLEGES

Modern shipping is made up of companies from around the world with employees from virtually every nationality as seafarers or shore-based workers. Consequently, international competence standards for seafarers are determined by the International Maritime Organization (IMO) of the United Nations (UN) and ships' crews, regardless of nationality are trained and qualified in accordance with global standards.

Under the Canada Shipping Act, 2001 (CSA 2001), Transport Canada has the responsibility for the examination and certification of seafarers in Canada and ensuring that they comply with international standards. Part of Transport Canada's responsibility is to provide the opportunity for seafarers to attend education and training institutions so that they receive the appropriate certification in accordance with the Standard for Training, Certification and Watchkeeping (STCW) of the IMO.

To accomplish this, Transport Canada has approved numerous courses which meet national and international maritime standards, in the following categories:

- entry level career options,
- customized training for industry needs,
- certification,
- safety, and
- proficiency and career development.

Transport Canada also approves and conducts, through its schools, numerous simulation and practical courses including:

- Simulated Electronic Navigation (SEN) I and II,
- Propulsion Plant Simulation Level I and II,
- Global Maritime Distress and Safety Systems (GMDSS),
- Marine Emergency Duties (MED),
- Marine First Aid,
- Automatic Radar Plotting Aids, and
- Visual Bridge Team Training (BRM).

To bring the Canadian certificates in line with changes in the international requirements, Industry Canada in collaboration with Transport Canada has established specific marine radio-communication certificates including:

- Global Maritime Distress and Safety System ,
- Industry Canada Certificate,
- Restricted Operator's Certificate-Maritime Commercial, and
- Industry Canada Certificate.

A complete list of Transport Canada approved courses and institutions can be found at http://www.tc.gc.ca/marinesafety/tp/tp10655/menu.htm

To adequately train seafarers, Transport Canada has designated numerous institutes and colleges to deliver its programs, including:

- Canadian Coast Guard College, situated in Sydney, Nova Scotia on Cape Breton Island,
- L'institute Maritime du Quebec, situated in Rimouski, Quebec,
- Georgian College, Owen Sound Campus, situated in Owen Sound, Ontario,
- Marine Institute in St. John's, Newfoundland and Labrador,
- Nova Scotia Community College, 2003, situated in Pictou and Shelbourne, Nova Scotia and with a Nautical Institute situated in Port Hawkesbury, Nova Scotia,
- BCIT - Pacific Marine Trainiong Campus, situated in Vancouver, British Columbia and
- Holland College Marine Center situated in Charlottetown and Summerside, Prince Edward Island.

In addition to these institutes and colleges, Transport Canada has approved a number of smaller schools, colleges and client sites through which its programs can be delivered.

The domestic and international shipping industry is vitally important to Canada. The shipping industry transports 90 percent of the world's trade and ships move from country to country as part of their normal trading pattern. Ships may be owned in one country, managed from another, registered in a third country and crewed by seafarers from one or more others.

Approximately one and a quarter million seafarers are employed worldwide in shipping. Canadians continue to train for maritime careers for numerous reasons, including:

- good wages,
- early career advancement,
- the opportunity to travel,
- career flexibility and security, and
- the opportunity to do something useful and different.

Undoubtedly, the marine institutions, colleges, schools and client sites continue to provide training so that Canadians are able to take part in the domestic and international shipping industry.

INFORMATION SHEET D

PILOTAGE AUTHORITIES

Marine Pilotage

For centuries, maritime shipping has been the dominant form of transportation for global trade. In marine transportation, vessels are always expected to complete their voyages safely and without delay. The continuing increase in marine traffic has increased the potential for catastrophic marine accidents and serious damage to life, property and the environment.

Human error has been identified as the key causal factor in marine accidents with a ratio that varies from 75–96 percent and an 85 percent average.

Pilots and pilotage services are one of the most important elements of safety in narrow waterways and ports. Due to their training for a specific area and their experience gained during everyday operations, pilots can minimize human error.

Marine Pilotage involves:

- directing and controlling the movement of a vessel through near-shore and inshore waters unfamiliar to the ship's master; or
- providing navigation advice to the master for this purpose.

The pilot is expected to use their in-depth knowledge of local geography and climate and traffic patterns to ensure the vessels' safe passage through narrow waterways.

The captain always remains in command and is ultimately responsible for the safe navigation of the vessel, including the actions of the pilot.

Pilotage Authorities

Pilotage in Canada is regulated and administered under the Pilotage Act by regional pilotage authorities. The Pilotage Act, which was proclaimed February 1, 1972, created four pilotage regions with specific authorities, thereby replacing a large number of local pilotage districts. The four pilotage authorities are:

- Atlantic Pilotage Authority,
- Laurentian Pilotage Authority,
- Great Lakes Pilotage Authority, and
- Pacific Pilotage Authority.

These are Crown corporations, responsible to Parliament through the Minister of Transport.

Organization

Each pilotage authority is divided into:

- an administration division which provides administrative and financial services as required to operate within accepted corporate business procedures, and

- an operations division which provides pilotage services by assigning and dispatching qualified pilots to ships navigating within the boundaries of the pilotage authority.

Responsibilities of Pilotage Authorities

The role of the authority is to establish, operate, maintain and administer, in the interest of safety, an efficient and economical pilotage service within its geographical boundaries. As a further goal, the authority determines fees for pilotage services that are fair, reasonable and high enough to permit the authority to operate on a self-sustaining financial basis.

As well, the authoritys' responsibilities include:

- hiring and training of mariners to become pilots;
- licensing of pilots (including establishing standards and examinations);
- issuing of pilotage certificates;
- dispatching of pilots;
- provision of pilot boat services;
- establishment of compulsory, and non-compulsory, pilotage areas;
- prescription of ships, or classes of ships that are subject to compulsory pilotage and the circumstances under which this may be waived;
- negotiating with pilots their employment terms and conditions; and
- setting tariffs.

CIVILIAN MARITIME AGENCIES AND INSTITUTIONS QUESTION SHEET

	Information Sheet A
1.	The location of the first Canadian and Power Sail Squadron in Canada.
2.	One mission of the Canadian Power and Sail Squadrons.
3.	Three areas of boating which the Canadian Power and Sail Squadrons help boaters improve.
4.	The location of the headquarters of the Canadian Power and Sail Squadrons.
5.	The name of the official publication of the Canadian Power and Sail Squadrons.
6.	One course available from the Canadian Power and Sail Squadrons.
7.	An important educational boating authority in Canada.
	Information Sheet B
8.	When seafarers' missions were first organized?
9.	The name of one seafarers' mission.
10.	One major concern of seafarers today.
11.	The practice of cheating seafarers out of their pay by having them pay for free services.
12.	The practice of registering a ship in a foreign country to cut costs.
	Information Sheet C
13.	The international organization that regulates the shipping industry.
14.	A simulation course conducted by Transport Canada.
15.	A Transport Canada designated institution to train seafarers.
16.	The percentage of world trade carried by ships.
17.	The agency that regulates shipping in Canada.
18.	One reason to train for a maritime career.
	Information Sheet D
19.	The name of one pilotage authority in Canada.
20.	The two divisions of each pilotage authority.
21.	One of the most important elements of safety in narrow waterways.
22.	One type of knowledge marine pilots are expected to use.
23.	The most important factor in marine accidents.
24.	One aspect of marine pilotage.

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CIVILIAN MARITIME AGENCIES AND INSTITUTIONS BINGO CARD

Windsor, Ontario	Canadian Power and Sail Squadrons	Visual Bridge Team Training	Flag of convenience	Telephone services around the clock
Pilotage	Sailor's Society	Human error	To educate and train recreational boaters	Marine Institute
Scarborough, Ontario	Transport Canada		United Nations	1800s
Crimping	Local geography	Boating safety, vessel handling, navigation	Laurentian	The Port Hole
Early career advancement	Navigating with GPS	Ninety	Administration and operation	Controlling the movement of a vessel through near-shore and inshore waters

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CIVILIAN MARITIME AGENCIES AND INSTITUTIONS BINGO CARD ANSWER KEY

Windsor, Ontario (1)	Canadian Power and Sail Squadrons (7)	Visual Bridge Team Training (14)	Flag of convenience (12)	Telephone services around the clock (10)
Pilotage (21)	Sailors' Society (9)	Human error (23)	To educate and train recreational boaters (2)	Marine Institute (15)
Scarborough, Ontario (4)	Transport Canada (17)		United Nations (13)	1800s (8)
Crimping (11)	Local geography (22)	Boating safety, vessel handling, navigation (3)	Laurentian (19)	The Port Hole (5)
Early career advancement (18)	Navigating with GPS (6)	Ninety (16)	Administration and operation (20)	Controlling the movement of a vessel through near-shore and inshore waters (24)

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ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 5

EO C420.07 – DESCRIBE D-DAY AND THE BATTLE OF NORMANDY

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-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

Prepare a slide of Attachments A and B.

Photocopy Attachments C and D for each cadet.

A guest speaker may be brought in to conduct this lesson.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TP 1 as it is an interactive way for the cadets to describe the importance of D-Day and the Battle of Normandy.

An interactive lecture was chosen for TP 2 as it allows the instructor to identify the importance of D-Day commemorative events and to generate interest among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have described D-Day and the Battle of Normandy.

IMPORTANCE

It is important for cadets to describe D-Day and the Battle of Normandy so that people and events can be remembered.

Teaching Point 1 **Conduct an in-class activity where the cadets will describe D-Day and the Battle of Normandy.**

Time: 20 min Method: In-Class Activity

Present the following information on D-Day and the Battle of Normandy before starting the activity in this TP.

D-Day and the Battle of Normandy

The Second World War was spreading across Europe for almost five years and Germany had conquered most of the European continent. The only thing separating the Germans from Great Britain was the English Channel. On June 6, 1944, the allied navies (Canadian, British, and American) brought a fleet from England to France. Their role was to cross the English Channel and invade one of the five beaches to free Europe from Nazi Germany. The Americans had Utah and Omaha Beaches, the British had Gold and Sword Beaches and the Canadians had Juno Beach.

D-Day was the beginning of the Normandy Campaign and is referred to as the greatest seaborne invasion in history because it targeted 80 km of beach along the Normandy coast.

Show the slide of the Normandy Beach map located at Attachment A to illustrate the geographical area.

Show the slide of Canadian Units Landing on Juno Beach located at Attachment B.

Operation Neptune. The name representing the naval portion of the D-Day offensive.

The Royal Canadian Navy (RCN) vessels heading for Juno Beach included:

- HMCS ALGONQUIN,
- HMCS SIOUX,
- HMCS PRINCE HENRY,
- HMCS PRINCE DAVID,
- 4th, 14th and 16th Canadian Minesweeping Flotillas, and
- RCN landing craft.

Destroyers escorting the flotilla were HMCS HAIDA and HMCS HURON.

All together, there were about 155 000 soldiers, 5 000 ships and landing craft, 50 000 vehicles and 11 000 planes. Canada contributed 14 000 soldiers to land on Juno Beach. The overtaking of the beaches

began at 0600 hours. Two hours later, the German defences at Juno beach were defeated. The troops then pushed inland to capture the city of Caen. The city of Caen was a German communications centre.

Crossing the English Channel was a major obstacle in the mission. A long flexible pipe called "Pluto" was built to carry fuel under the sea from England to Normandy.

One of Canada's greatest victories was on D-Day in 1944. During the first six days of the Normandy Campaign, 1 017 Canadians died. The Normandy Campaign, also known as Operation Overlord, continued for two and a half months. Allied casualties (killed, wounded and captured) totalled 210 000. Canadian casualties totalled more than 18 000, including more than 5 000 dead.

"D-Day" was a military term used to signify the launch of any significant operation. It was only after the Normandy invasion that the term reflected a particular mission.

For example, the days before and after D-Day were referred to as, D minus three for three days before a mission and D plus one to reflect a day after a mission.

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets describe D-Day and the Battle of Normandy.

RESOURCES

- Canada Remembers handout located at Attachment C,
- D-Day and the Battle of Normandy Worksheet located at Attachment D, and
- D-Day and the Battle of Normandy Answer Key located at Attachment E.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide cadets into groups of two or three.
2. Distribute the Canada Remembers handout located at Attachment C and the D-Day and the Battle of Normandy Worksheet located at Attachment D to each cadet.
3. Have the cadets work with their group to complete the D-Day and the Battle of Normandy Worksheet using the Canada Remembers handout.
4. Use the D-Day and the Battle of Normandy Answer Key located at Attachment E to review the answers with the cadets.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2 **Identify international, national and provincial D-Day commemorations.**

Time: 5 min Method: Interactive Lecture

INTERNATIONAL COMMMEMORATIONS

Juno Beach Centre. Canada's first D-Day memorial opened in Normandy, France on June 6, 2003. It displays the D-Day contribution of Canadian soldiers on the beach where 1 200 died. The centre has Canadian guides to lead special walking tours of the beach.

Visit www.junobeach.org for an on-line tour.

English Channel. In 2004 there was a symbolic English Channel crossing from Portsmouth, England, to Normandy, France. A navy patrol frigate, HMCS CHARLOTTETOWN, joined other allied ships and escorted a ferry, the *Normandie*, carrying veterans. The flotilla dropped anchor off the coast of Arromanches, France.

NATIONAL COMMEMORATIONS

Canadian National War Memorial. Although it was designed to commemorate those who died in the World War I (WW I), the Memorial was not unveiled until 1939, months before the Second World War began. King George VI unveiled the Memorial during his 1939 visit, the first time a reigning monarch had come to Canada. The dates commemorating the Second World War (1939–1945) and the Korean War (1950–1953) were added in 1982.

Annual Commemoration in Ottawa. Canadians commemorate D-Day at the Canadian National War Memorial. As part of the ceremony, serving members of the Canadian Forces (CF) make a five-mile march from Dows Lake to the National War Memorial, commemorating the distance the Canadian units advanced on D-Day.

Peace Tower. The Peace Tower is joined to the Centre Block in the Parliament buildings in Ottawa and stands 92.2 m tall. It was built to commemorate the end of World War I (WW I) and contains the Book of Remembrance, which lists all the soldiers who died fighting for Canada in wars such as WW I, WW II, the Korean War, the Boer War and the Nile Expedition.

Canadian War Museum. Visitors hear first-hand accounts of D-Day and the Normandy Campaign. Veterans volunteer to share their memories and answer questions at the museum on June 6 each year.

PROVINCAL COMMEMORATIONS

Provincial commemorations are similar to national commemorations except that they take place at war memorials in provincial capital cities rather than in Ottawa, Ont.

Local commemorations are community-based events, usually organized by the Royal Canadian Legion or some other community organization and may include a parade to the local war memorial as well as other rituals of commemoration.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What is the name of Canada's first D-Day memorial and where is it located? When did it open?

Q2. What is significant about the English Channel?

Q3. What evidence is there to show that Canadians commemorate D-Day?

ANTICIPATED ANSWERS:

A1. Juno Beach Centre located in Normandy, France. It opened June 6, 2003.

A2. Crossing the English Channel was a major obstacle during the D-Day operation. The flotilla left England and landed on the beaches of Normandy, France.

A3. National fixtures include the Canadian National War Memorial, the Peace Tower, and the Canadian War Museum. On the anniversary of D-Day, Canadians make a five-mile march to the National War Memorial, commemorating the distance the Canadian units advanced on D-Day.

END OF LESSON CONFIRMATION

The cadets' participation in the activity and interactive lecture will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important to have knowledge of our military history in order to appreciate our freedom and quality of life today. Commemorations of historic events help preserve Canadian heritage. The sacrifice Canadians made on Juno Beach contributed greatly to the allies' final victory over Germany, ending WW II.

INSTRUCTOR NOTES / REMARKS

A guest speaker may be brought in to conduct this lesson.

REFERENCES

C1-192 Juno Beach Centre. (2004). *D-Day: June 6, 1944*. Retrieved March 30, 2009, from http://www.junobeach.org

C1-193 Roland, R. (2003). *D-Day: Canada's role*. CBC News Online. Retrieved March 31, 2009, from http://www.cbc.ca/news/dday/

C1-194 Department of Canadian Heritage. (2003). *Democracy at war: Canadian newspapers and the Second World War*. Retrieved March 31, 2009, from http://www.warmuseum.ca

C1-220 Veterans Affairs Canada. (2004). *D-Day and the Battle of Normandy*. Retrieved March 31, 2009, from http//:www.vac-acc.gc.ca/youth/sub.cfmsource=feature/normandy04/norm-educators/

NORMANDY BEACH

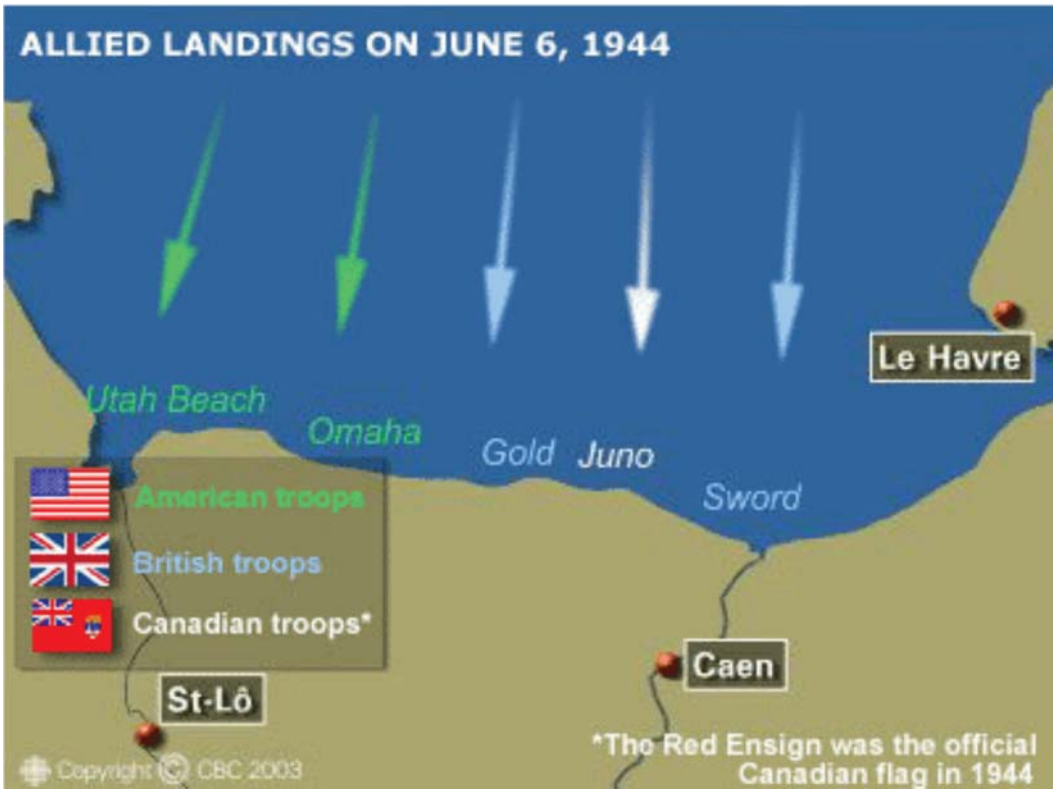

Figure A-1 Normandy Beach

Note. From *D-Day Canada's Role, by* Roland, R. (2003). Retrieved March 31, 2009 from http://www.cbc.ca/news/dday/

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CANADIAN UNITS LANDING AT JUNO BEACH

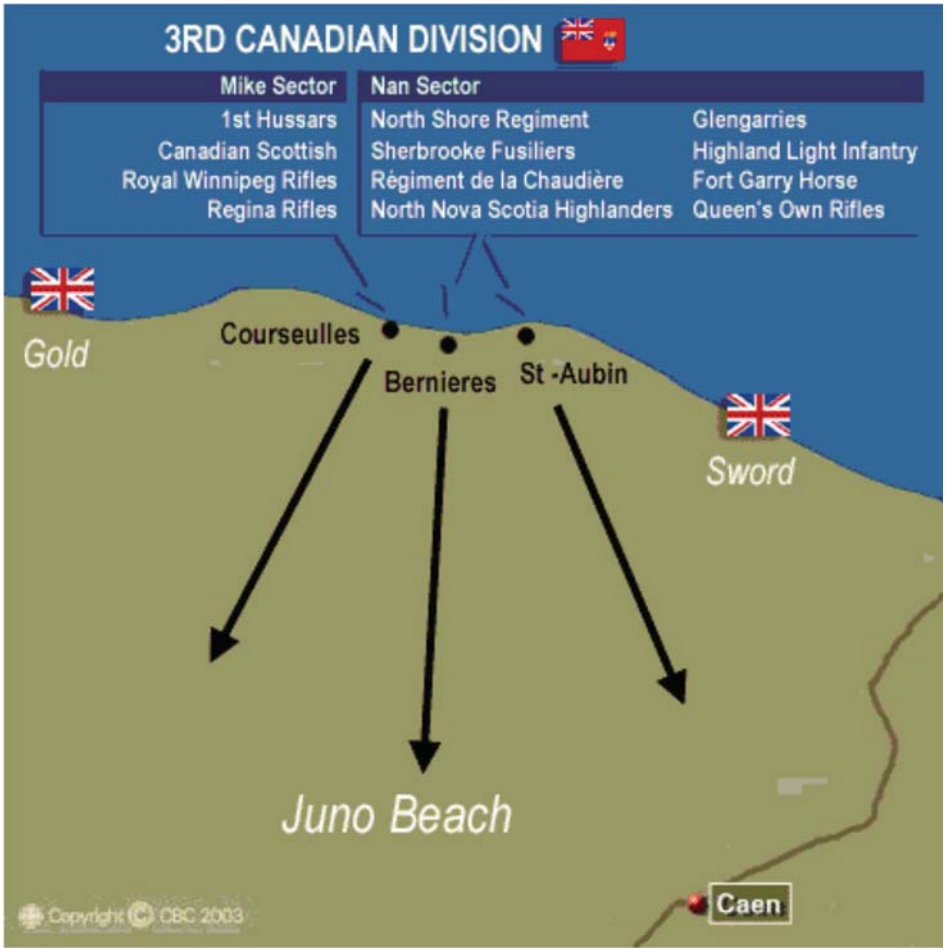

Figure B-1 Canadian Units

Note. From *D-Day Canada's Role, by* Roland, R. (2003). Retrieved March 31, 2009 from http://www.cbc.ca/news/dday/

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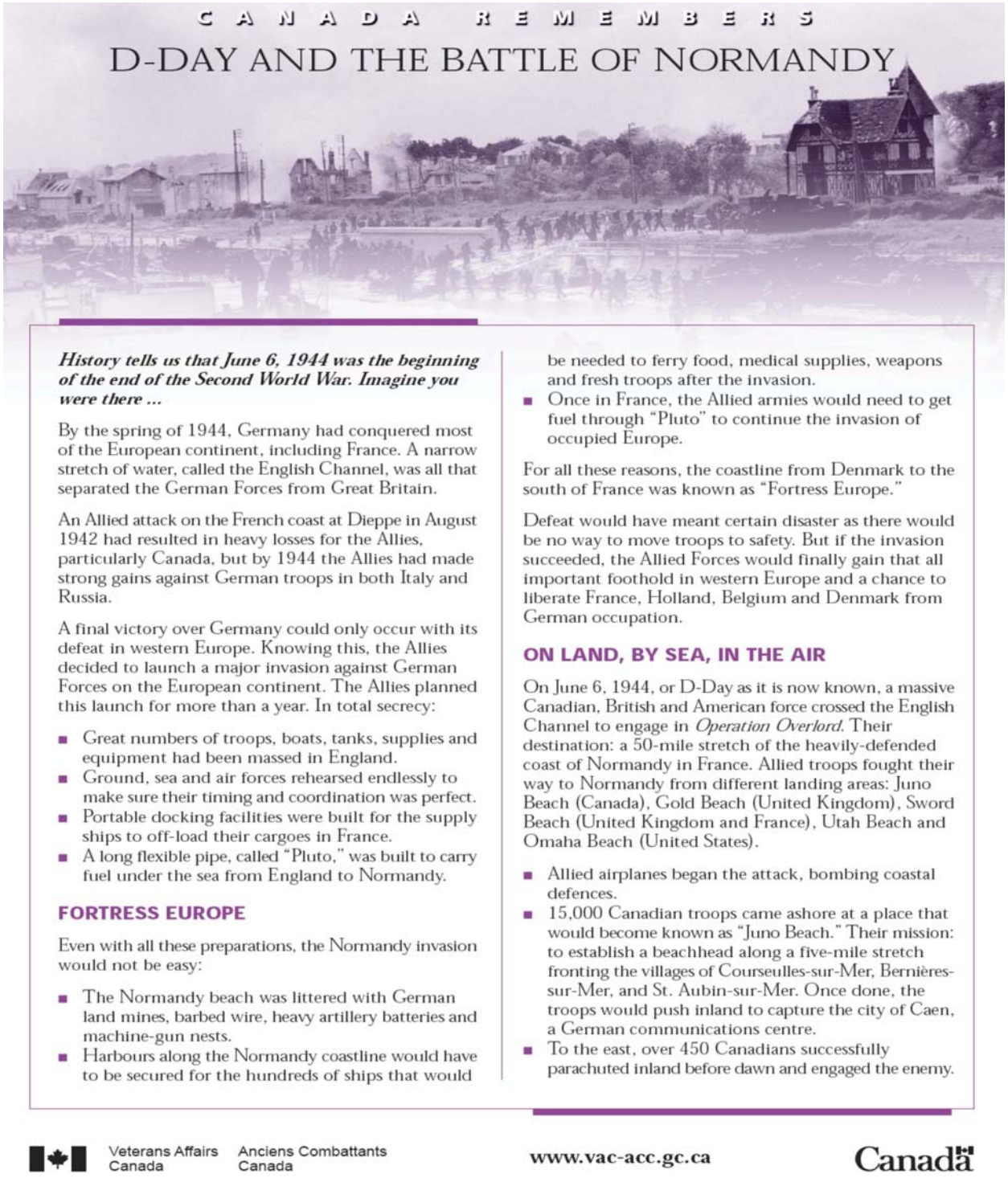

C A N A D A R E M E M B E R S

D-DAY AND THE BATTLE OF NORMANDY

History tells us that June 6, 1944 was the beginning of the end of the Second World War. Imagine you were there ...

By the spring of 1944, Germany had conquered most of the European continent, including France. A narrow stretch of water, called the English Channel, was all that separated the German Forces from Great Britain.

An Allied attack on the French coast at Dieppe in August 1942 had resulted in heavy losses for the Allies, particularly Canada, but by 1944 the Allies had made strong gains against German troops in both Italy and Russia.

A final victory over Germany could only occur with its defeat in western Europe. Knowing this, the Allies decided to launch a major invasion against German Forces on the European continent. The Allies planned this launch for more than a year. In total secrecy:

- Great numbers of troops, boats, tanks, supplies and equipment had been massed in England.
- Ground, sea and air forces rehearsed endlessly to make sure their timing and coordination was perfect.
- Portable docking facilities were built for the supply ships to off-load their cargoes in France.
- A long flexible pipe, called "Pluto," was built to carry fuel under the sea from England to Normandy.

FORTRESS EUROPE

Even with all these preparations, the Normandy invasion would not be easy:

- The Normandy beach was littered with German land mines, barbed wire, heavy artillery batteries and machine-gun nests.
- Harbours along the Normandy coastline would have to be secured for the hundreds of ships that would be needed to ferry food, medical supplies, weapons and fresh troops after the invasion.
- Once in France, the Allied armies would need to get fuel through "Pluto" to continue the invasion of occupied Europe.

For all these reasons, the coastline from Denmark to the south of France was known as "Fortress Europe."

Defeat would have meant certain disaster as there would be no way to move troops to safety. But if the invasion succeeded, the Allied Forces would finally gain that all important foothold in western Europe and a chance to liberate France, Holland, Belgium and Denmark from German occupation.

ON LAND, BY SEA, IN THE AIR

On June 6, 1944, or D-Day as it is now known, a massive Canadian, British and American force crossed the English Channel to engage in *Operation Overlord*. Their destination: a 50-mile stretch of the heavily-defended coast of Normandy in France. Allied troops fought their way to Normandy from different landing areas: Juno Beach (Canada), Gold Beach (United Kingdom), Sword Beach (United Kingdom and France), Utah Beach and Omaha Beach (United States).

- Allied airplanes began the attack, bombing coastal defences.
- 15,000 Canadian troops came ashore at a place that would become known as "Juno Beach." Their mission: to establish a beachhead along a five-mile stretch fronting the villages of Courseulles-sur-Mer, Bernières-sur-Mer, and St. Aubin-sur-Mer. Once done, the troops would push inland to capture the city of Caen, a German communications centre.
- To the east, over 450 Canadians successfully parachuted inland before dawn and engaged the enemy.

Veterans Affairs Canada Anciens Combattants Canada www.vac-acc.gc.ca Canada

Figure C-1 Fact Sheet

Note. From *Veterans Affairs Canada*. (2004). Retrieved March 31, 2009 from http//:www.vac-acc.gc.ca/youth/sub.cfmsource=feature/normandy04/norm-educators/dday-activity-menu

- Royal Canadian Air Force planes attacked other German beach defences and inland positions, while destroyers and supporting craft of the Royal Canadian Navy shelled German targets.
- 7,000 vessels of all types, including 284 major combat vessels, took part in *Operation Neptune*, the naval portion of the D-Day offensive.
- Over 4,000 heavy and medium bombers, plus some 3,700 fighters and fighter bombers, attacked beach defences and inland targets.

A HARD-WON VICTORY

Many Canadian soldiers in the Normandy campaign were young and new to battle. But their courage and skill meant they often helped to lead the Allied advance against a determined enemy. It paid off:

- Despite fierce German opposition at Juno Beach, Canadians captured three shoreline positions and established themselves near the village of Creully.
- Savage fighting in Normandy continued, as Canadian forces faced powerful German Panzer tank divisions in the struggle for Caen.

Through the summer of 1944, the fighting continued through choking dust and intense heat. The living conditions were terrible and the enemy was ruthless. Even with these conditions, the troops moved forward and on August 25, 1944, Paris was liberated by the Allies. This successfully completed the Normandy campaign. But it would be another nine months before the Allies achieved total victory in Europe.

THE COST OF BATTLE

Against terrible odds, the Canadians advanced against the best troops the enemy had, but victory would come at a terrible cost. Canadians suffered the most casualties of any division in the British Army Group. Many paid the ultimate sacrifice, with their lives, and lie buried in a place far from their homes and loved ones. Others returned home with injuries to body and mind that they carry to this day.

WE WILL REMEMBER THEM

Canada, as a nation, owes an everlasting debt of gratitude to the men and women who have served and continue to serve their country in times of war, military conflict and peace. Each year, on November 11, our nation pauses on Remembrance Day to remember those who served. During Veterans' Week, from November 5-11, Canadians turn their attention to recognizing the achievements and sacrifices of those who served and died for their country in the struggle for global peace.

THE LEGACY

The collective experiences and stories of Canada's Veterans who landed in Normandy in that summer of 1944 and fought through to the Falaise Gap and beyond provide Canadians with a proud and lasting legacy that will continue into our country's future. We must always remember those who served, and the fallen. We must help to keep alive the values they fought and died for - truth, justice, peace, freedom and diversity. These values guide much of what we do today and reflect our free and peaceful country.

NEED MORE INFO?

Please visit the Veterans Affairs Canada Web site at **www.vac-acc.gc.ca** to learn more about Canada's role in the Second World War. You can also learn the names of Canada's war dead from the Battle of Normandy. The names are in a special book called the *Second World War Book of Remembrance* which you can read on-line. The book, itself, is located in the Peace Tower in Ottawa.

CANADA REMEMBERS PROGRAM

The *Canada Remembers* Program of Veterans Affairs Canada encourages all Canadians, especially Canadian youth, to learn about the sacrifices and achievements made by all of those who served, and continue to serve, during times of war, military conflict and peace, and to become involved in remembrance activities that will help to preserve their legacy for future generations.

Figure C-2 Fact Sheet

Note. From *Veterans Affairs Canada*. (2004). Retrieved March 31, 2009 ,from http//:www.vac-acc.gc.ca/youth/sub.cfmsource=feature/normandy04/norm-educators/dday-activity-menu

D-DAY AND THE BATTLE OF NORMANDY WORKSHEET

Fill in the blanks.

1. The anniversary of D-Day is _____.
2. By spring of _____, Germany had conquered most of the _____ continent, including France.
3. A narrow stretch of water, called the _____separated the German forces from Great Britain.
4. The _____ decided to launch a major _____ against German Forces on the European continent.
5. _____ was built to carry fuel under the sea from England to _____.
6. The Normandy beach was littered with German _____, _____, heavy artillery batteries and machine-gun nests.
7. The coastline from Denmark to the south of France was known as_____.
8. The Battle of Normandy is also known as _____.
9. _____ Canadian troops came ashore at Juno Beach.
10. A German communications centre was located at the city of _____.
11. _____ refers to the naval portion of the D-Day offensive.
12. The Normandy campaign ended with the liberation of Paris on _____.
13. It would be another ____ months before Allies achieved total victory in Europe.

Match the following:

1. ___ Juno Beach
2. ___ Gold Beach
3. ___ Sword Beach
4. ___ Utah Beach
5. ___ Omaha Beach

a. United Kingdom and France
b. United States
c. Canada
d. United Kingdom

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D-DAY AND THE BATTLE OF NORMANDY ANSWER KEY

Fill in the blanks.

1. The anniversary of D-Day is June 6.
2. By spring of 1944, Germany had conquered most of the European continent, including France.
3. A narrow stretch of water, called the English Channel separated the German forces from Great Britain.
4. The allies decided to launch a major invasion against German Forces on the European continent.
5. Pluto was built to carry fuel under the sea from England to Normandy.
6. The Normandy beach was littered with German land mines, barbed wire, heavy artillery batteries and machine-gun nests.
7. The coastline from Denmark to the south of France was known as Fortress Europe.
8. The Battle of Normandy is also known as Operation Overlord.
9. Fifteen thousand Canadian troops came ashore at Juno Beach.
10. A German communications centre was located at the city of Caen.
11. Operation Neptune refers to the naval portion of the D-Day offensive.
12. The Normandy campaign ended with the liberation of Paris on August 25, 1944.
13. It would be another nine months before Allies achieved total victory in Europe.

Match the following:

1. _c_ Juno Beach
2. _d_ Gold Beach
3. _a_ Sword Beach
4. _b_ Utah Beach
5. _b_ Omaha Beach

a. United Kingdom and France
b. United States
c. Canada
d. United Kingdom

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ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 8

EO C420.04 – PARTICIPATE IN A PRESENTATION GIVEN BY A GUEST SPEAKER FROM A CIVILIAN MARITIME AGENCY

Total Time:	60 min

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO

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ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 1

EO C421.01 – MAKE A BOATSWAIN'S BELT

Total Time:	90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

Complete a boatswain's belt to be used as a model for the lesson.

Photocopy the Boatswain's Belt Planning Sheet located at Attachment A for each cadet.

Photocopy the Alternative Methods for Securing the Boatswain's Belt located at Attachment B if an alternative method is chosen.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 as it provides the instructor the opportunity to explain the use of a boatswain's belt prior to making one.

A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to demonstrate making a boatswain's belt using a Portuguese Sennit while providing an opportunity for the cadets to practice this skill under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have made a boatswain's belt.

IMPORTANCE

It is important for cadets to make a boatswain's belt as it introduces advanced ropework skills in a fun and challenging way, while providing a practical skill for carrying tools in an ornamental way.

Teaching Point 1 **Explain the use of a boatswain's belt.**

Time: 5 min Method: Interactive Lecture

USE OF A BOATSWAIN'S BELT

Back in the days of sail, long voyages took months or even years to reach far-off destinations and ships were not able to resupply themselves. Equipment and supplies were limited to what the ship could carry, so only the essentials were brought on board. When tools were needed, the crew would improvise with the materials that were available.

One of the main duties of a boatswain on a sailing ship was to perform repairs to the rigging while the ship was underway. They would make belts from excess line to carry their tools aloft, freeing their hands to hold onto the ship as it pitched and rolled.

The boatswain's belt became a symbol of pride, often made with very elaborate and intricate knots, to indicate the boatswain's level of knowledge. Creativity of the maker was the only limitation to making a belt.

The belt is still used today as an ornamental way to carry knives and other tools.

Figure 1 Completed Boatswain's Belt

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What is the use of a boatswain's belt?

Q2. What is the only limitation to making a boatswain's belt?

ANTICIPATED ANSWERS:

A1. To carry knives and other tools.

A2. The maker's creativity.

Teaching Point 2 **Demonstrate and have the cadets make a Portuguese Sennit.**

Time: 15 min Method: Demonstration and Performance

Demonstrate and have the cadets practice each step in making the Portuguese Sennit.

The Portuguese Sennit is made up of a series of half knots. When two half knots are tied together in opposite directions, they form a knot called a square knot. If they are tied in the same direction, the sennit will twist.

STEPS FOR MAKING A PORTUGUESE SennIT

1. Pass a doubled line through a ring or foundation and lay the lines flat. Label the line on the left Line A and the line on the right Line B. The two centre lines will form the core of the sennit.

Figure 2 Step 1

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

2. Lay Line A across the core, from left to right and pass it under Line B.

Figure 3 Step 2

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

3. Pass Line B under the core and up between the core and Line A on the left.

Figure 4 Step 3

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

4. Pull both lines tight, ensuring the core is kept flat. This will form a half knot.

Figure 5 Step 4 (Half Knot)

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

To ensure the sennit holds its shape, keep the core flat and under tension.

5. To make a twisted Portuguese Sennit, skip to Step 7.

6. To make a flat Portuguese Sennit (as illustrated in Figure 6), form square knots by keeping Line A on top of the core as Steps 2–4 are repeated from the opposite direction. Continue repeating and alternating direction until the desired length is attained. Skip to Step 8.

Figure 6 Step 5 (Flat Portuguese Sennit)

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

7. To make a twisted Portuguese Sennit (as illustrated in Figure 7), Steps 2–4 are repeated with the half knots tied in the same direction. If a twist to the right is desired, keep the left side line on top of the core. If a twist to the left is desired, keep the right side line on top of the core. Continue until the desired length is obtained.

Figure 7 Step 7 (Twisted Portuguese Sennit)

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

8. Finish the Portuguese Sennit off by cutting the lines flush to the knots.

The Portuguese Sennit can be finished in many different ways, depending on its use and the creativity of the person.

CONFIRMATION OF TEACHING POINT 2

The cadets' completion of a Portuguese Sennit will serve as the confirmation of this TP.

Teaching Point 3 **Demonstrate and have the cadets make a boatswain's belt.**

Time: 60 min Method: Demonstration and Performance

Demonstrate and have the cadets practice each step to make the boatswain's belt.

Distribute the Boatswain's Belt Planning Sheet located at Attachment A.

The figures in this demonstration show Inglefield clips used to secure the belt, however, any type of clip may be substituted.

Alternative methods for securing the belt are located at Attachment B.

A boatswain's belt is a representation of the style of its maker—be creative.

STEPS FOR MAKING A BOATSWAIN'S BELT

1. Make a plan for how the boatswain's belt will be tied using the Boatswain's Belt Planning Sheet located at Attachment A.

2. Measure the line needed by wrapping the line around the waist 10 times. This will provide enough line to complete the belt with the addition of other decorative, finishing knots such as Turk's head.

3. Middle the line and attach to a clip with a cow hitch (as illustrated in Figure 8). This middled line will form the core of the belt.

Figure 8 Step 3

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

4. Measure the core loosely around the waist to determine the size of the belt. Add approximately 10 cm (3 inches) to the measurement for each attachment loop. Mark this measurement on the core.

5. Slide the second clip onto the core to the mark and seize it in place using an elastic band (as illustrated in Figure 9). Ensure the core extends flat from the clip with the remaining lines extending on either side.

Figure 9 Step 5

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

6. Shorten the lines by coiling the excess and seize them with an elastic band.

Figure 10 Step 6

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

7. Start making the Portuguese Sennit, following the pattern drawn out on the planning sheet. Keeping the sennit tight will produce a stiff belt.

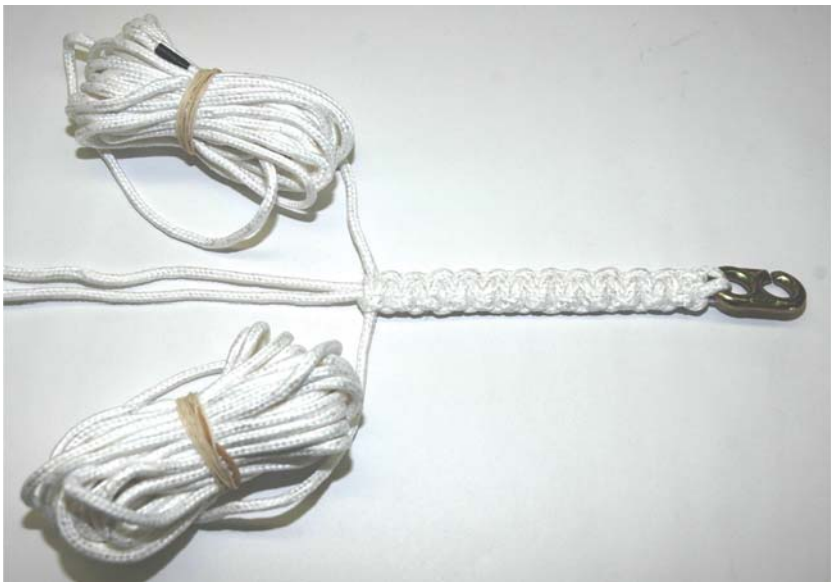

Figure 11 Step 7

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

8. To add an attachment loop, extend a bight in one line of the core (as illustrated in Figure 12) and re-adjust the cow hitch as required to keep the core flat. Continue making the Portuguese Sennit past the bight.

Figure 12 Bight Extended

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

9. When the core is covered, cut the excess line flush with the belt.

10. If desired, finish the belt with decorative covering knots, such as a Turk's head, at the clips.

Figure 13 Finished Boatswain's Belt

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

CONFIRMATION OF TEACHING POINT 3

The cadets' completion of a boatswain's belt will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' completion of a boatswain's belt will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

If the cadets have not finished the boatswain's belt in the allotted time, have them finish at home and return with the finished product.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

A boatswain's belt uses advanced ropework skills in a fun and challenging way and provides a practical way for carrying tools.

INSTRUCTOR NOTES / REMARKS

On most belts, Inglefield clips are used, however, any type of clip can be substituted.

The cadets may be required to complete the boatswain’s belt on their own time.

REFERENCES

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

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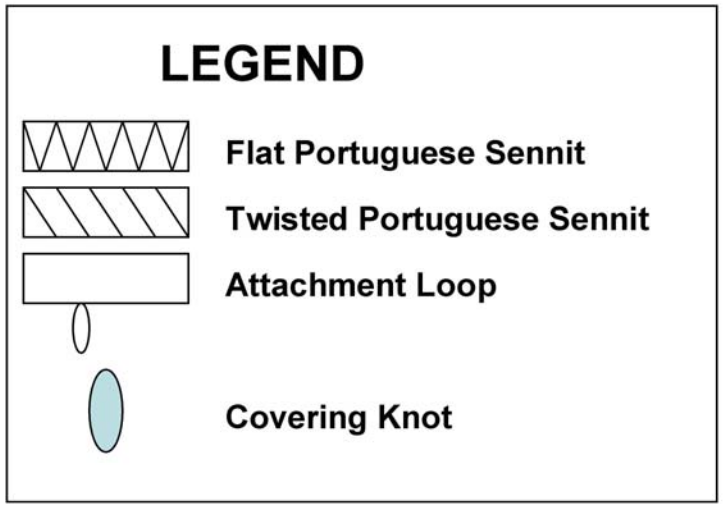
BOATSWAIN'S BELT PLANNING SHEET



Directions

1. Mark down what attachment scheme will be used on the ends.
2. Using the designs in the legend, mark out what knots the belt will be made with.
3. Locate and draw in any attachment loops.
4. Locate the positions for any covering knots.

Note: This planning sheet should be used as a guide and is not to scale.

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ALTERNATIVE METHODS FOR SECURING A BOATSWAIN'S BELT

The following instructions are to be used in conjunction with the steps for making a boatswain's belt in the instructional guide.

These alternative methods will eliminate the need for clips.

Loop and Button Knot

This method secures the belt by having a loop at one end of the belt, pass behind and over a button knot at the other end.

Steps for the Loop and Button Knot Method

1. Make a button knot as follows:
   a. Cut a 30 cm (12 inch) line.
   b. Make a clockwise overhand loop.
   c. Bring the working end down over the original loop and arrange in a pretzel layout.

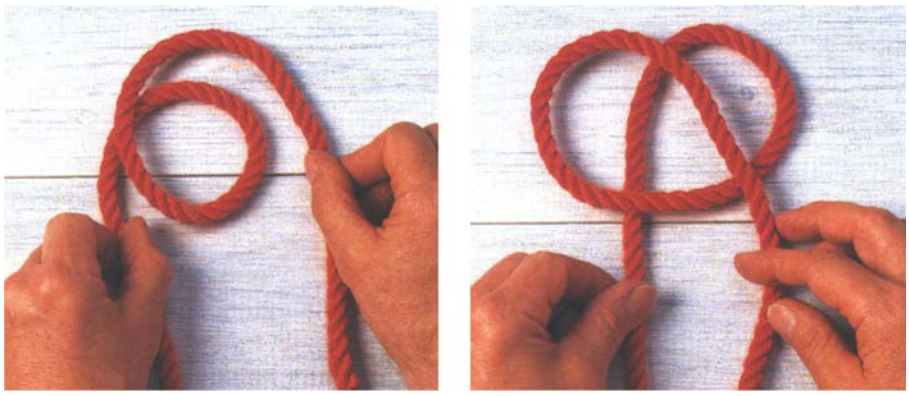


Figure B-1 Steps 1b and 1c

Note. From *The Ultimate Encyclopedia of Knots and Ropework* (p. 227), by G. Budworth, 2001, London, England: Anness Publishing Limited. Copyright 1999 by Anness Publishing Limited.

   d. Pass the working end around, from right to left, behind the standing part.
   e. Tuck the working end through the knot in a clockwise direction. The tucks will follow an over and under pattern through the knot.
   f. Tuck the working end alongside and parallel to the standing part.

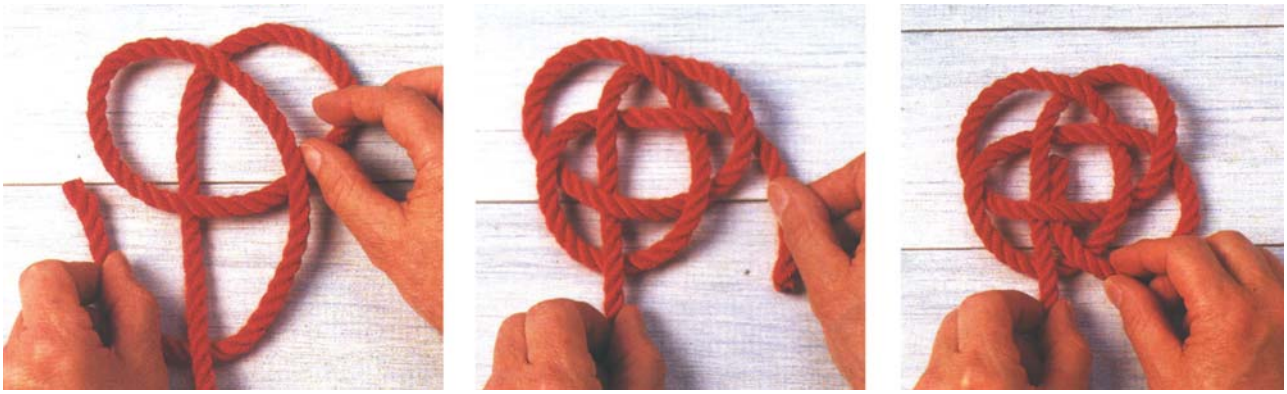


Figure B-2 Steps 1d–1f

Note. From *The Ultimate Encyclopedia of Knots and Ropework* (p. 227), by G. Budworth, 2001, London, England: Anness Publishing Limited. Copyright 1999 by Anness Publishing Limited.

g. Follow the original lead through the knot to double it.

h. Carefully tighten the knot to form a button. Leave one bight loose so that it extends from the knot for 3 cm (1 inch).

Figure B-3 Steps 1g and 1h

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

2. Perform the steps for making the boatswain's belt with the following changes:

   a. Leave the line middled without attaching the clip in Step 3 in the instructional guide.

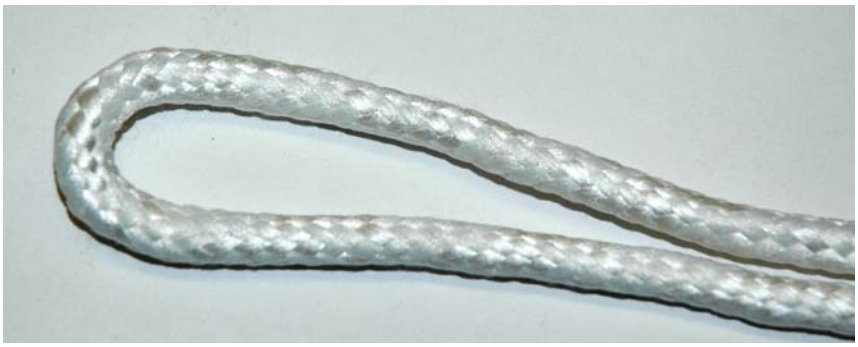


Figure B-4 Step 2a

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

b. Slip the button knot onto the core at the measurement in Step 5 in the instructional guide.

Figure B-5 Step 2b

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

c. Leave enough of the core uncovered so that the loop will fit around the button.

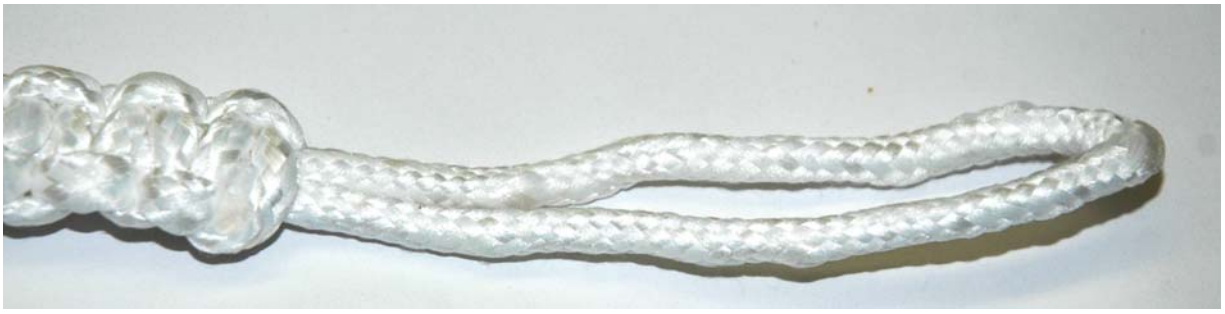


Figure B-6 Step 2c

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

3. Connect the belt by passing the free loop behind and around the button knot.

Figure B-7 Step 3

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Loop and Toggle Method

This method secures the belt by having a toggle fitted at one end of the belt that fits through a loop at the other.

Steps for the Loop and Toggle Method

1. Perform the steps for making a boatswain's belt with the following changes:
   a. Leave the line middled without attaching the clip in Step 3 of the instructional guide.
   b. Attach the toggle onto the core at the measurement in Step 5 of the instructional guide.
   c. Leave a loop uncovered so that it will fit over the toggle.
2. Connect the belt by passing the free loop over the toggle.

Figure B-8 Loop and Toggle

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Loop and Carabiner Method

This method secures the belt by having a loop at each end of the belt attached with a carabiner.

Steps for the Loop and Carabiner Method

1. Perform the steps for making a boatswain's belt with the following changes to the steps outlined in the instructional guide:
   a. Leave the line middled without attaching the clip in Step 3 of the instructional guide.
   b. Attach the carabiner to the core at the measurement in Step 5 of the instructional guide.
   c. Leave a loop uncovered so that it will fit over the carabiner.
2. Connect the belt by opening the gate on the carabiner and passing the free loop over it.

Figure B-9 Loop and Carabiner

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 2

EO C421.02 – MAKE A ROUND MAT

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

Create an overhead slide of the figure located at Attachment A.

Photocopy the round mat patterns located at Attachment B and Attachment C for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to introduce the use of a knot-weaving board for making a round mat.

A demonstration and performance was chosen for TP 2 as it allows the instructor to demonstrate making a round mat while providing an opportunity for the cadets to practice this skill under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have made a round mat.

IMPORTANCE

Making a round mat will be beneficial to the cadets as new concepts used in more advanced knot work are introduced in a fun and challenging way.

Teaching Point 1 **Explain the set-up of a knot-weaving board.**

Time: 10 min Method: Interactive Lecture

KNOT WEAVING

Introduction

As cord mats become more complicated, it becomes difficult to keep track of where cords are to be woven. One method of weaving intricate mats is the use of a knot-weaving board. The board consists of wood, cork or cardboard that allows a mat pattern to be affixed by pins or nails. The cord is woven around the pins following a given pattern which indicates direction and where cords will cross under or over each other. The pins maintain the desired shape of the mat until it is complete.

The round mat chosen for this lesson is a flattened Turk's head knot that is used as the logo for the International Guild of Knot Tyers (as illustrated in Figure 1). This simple mat will introduce the basic concepts used to make larger, more intricate mats. Once complete, this mat can be used as a hot or cold trivet.

Figure 1 Completed Round Mat

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Mat Patterns

To make mat weaving easier, a series of arrows, dots, circles, lines and numbers are used on the mat patterns. They are as follows:

- The numbers are placed at alternate crossings on the diagram and are to be followed consecutively during the weaving process.
- A circle at a crossing indicates an underpass of a cord already there.
- A crossing with no circle indicates an overpass of a cord already there.
- An outlined arrow with the word "START" indicates the starting position and the initial direction for the lay of the cord.
- A feathered arrow indicates the end of the pattern.
- Small dots on the pattern indicate the turning points and the placement of pins.

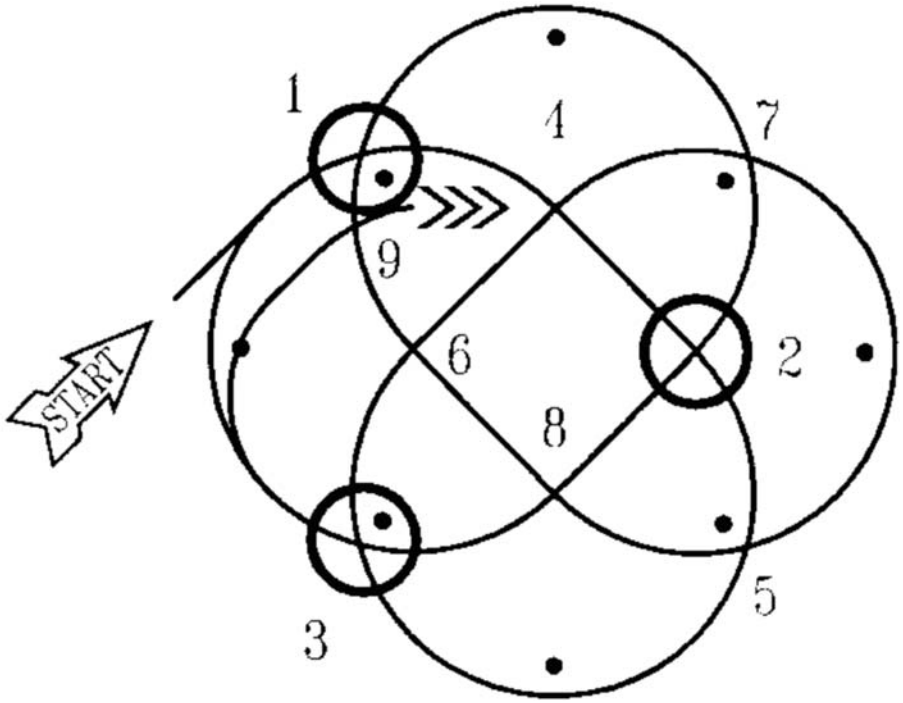


Figure 2 Typical Mat Pattern

Note. From *Fancy Knotting: An Introduction* (p. 11), by David Fukuhara, 2002, Vancouver, BC: David Fukuhara.

Scaling a Pattern

Each mat pattern is drawn on a square grid. This allows for visualization of the mat pattern and easy identification of which crossover points are overpasses and which are underpasses.

Place the slide located at Attachment A on an overhead projector.

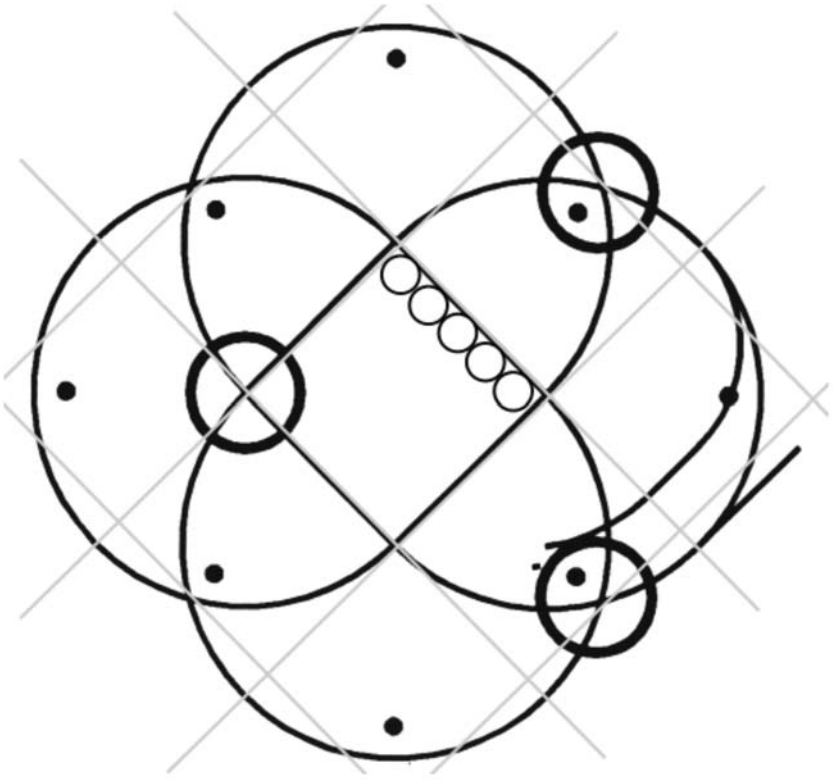


Figure 3 Pattern Grid

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

By scaling the size of the squares, the pattern can be used for different sizes of line. The sides of squares should be roughly five cord diameters in length. The following guide may be used:

Diameter of cord	Length of square's side*
4 mm (3/16 inch)	20 mm (3/4 inch)
6 mm (1/4 inch)	30 mm (1 1/4 inch)
9 mm (3/8 inch)	45 mm (1 7/8 inch)
12 mm (1/2 inch)	60 mm (2 1/2 inch)
*Based on a 3 lead pattern. To change the number of leads in the pattern, add or subtract a cord diameter from the side measurement accordingly.	

Figure 4 Pattern Scaling Chart

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

The term "lead" refers to a cord that follows the mat pattern to completion. For example, a three-lead mat has the cord following the pattern to completion three times.

Length of Cord

The length of cord required to weave the mat can be determined before weaving. With the pattern on the knot-weaving board, put a pin at each turning point. Pin one end of the uncut cord at the starting point. Lay the cord on the pattern following the numbers from start to finish ignoring the underpasses. Mark this length with a piece

of tape. After removing the cord, cut a length of cord equal to three times this measurement and add 30 cm (12 inches). The extra length will allow for hiding the ends in the middle of the mat.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What is the purpose of a knot-weaving board?

Q2. How is an underpass marked on a pattern?

Q3. What is the general rule for scaling a pattern?

ANTICIPATED ANSWERS:

A1. To visually track where cords are to be woven.

A2. A circle around the crossover point.

A3. The sides of the grid should be five cord diameters in length.

Teaching Point 2 **Demonstrate and have the cadets make a round mat.**

Time: 70 min Method: Demonstration and Performance

Distribute the round mat pattern located at Attachment B to each cadet.

Distribute a length of cord to each cadet.

Demonstrate each step and have the cadets follow along.

STEPS TO MAKING A ROUND MAT (WEAVING METHOD)

1. Cut out the round mat pattern.
2. With the pattern on a knot-weaving board, put a straight pin at each turning point (as illustrated in Figure 5).

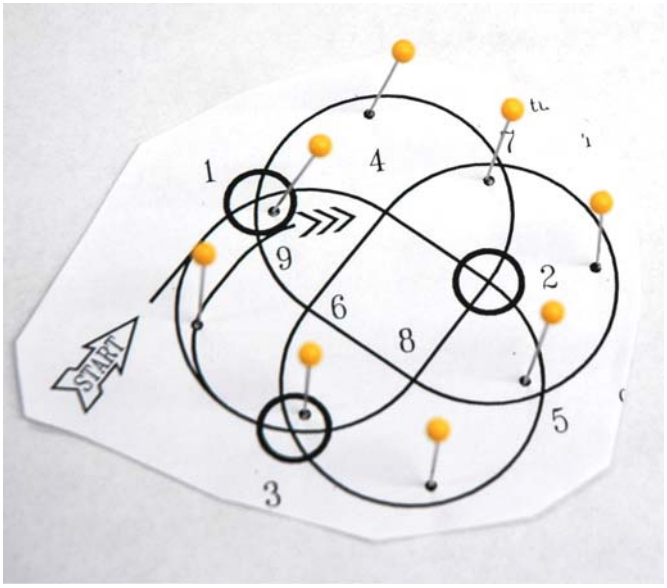


Figure 5 Step 2

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

3. Lay the cord onto the pattern following the numbers from start to finish ignoring the underpasses (as illustrated in Figure 6). Mark the one-third position and remove the cord from the pattern. Cut the cord to a length equal to three times the one-third length plus 30 cm (12 inches).

Figure 6 Step 3

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

4. Pin the cord's one-third position onto the outlined arrowhead at the starting point (as illustrated in Figure 7).

5. Lay the shorter length of cord onto the pattern following the numbers. At the turns, lay the cord around the pins and continue (as illustrated in Figure 7). Pay attention for the underpasses at crossings with circles.

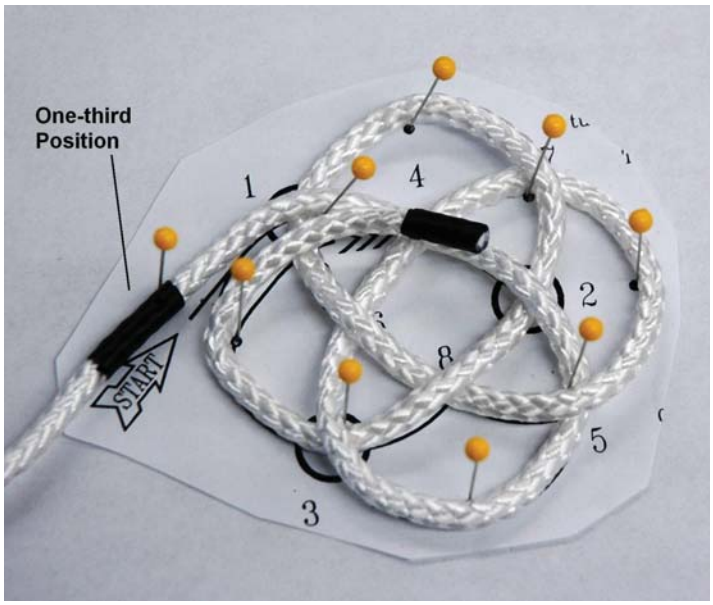


Figure 7 Step 5

Note. Created Director Cades 3, 2007, Ottawa, ON: Department of National Defence.

6. When the cord is back to crossing number 1, the initial tying sequence is complete. Check to ensure that the over and under sequence has been maintained from start to finish.

Any errors must be corrected now.

Once the initial lay of cord is complete, the pattern is no longer required.

7. Lay the remaining two-thirds of the cord following the previously laid cord in the opposite direction (as illustrated in Figure 8).

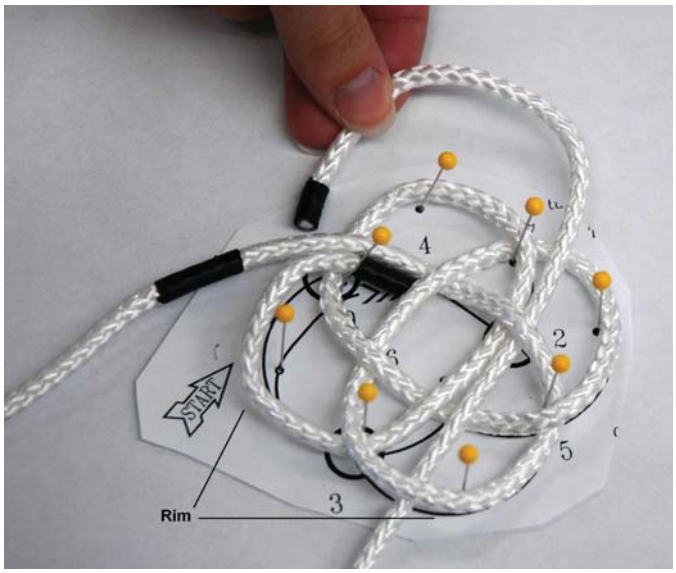


Figure 8 Step 7

Note. Created by Director CAdets 3, 2007, Ottawa, ON: Department of National Defence.

Avoid drawing or pulling the cord tight as this will cause the mat to curl up at the rim or on the corners.

8. When there are three leads, remove the pins from the corkboard (as illustrated in Figure 9).

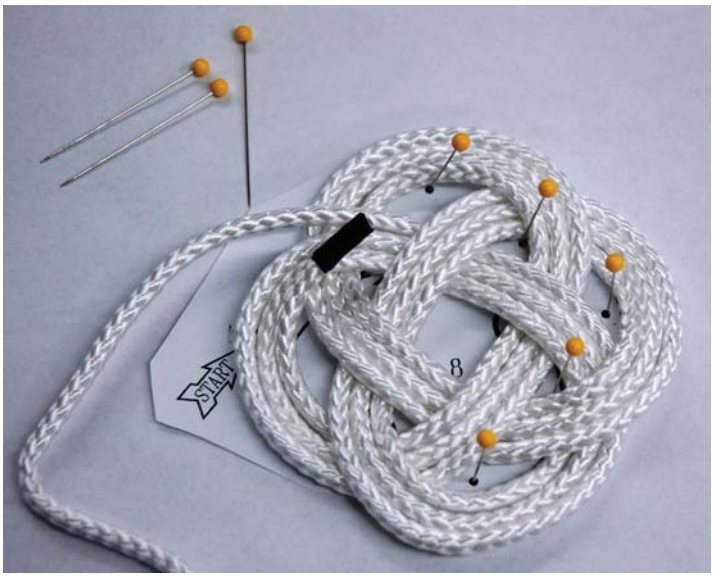


Figure 9 Step 8

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

9. To finish the mat, the cord can be glued to its adjacent cord for about four cord diameters and the excess cord can be trimmed (as illustrated in Figure 10).

Figure 10 Step 9

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

An alternative to finishing larger diameter cord is to sew the cord to its adjacent cord for about four cord diameters, whip the ends and trim the excess.

The cadets may start the additional round mat pattern located at Attachment C if there is time remaining in this period.

CONFIRMATION OF TEACHING POINT 2

The cadets' making a round mat will serve as the confirmation of this TP

END OF LESSON CONFIRMATION

The cadets' making a round mat will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

The cadets may complete the additional round mat pattern located at Attachment C.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Mat weaving is an integral part of advanced ropework. The concepts introduced in this lesson lay the foundation for creating more complicated mats that may be used within the cadet program.

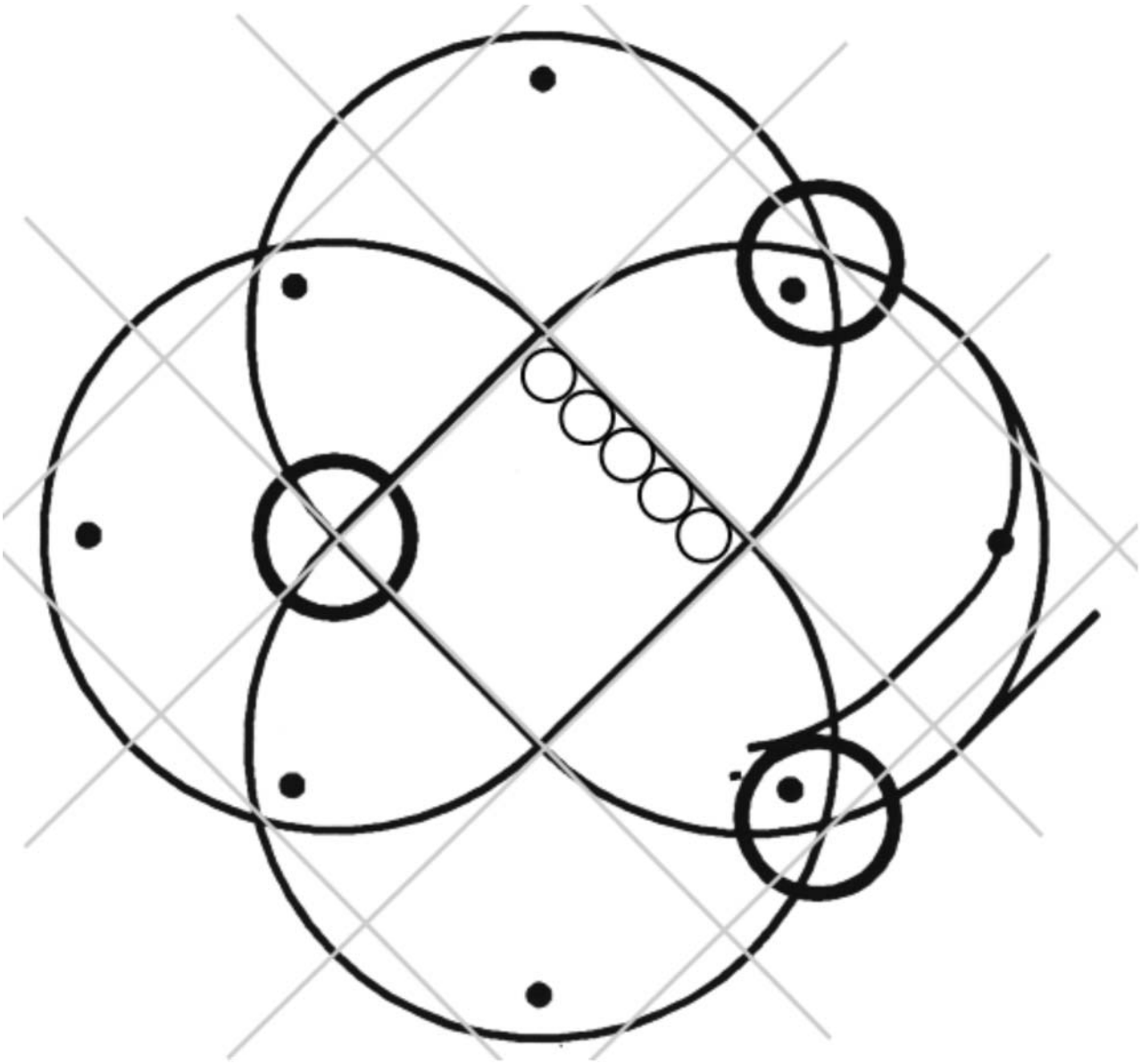
INSTRUCTOR NOTES / REMARKS

If time and resources permit, the instructor can be creative and demonstrate other methods of making the round mat.

REFERENCES

C1-064 ISBN 1-55267-986-1 Budworth, G. (2001). *The ultimate encyclopedia of knots & ropework*. London, England: Anness Publishing Limited.

C1-102 David Fukuhara. (2002). *Fancy knotting: An introduction*. Vancouver, BC: David Fukuhara.



Pattern Grid

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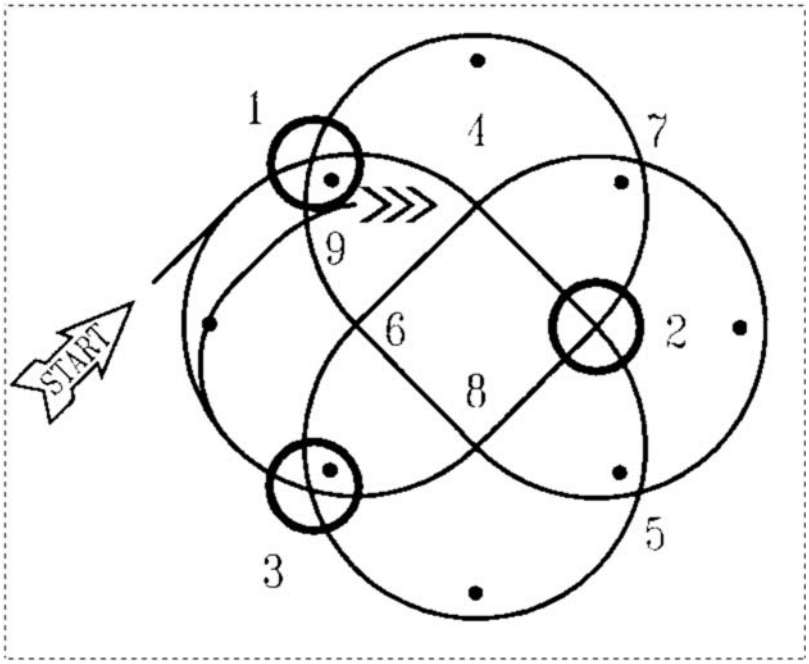
Round Mat Pattern



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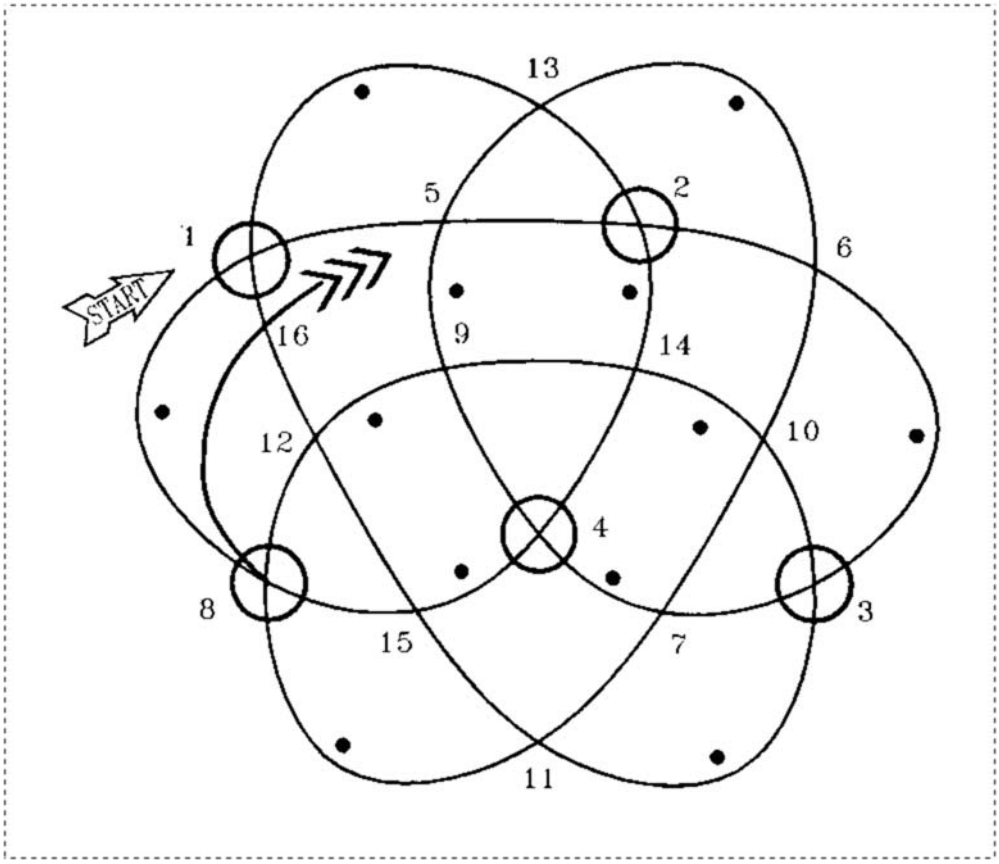
Additional Round Mat Pattern



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ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 3

EO C421.03 – MAKE A NET HAMMOCK

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001 *Phase Four Qualification Standard and Plan*, 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.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate making a hammock while providing an opportunity for the cadets to practice these skills under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to make a net hammock.

IMPORTANCE

It is important for cadets to use seamanship skills in real life situations. Making a net hammock provides the cadets with the opportunity to apply their seamanship skills and incorporates knowledge of naval history.

Teaching Point 1 **Explain, demonstrate and have the cadets make two hammock harnesses.**

Time: 30 min Method: Demonstration and Performance

USE OF A HAMMOCK

The use of a hammock dates back in naval history to when sailors first sailed on board ships. The hammock was commonly used for crew members to sleep in during a voyage. Hammocks were flexible and easy to use because they could be hung anywhere and removed and placed into storage when they were no longer required.

Demonstrate and have the cadets practice each step in making the hammock harness.

STEPS FOR MAKING A HAMMOCK HARNESS

1. Cut seven lengths of cord at nine feet long for the first harness.

All lines should be cut so they will not fray. With synthetic lines, the use of an electric rope cutter or propane torch and hot-knife is recommended.

2. Pass the seven lengths through the ring so that the centre of each strand rests on the ring (as illustrated in Figure 1).

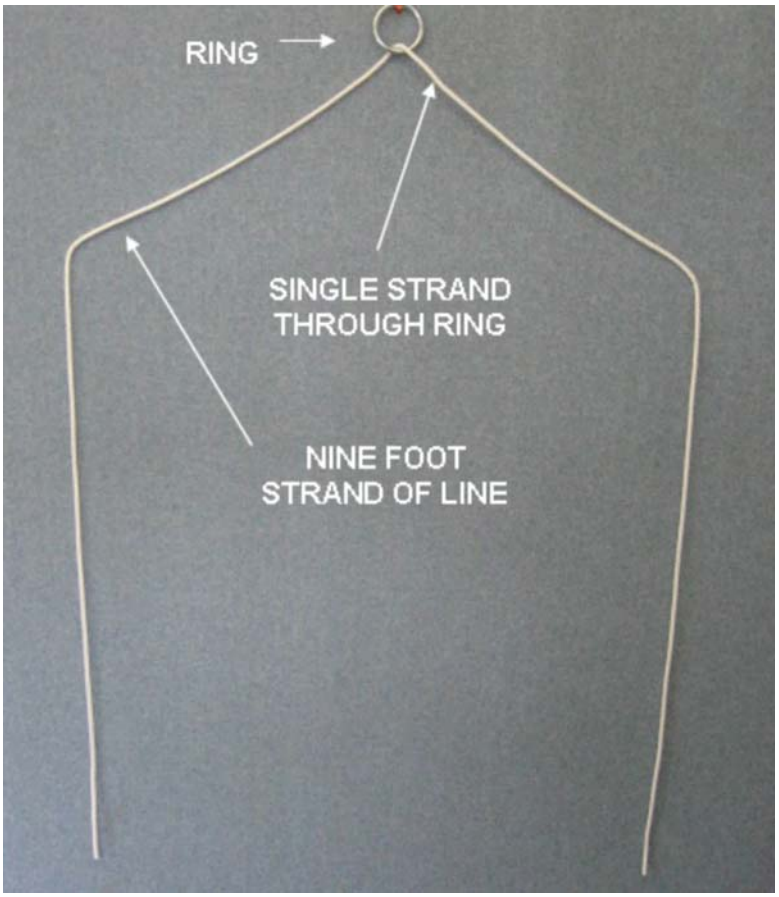

Figure 1 Strands Through the Ring

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

3. Number the strands 1 through 7 (left to right) with the front part of each strand labelled A and the back part of each strand labelled B (as illustrated in Figure 2).

A detailed explanation of front and back positions in relation to the harness strands is located at Attachment B.

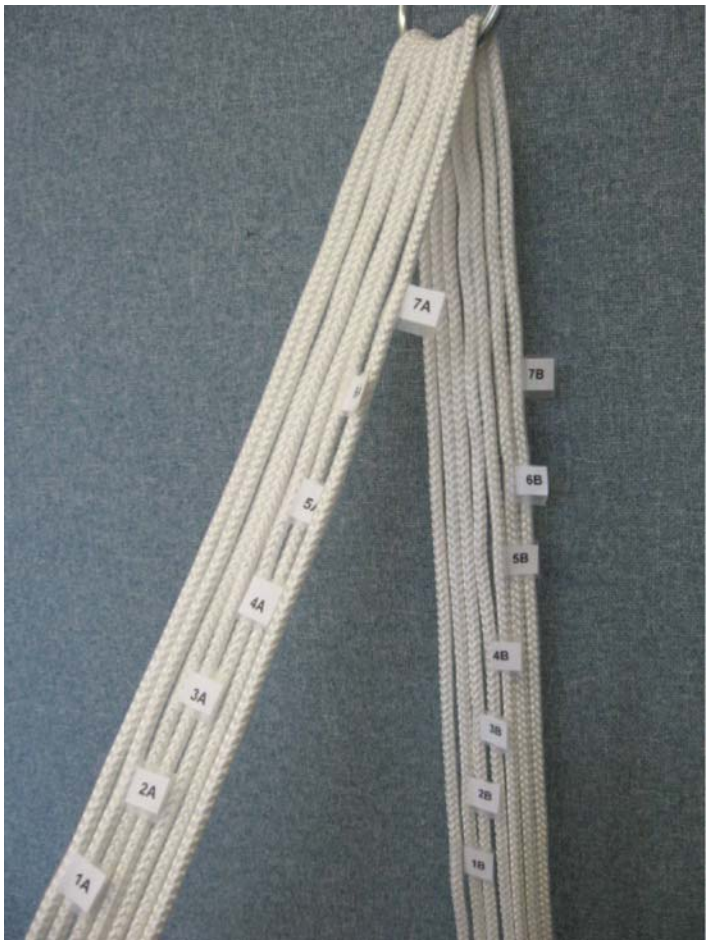

Figure 2 Numbering the Strands

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

4. Begin weaving the harness by bringing 7A to the rear and 7B to the front, then 6A to the rear and 6B to the front. Continue until all strands labelled A are to the rear and all strands labelled B are to the front (as illustrated in Figure 3).

Figure 3 Beginning the Weave Step 4

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

5. Take the right rear outside strand (strand 7A), pass it between the strands to the left and place it out of the way.

6. Take the left front outside strand (strand 1B), pass it between the strands to the right and place it out of the way (as illustrated in Figure 4).

When moving the strands from the front to back and back to front, ensure they stay in the correct numbered sequence. This will ensure accurate weaving of the harness.

Figure 4 Passing the Strands Steps 5 and 6

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

7. Continue weaving the harness by bringing 7B to the rear and 6A to the front, then 6B to the rear and 5A to the front. Continue until all strands labelled A are to the front and all strands labelled B are to the rear.

8. Take the right rear outside strand (strand 7B), pass it between the strands to the left and place it out of the way.

9. Take the left front outside strand (strand 1A), pass it between the strands to the right and place it out of the way (as illustrated in Figure 5).

Figure 5 Passing the Strands Steps 6 through 9

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

10. Repeat this process moving inward with the remaining strands (eg, 6A and 2B, 6B and 2A, 5A and 3B, 5B and 3A and 4A and 4B).

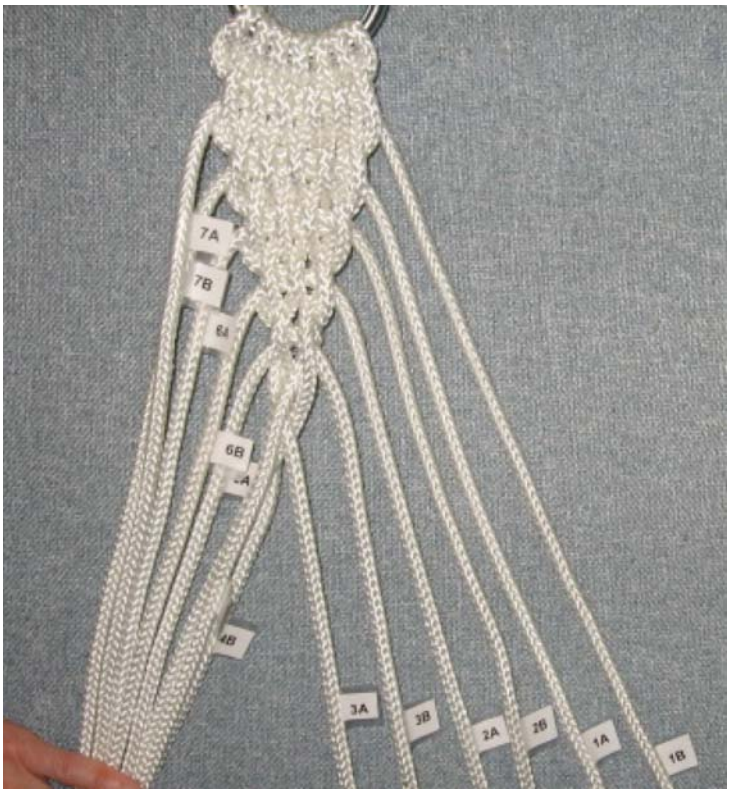

Figure 5 No More Strands to Weave

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

11. Upon completion of strands 5B and 3A being passed through the middle, tie the remaining strands 4A and 4B together with a reef knot to finish the harness (as illustrated in Figure 6).

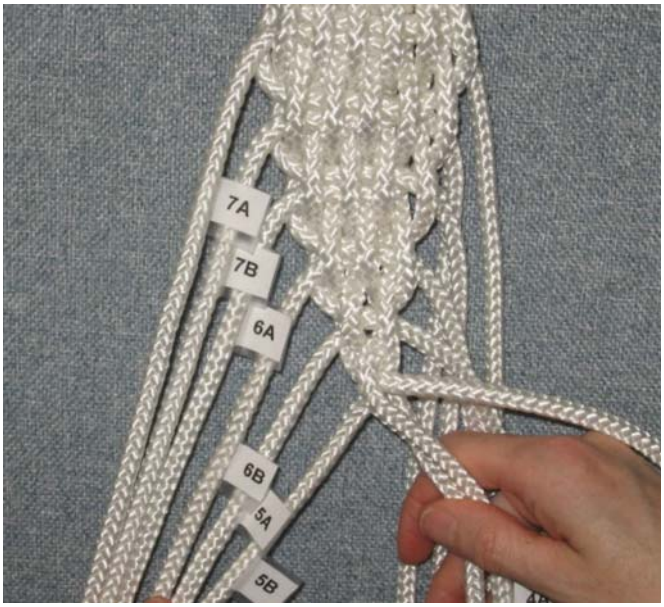

Figure 6 Completing the Weaving

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

12. To complete the harness, pull all of the weaving taut and close up any gaps (as illustrated in Figure 7).

Figure 7 Tightening the Weave

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

13. Repeat Steps 1–13 to create the second harness required for the hammock.

CONFIRMATION OF TEACHING POINT 1

The cadets' making of hammock harnesses will serve as the confirmation of this TP.

Teaching Point 2 **Explain, demonstrate and have the cadets prepare hammock materials.**

Time: 50 min Method: Demonstration and Performance

Demonstrate and have the cadets practice each step in cutting the netting to size.

CUTTING THE NETTING TO SIZE

The netting used in this IG was purchased locally. It is a replacement mesh for a hockey net. The finished size is approximately 1.5 m by 2.5 m and has a bolt rope attached around the outer edge. Only minor trimming is required.

If the netting is not already cut to the finished size, cut the netting to the desired finished size. Recommended size is approximately 1 m wide by 2 m long.

Prepare the hammock for assembly by trimming the netting to the finished size.

Cutting tools may differ depending on the netting being used. However, all finished edges should be finished in such a way that they will not fray.

All lines should be cut so they will not fray. With synthetic lines, the use of an electric rope cutter or propane torch and hot-knife is recommended.

Ideal Mesh Direction

When preparing to cut the mesh, consider the direction of the mesh. The mesh should run on a diagonal (as illustrated in Figure 8) because mesh cut diagonally will provide more stability and strength to the hammock.

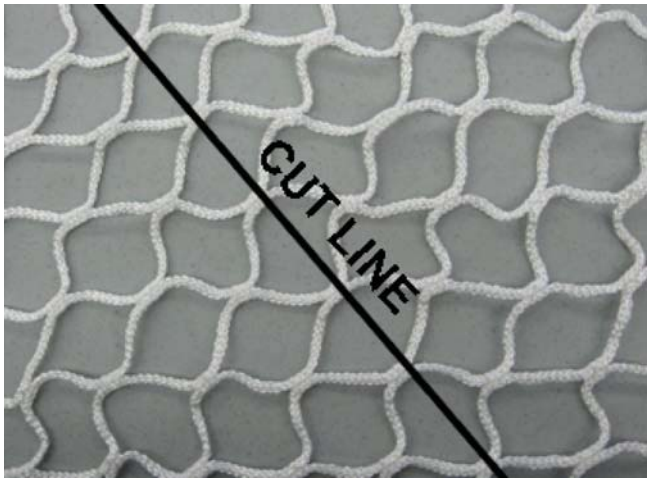

Figure 8 Mesh Cut Diagonally

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

ATTACHING THE SIDE CHAINS

Side chains on a hammock are used to provide lateral support to the netting and will also help in the strength of the hammock. Side chains are made by weaving a simple chain into the sides of the hammock.

Instructions to make a simple chain are located at Attachment C.

Steps to Attach Side Chains

1. Start the side chain by tying a bowline in one end and starting the simple chain in the first mesh (as illustrated in Figure 9).

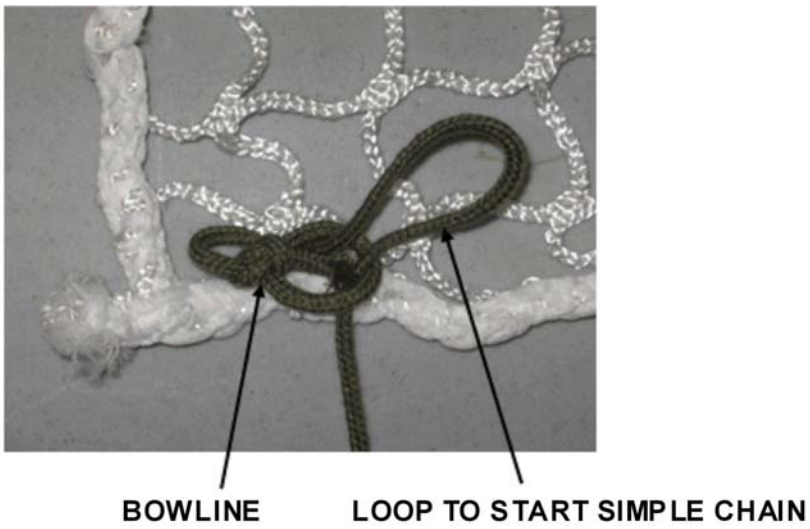

Figure 9 Starting the Side Chain

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Side chains should be woven into every mesh in order to provide adequate support to the netting.

The line used to make the side chains can be estimated at 4 times the length of the hammock side, eg, 2 m long times 4 equals 8 m.

2. Attach the simple chain at each mesh on the hammock (as illustrated in Figure 11).

Figure 11 Attaching the Side Chain to the Netting

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

3. Finish the side chain by choking the loop and placing the running end through the previous chain loop (as illustrated in Figure 12). Trim any excess line.

Figure 12 Finishing the Side Chain

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

4. Repeat Steps 1–4 for the second side chain.

ATTACHING THE HARNESS TO THE BODY OF THE HAMMOCK

Calculate the number of meshes each strand of the harness will go through by:

1. counting the number of meshes (openings in the net); and
2. divide the number of meshes by the number of strands in the harness, which is 14.

Example: 42 meshes divided by 14 equals 3 meshes. This number may need to be adjusted so that it is always a whole number.

When attaching the harness to the mesh, the strands will go through the top 3 meshes as well as two adjoining meshes underneath for strength (as illustrated in Figure 13).

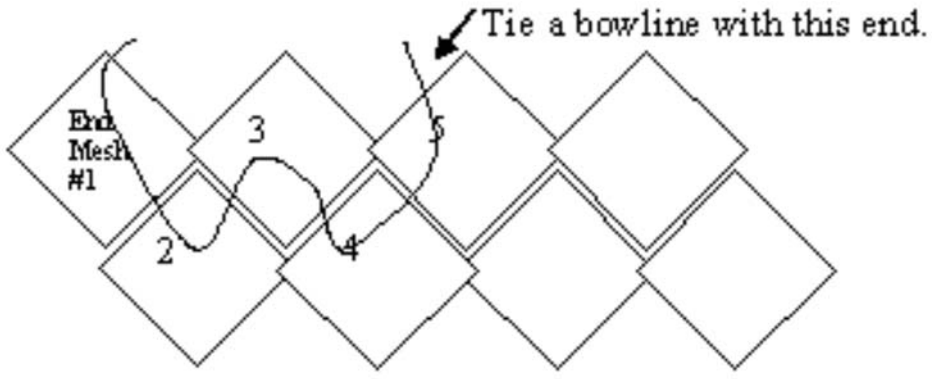

Figure 13 Weaving the Harness into the Netting

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Steps to Attaching the Strands to the Netting

1. Hang the harness and make a measurement approximately 1 m from the top of the ring (as illustrated in Figure 14). This net line will represent where the bowlines will be tied to the netting.

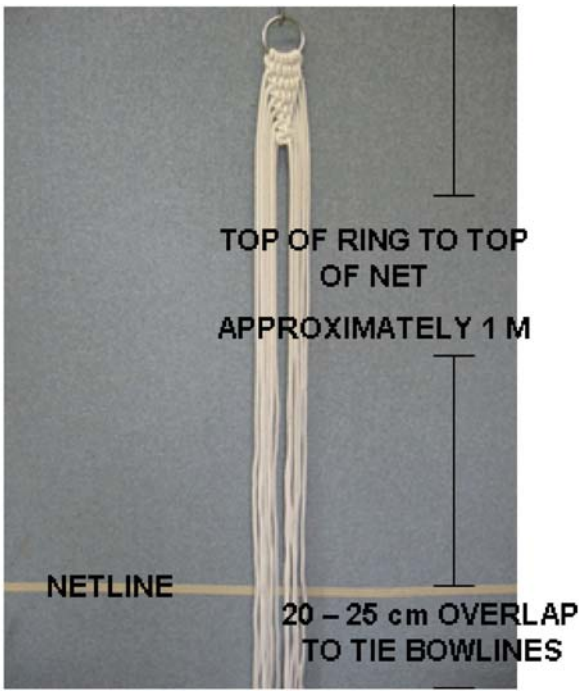

Figure 14 Prepare to Attach the Harness to the Netting

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

It is important to ensure the strands are tied at the same length. The strands should overlap the netting by approximately 21–25 cm (as illustrated in Figure 15).

Figure 15 Strand Overlap Onto Netting

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

2. Weave the outside strand through the mesh of the netting to include the eye of the side chain (as illustrated in Figure 16).

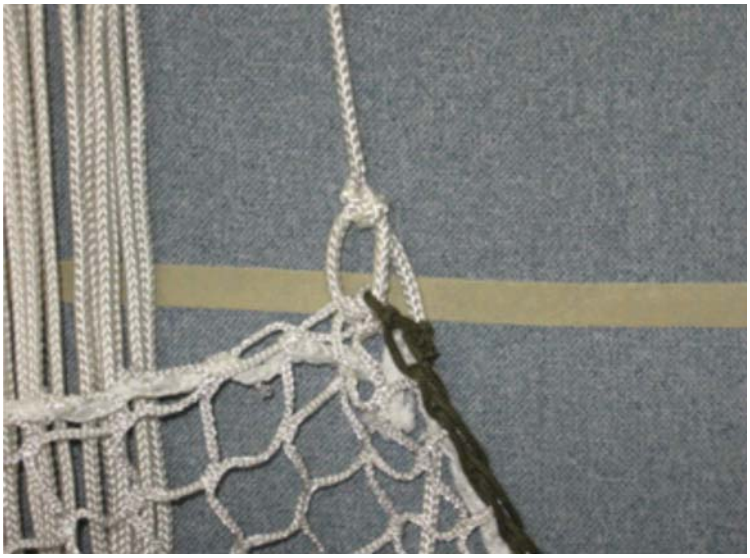

Figure 16 Attaching the Outside Strands Through the Mesh Steps 2 and 3

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

3. Secure the strand to the mesh with a bowline (as illustrated in Figure 17).

Figure 17 Attaching the Strands Through the Mesh Step 3

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

4. Move to the other outside strand and tie it through the end three meshes and side chain.

5. Alternating sides of the harness, continue moving inward to the next strand (as illustrated in Figure 18) until all strands are secured to the netting with a bowline tied tightly.

Figure 18 Inside Strand Through Three Meshes

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

6. Repeat Steps 1–5 for the second harness.

7. Trim all excess line from tied bowlines. The running end of the bowline should not reach further than the bottom eye of the bowline (as Illustrated in Figure 19).

Figure 19 Trimmed Bowline

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

HANGING THE HAMMOCK

Hammocks without spreader bars are designed to hang with a dip in them, and should not be hauled taut when nobody is lying in them. The optimal hanging distance for hammocks without spreader bars is 3.5–5 m.

The optimal height for hanging a net hammock without spreader bars is 0.5–1 m off the ground. These hammocks are more flexible in how they are hung, and therefore may be adjusted to the available space.

Every hammock may hang differently from the others. Adjustments will have to be made to suit personal preference and comfort.

Attaching the Hammock to a Tree

In order to attach a hammock to a tree, use a strop that has been choked around the tree at the desired distance (as illustrated in Figure 20). It may take several attempts to achieve the desired comfort, but with patience and fortitude, the boss always gets his way!

Figure 20 Attaching the Hammock to a Tree

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

CONFIRMATION OF TEACHING POINT 2

The cadets' preparing the hammock material will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' completion of a hammock will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Making a net hammock uses many seamanship skills by combining multiple types of knot work. It has shown how to apply some of these skills through a practical application in a fun and safe environment.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C1-187 Earth Guild: A Netshops Company. (1998). *How to make your own hammock*. Retrieved February 16, 2009, from http://www.hammocks.com/howtomakeyourownhammockarticle.cfm

INSTRUCTIONS FOR ATTACHING A HAMMOCK HARNESS

Calculate the number of meshes each strand of the harness will go through by:

1. counting the number of meshes (openings in the net); and

2. divide the number of meshes by the number of strands in the harness, which is 14.

Example: 42 meshes divided by 14 equals 3 meshes. This number may need to be adjusted so that it is always a whole number.

When attaching the harness to the mesh, the strands will go through the top 3 meshes as well as two adjoining meshes underneath for strength (as illustrated in Figure A-1).

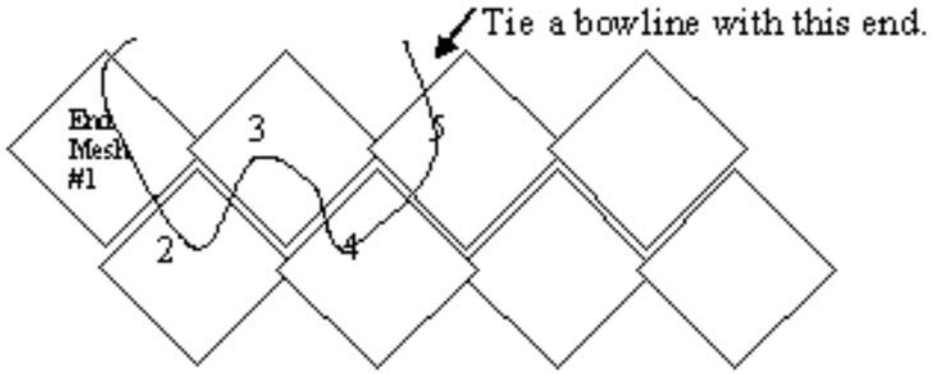

Figure A-1 Weaving the Harness into the Netting

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

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DETAILED EXPLANATION OF FRONT AND BACK IN RELATION TO HARNESS STRANDS

After strands are passed through the ring, they can be referred to as front or back strands.

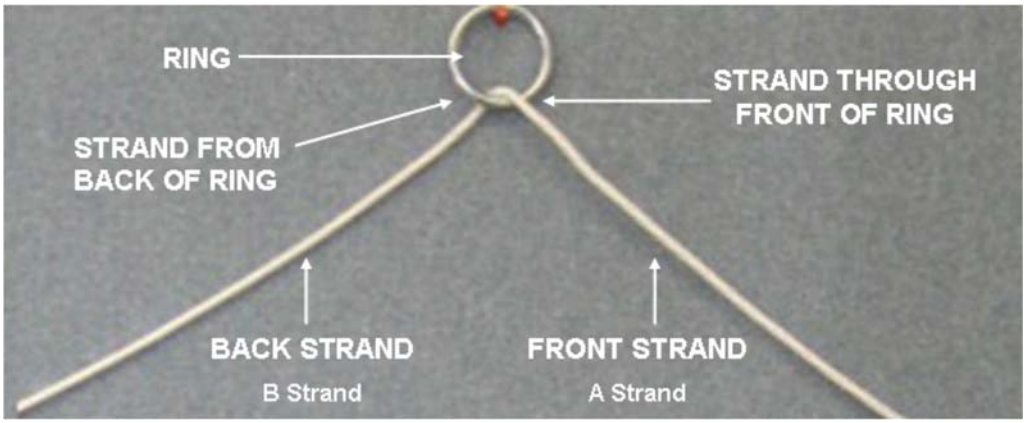

Figure B-1 Strand Through the Ring

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

When moving the strands from the front to back and back to front, ensure they stay in the correct numbered sequence. This will ensure accurate weaving of the harness.

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STEPS TO TYING A SIMPLE CHAIN

1. Make a counter-clockwise overhand loop in one end of the line (as illustrated in Figure C-2).

2. The working end will be the end crossing on top of the line. Lay the working end beneath the loop and pull a bight through it from back to front; then pull the resulting knot taut (as illustrated in Figure C-1).

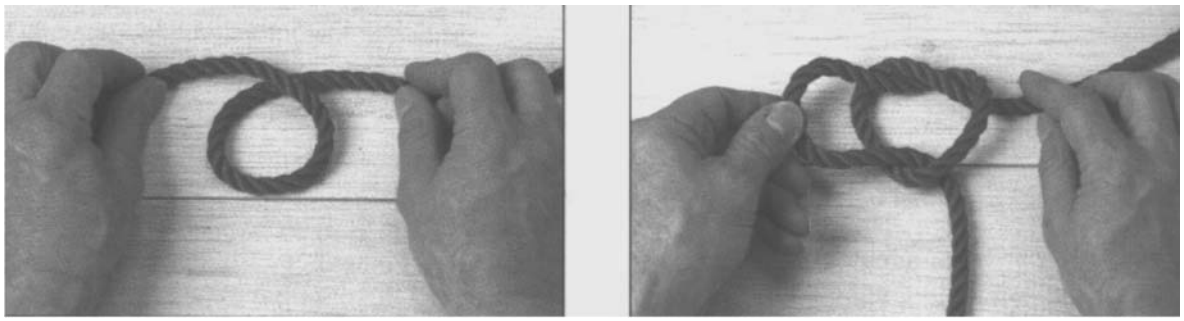


Figure C-1 Steps 1 and 2 of the Simple Chain

Note. From *The Ultimate Encyclopedia of Knots and Ropework* (p. 238), by G. Budworth, 2001, London, England: Anness Publishing Limited. Copyright 1999 by Anness Publishing Limited.

3. Pull a second loop in the working end through the first bight and pull it taut (as illustrated in Figure C-2).

4. Continue with consecutive loops, pulling each one taut (as illustrated in Figure C-2).

Figure C-2 Steps 3 and 4 of the Simple Chain

Note. From *The Ultimate Encyclopedia of Knots and Ropework* (p. 238), by G. Budworth, 2001, London, England: Anness Publishing Limited. Copyright 1999 by Anness Publishing Limited.

5. To finish (close) the chain, tuck the working end through the preceding bight to secure the chain (as illustrated in Figure C-3).

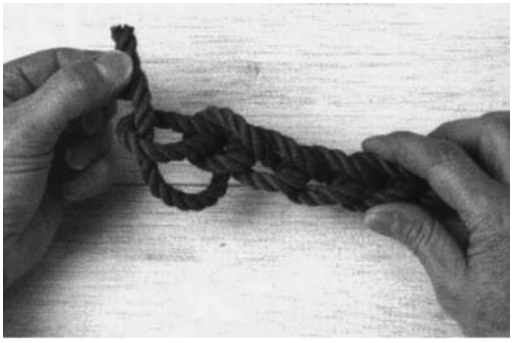


Figure C-3 Step 5 of the Simple Chain

Note. From *The Ultimate Encyclopedia of Knots and Ropework* (p. 238), by G. Budworth, 2001, London, England: Anness Publishing Limited. Copyright 1999 by Anness Publishing Limited.

ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 1

EO C422.01 – DESCRIBE THE REQUIRED RESPONSES TO CHANGING STATES OF WEATHER WHILE OPERATING A SMALL CRAFT

Total Time:	60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 Sources Of Weather Information figures located at Attachment A.

Photocopy the Types of Clouds handout located at Attachment B.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TP 1 as it is an interactive way for the cadets to identify sources of local weather information.

An interactive lecture was chosen for TP 2 to introduce the cadets to gradient winds, thermal winds interpreting local weather.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings interpreting changing states of weather and the required responses.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have described the required responses to changing states of weather while operating a small craft.

IMPORTANCE

It is important for cadets to be able to identify sources of local weather information and to know the required responses to changing states of weather in order to have a safe and enjoyable experience while operating a small craft.

Teaching Point 1 **Conduct an activity where the cadets will identify sources of local weather information.**

Time: 10 min Method: In-Class Activity

Brainstorm sources of local weather information with the cadets and write down the responses received from the class. After the brainstorming is complete, compare the class list to the list below.

LOCAL WEATHER INFORMATION

Weather information can come from a variety of sources. Some sources focus solely on weather and provide a broad range of weather information in local areas. Other sources of weather information rely on other agencies to collect the data and focus on regional or provincial weather information. **Recommend Sources**

- **Marine VHF radio.** The Canadian Coast Guard transmits very accurate and up-to-date marine weather forecasts over VHF airwaves. Most modern VHF radios in production have the marine weather forecast frequency preprogrammed and can be easily accessed. Some VHF radios can be programmed to automatically change frequencies to receive weather alerts transmitted by the Coast Guard.

VHF. Very high frequency radio waves.

- **Weather radio.** VHF receivers that are programmed to receive the same marine weather forecasts and alerts from the Coast Guard that are received by VHF radios. Weather radios can be a very useful tool, as they allow boaters to constantly monitor weather without changing frequencies on a VHF radio.
- **Environment Canada.** A government agency which collects weather information using radar and satellite imagery, as well as information from various weather buoys throughout Canadian waters. Environment Canada releases a new forecast every hour and can be accessed via telephone or internet.
- **Internet.** A very valuable source of local weather information. A website such as Environment Canada provides accurate local weather information and updates the forecasts frequently. Sailors should avoid websites that provide weather information but do not update regularly.
- **Personal observation.** There are times when even the most reliable sources of weather information are incorrect. Prior to heading out on the water it is important to personally observe the local weather. Look for approaching clouds, dark skies, changes in temperature and increasing winds. "When in doubt, don't head out."

Additional Sources

In situations where the above listed sources of local weather information may not be available, the following sources of weather information are less accurate but may be used:

- **Local radio station.** In addition to playing music, most local radio stations provide listeners with a local weather forecast. This forecast may not be updated as frequently as the forecast provided by the Canadian Coast Guard or Environment Canada often resulting in less accurate weather information.

- **Local television station.** Televised news programs often show a local weather forecast as part of the programming. Similar to radio stations, these forecasts may not be up-to-date when aired. There are, however, some television stations which focus entirely on weather and do provide accurate local weather information.
- **Local newspaper.** Most local newspapers print weather information as part of the publication. Some newspapers are printed and distributed locally, while others are distributed to a wide area of subscribers. The accuracy of the information will depend on if the newspaper is local or not. One of the main drawbacks of using a newspaper for weather information is the elapsed time between publication and actually reading the newspaper.

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to have the cadets identify accurate sources of local weather information.

RESOURCES

- Flip chart paper,
- Markers,
- Bag or container, and
- Cut-outs of sources of local weather information located at Attachment A.

ACTIVITY LAYOUT

1. Draw a large green hollow circle on a piece of flip chart paper.
2. Draw a large amber hollow circle on a piece of flip chart paper.
3. Place the cut-outs of sources of weather information inside a bag or container.
4. Arrange the two circles and bag in a location where all the cadets can see them.

ACTIVITY INSTRUCTIONS

1. Have each cadet pull out a source of local weather information from the bag.
2. Instruct the cadets that items pulled from the bag are to be placed in either the green or amber circle. The most accurate sources of local weather information are to be placed in the green circle and the less accurate sources of weather information are to be placed in the amber circle.
3. Once all of the items have been pulled from the bag, review each item and discuss with the cadets why different sources of weather information are more accurate then others.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2 **Explain weather factors.**

Time: 25 min Method: Interactive Lecture

GRADIENT WINDS

Air pressure. The force of the air pushing down on the Earth's surface. Air pressure is higher near sea level because there is more air at lower altitudes.

Air moves primarily because the sun heats the earth unevenly in a complex pattern determined by the day-night cycle, latitude, and cloud cover. As well, there are different heat absorbing qualities for bare rock, forested land, water, open fields, city pavement, and so forth. Heat from the sun causes variation in the pressure of the air which tends to flow from areas of high pressure toward regions where the pressure is lower. However, because of Earth's rotation, it flows in spirals inwards. Viewed from overhead, the wind spirals counter-clockwise around a northern hemisphere low pressure system. This means that the wind direction can vary depending on whether the low pressure system is approaching or departing and whether it is passing to the north or the south. It also means that the wind direction will change considerably as a low pressure system travels through the area. In addition, warm, less dense air rises while cold, more dense air sinks. Both vertical and horizontal air movements can create winds suitable for sailing.

Due to the rotation of the Earth and friction, wind will flow around the outside of the high or low pressure areas. Wind strengths are directly related to the difference between high and low air pressure areas; the larger the difference, (gradient) the stronger the winds.

Low pressure area. A low or an L (shown on weather maps) is a region of air where the pressure is lowest in relation to the surrounding area. Lows are associated with stronger winds and rising air. This rising air expands and cools and cannot hold as much water as lower warmer air, resulting in condensation and cloud formation.

In most cases, low pressure systems are created by the collision of warm and cool air masses moving in different directions. Their interaction gives rise, not only to a spiral wind pattern, but to fronts where the warm moist air and cool dry air masses meet.

A low pressure system will always be followed by a high pressure system and vice versa.

High pressure area. A high or an H (shown on weather maps) is a region where the air pressure is highest in relation to the surrounding area.

An area of high pressure is a section of air that is sinking. As the air sinks, it warms, allowing it to hold more water. Highs are often associated with fair weather. A high pressure area does not generally mean warmer weather and can bring cold, fog or frost.

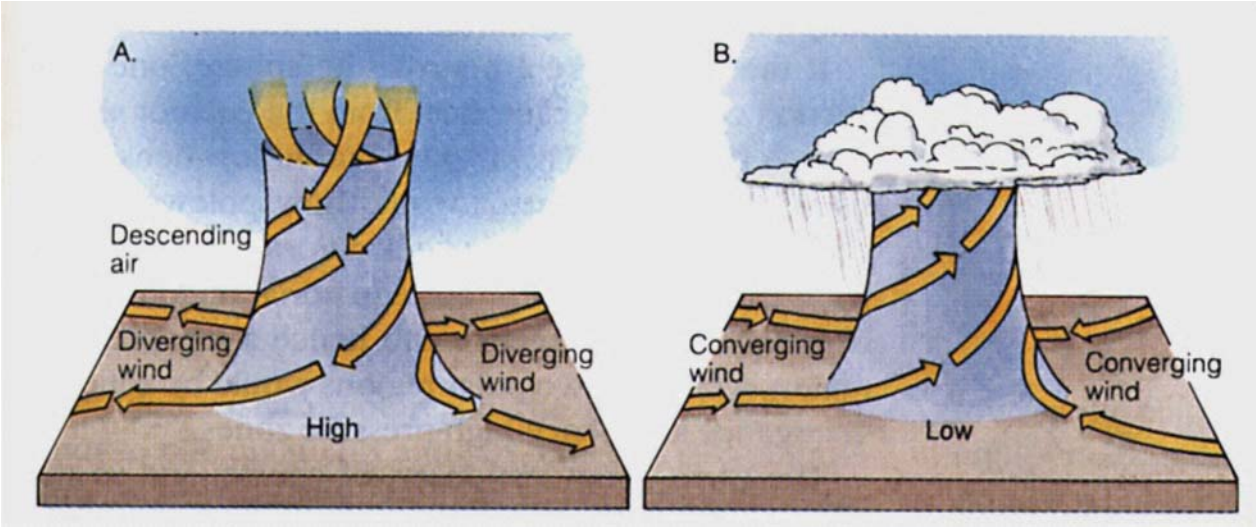


Figure 1 Air Pressure

Note. From "Atmospheric Circulation", by The University of Florida, *Earth Sciences Sector*, Copyright 2000 by Dr. David Hodell and Ray G. Thomas. Retrieved November 19, 2007, from http://ess.geology.ufl.edu/ess/Notes/AtmosphericCirculation/convdiv.jpeg

Weather front. A boundary that separates two air masses that have different densities. As two air masses collide they will mix along their boundary but will retain their distinct characteristics.

Cold front. Cold (more dense) air mass moving beneath a warmer (less dense) air mass and is characterized by the following:

- abrupt uplift along the frontal boundary;
- often following the passage of a warm front;
- cumulus (flat based or anvil-shaped) development;
- signalled by the formation of towering cumulonimbus or thunder clouds;
- after a cold front has passed, the air will be cooler;
- strong gusty winds, rain squalls and lightning; and
- short duration heavy rain and thunderstorms.

Squall line. Any non-frontal line or band of active thunderstorms often accompany cold fronts and bring strong winds. If a squall line is developing, seek shelter.

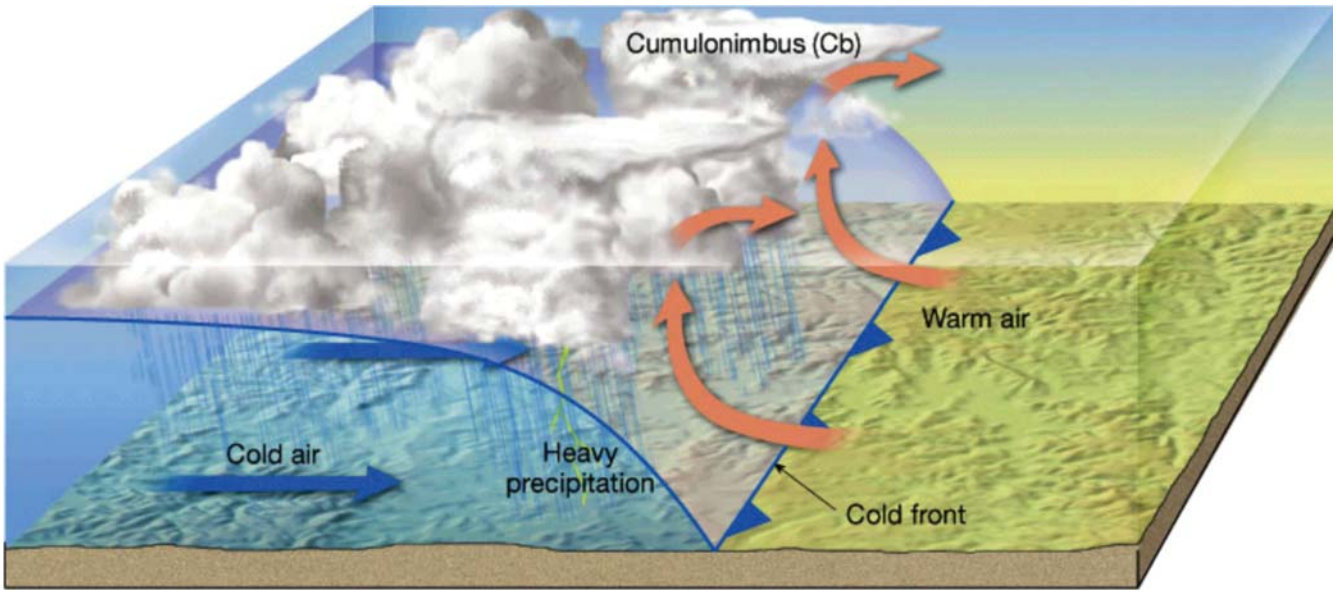


Figure 2 Cold Front

Note. From "Air Masses and Fronts", *Weather and Climate*, Retrieved November 19, 2007, from http://www.ux1.eiu.edu/~jpstimac/1400/fronts.html

Warm front. A warm (less dense) air mass moving over a cold air mass and is characterized by the following:

- gentle uplift;
- usually moving slower than a cold front (about half the speed);
- stratiform (stratus) cloud cover (the leading clouds, cirrus, are a good indicator of an impending change in the weather);
- after a warm front has passed, the air will be warmer; and
- long duration of moderate rainfall.

The symbol for cold fronts is shown as a line of blue triangles on surface weather maps while the symbol for warm fronts is shown as a line of red semicircles.

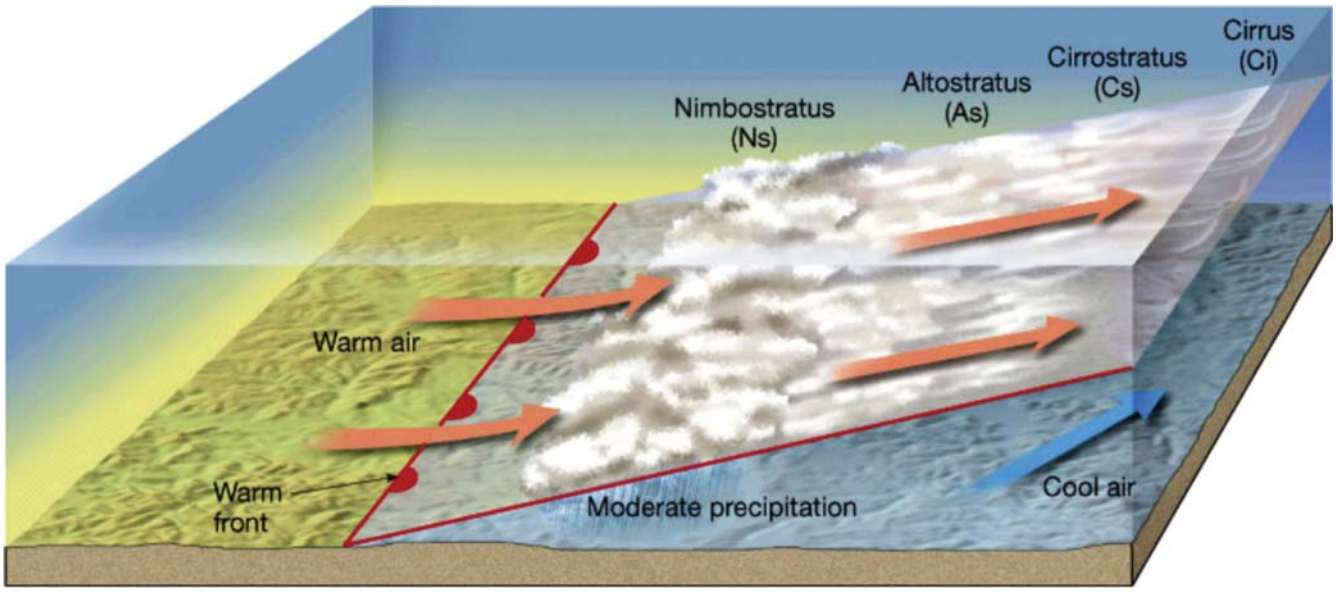


Figure 3 Warm Front

Note. From "Air Masses and Fronts", *Weather and Climate*, Retrieved November 19, 2007, from http://www.ux1.eiu.edu/~jpstimac/1400/fronts.html

THERMAL WINDS

Thermal winds are caused by the heating effect of the sun shining on land; this in turn warms the air near the surface of the ground. The warmed surface air rises; when it reaches about 1200 m above the earth it forms a small white billowy cloud called a cumulus cloud as it condenses and cools. Cooler air from nearby surface areas flow in to take its place. This is part of a convection or thermal cycle.

When there is a body of water nearby, cooler air from above the water surface will flow toward shore to replace the warm air that is rising inland. This is known as a sea breeze. Despite the name, sea breezes are common on fresh water lakes and sea coasts. On sunny days in late spring and summer, they are often as dependable as clockwork—starting at a particular time in the late morning and dying off in late afternoon.

At night, the same process often happens in reverse, when the rapidly cooling land becomes colder than the water. This is called a land breeze, because the wind blows from the land.

Wind associated with high or low pressure systems can either supplement or counteract local thermal winds. Often the combination produces an unstable mix, marked by substantial variations in wind strength and direction

INTERPRETING LOCAL WEATHER

A short-range forecast of changes in the weather can often be made by observation of wind, cloud and sky.

Identifying clouds and the type of weather they indicate is a basic step in determining how the weather is changing (as illustrated in Figure 4).

Distribute the Types of Clouds handout located at Attachment B.

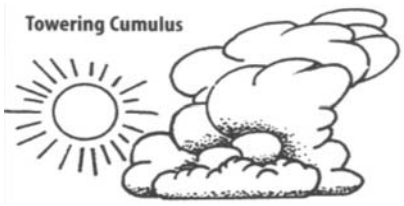
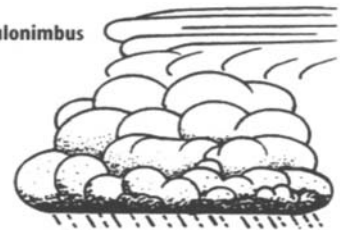
Cloud Type	Description	Indication
Cumulus	Small to medium flffy white clouds sometimes referred to as “popcorn” clouds; well-defined horizontal base at an altitude of 450 – 750 metres (1500 – 2500 feet); usually cover less than half the sky.	Usually indicates fair weather with no precipitation, especially if could form in late morning or afternoon; if cumulus clouds from in early morning, they can develop into towering cumulus.
Towering Cumulus 	Cauliflower-shaped clouds that climb to considerable heights; can be isolated or can grow from lower lines of clouds.	Check weather forecasts immediately and prepare for showers and wind; food visibility except in showers; wind is less string and less gusty than with cumulonimbus clouds.
Cumulonimbus 	Large, fairly dense cloud with a dark base; frequently has an anvil-shaped top; can tower up to 9000 – 12000 metres (30000 – 40000 feet); generally, the higher the cloud builds, the more intense the storm it brings.	Take immediate action to prepare for adverse conditions; unless harbour is very close. it is unlikely you’ll make it. “Nimbus” is Latin for rain and that’s exactly what these clouds bring and lots of it; prepare for heavy rain, strong gusty winds, lightning, and thunder; can also bring hail or tornado.
Cirrus or Cirrostratus	Cirrus – fine, delicate wisps of clouds at high altitudes from 6000 metres (20000 feet) and up; sometimes called mares’ tails since the look like horses’ tails whipped by the wind. Cirrostratus – thicker, somewhat lower cirrus clouds can produce hals around sun or moon.	Indicates that a low pressure system is approaching from the west; the low’s warm, moist air is invading the regino at great heght and will bring overcast conditions for the next 36 to 48 hours with rain, possibly thunderstorms; ample time to prepare for wet unpleasant conditions.

Figure 4 Types of Clouds

Note. From *Basic Powerboating* Skills (p. 24), by D. Neff, 1945, Gloucester, ON: Canadian Yachting Association.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What is a weather front?

Q2. What are some indications of a cold front?

Q3. What types of weather are associated with Cumulonimbus Clouds?

ANTICIPATED ANSWERS:

A1. A weather front is A boundary that separates two air masses that have different densities. As two air masses collide they will mix along their boundary but will retain their distinct characteristics.

A2. Indications of a cold front include:

- abrupt uplift along the frontal boundary;
- often following the passage of a warm front;
- cumulus (flat based or anvil-shaped) development;
- signalled by the formation of towering cumulonimbus or thunder clouds;
- after a cold front has passed, the air will be cooler;
- strong gusty winds, rain squalls and lightning; and
- short duration heavy rain and thunderstorms.

A3. Cumulonimbus Clouds can bring heavy rain, strong gusty winds, thunder and lightning, hail and tornado.

Teaching Point 3 **Discuss indictors of changing states of weather and the required responses.**

Time: 15 min Method: Group Discussion

BACKGROUND KNOWLEDGE

The point 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.

INDICATORS OF CHANGING STATES OF WEATHER

Changing weather is a result of changing air pressure. Understanding the effects of changing air pressure is important when predicting weather.

Signs of Bad Weather

When the weather is going to change for the worse, cloud formations will change. Signs of change for bad weather are:

- clouds, regardless of their formation, are thicker (darker), increase in numbers or join together to form layers / are lower in elevation;
- clouds form banks in the west with winds from the south;
- clouds move in all directions or contrary to the ground wind;
- altostratus clouds darken and lower;
- altocumulus clouds move quickly across the sky or form towers in the morning;
- cumulus clouds form in the morning and stack in the afternoon or move from the south or southwest; and
- clouds form a halo around the moon.

Signs of Good Weather

When the weather is going to change for the better, cloud formations will change. Signs of change for good weather are:

- cloud cover lifts becomes lighter and small patches of blue sky develop;
- cumulus clouds form in the afternoon or float alone;
- stratocumulus clouds drift with the prevailing wind and remain scattered; and
- morning fog burns off before noon.

RESPONSES TO CHANGING STATES OF WEATHER

When weather factors combine to generate bad weather, the results can create a marine weather hazard that can impede a small craft's progress or even put the small craft in danger.

Common marine weather hazards include:

- squall lines,
- thunderstorms,
- fog, and
- rip currents.

Figure 5 describes common weather hazards, the type and length of warning that can be expected and how to deal with the hazard.

Weather Hazard	Warning	Response
Squall Line	20–30 minutes. Long row of dark clouds moving quickly. Static on the radio before it arrives.	Prepare for strong, gusty winds and heavy rain. Wear lifejacket / PFD. Close hatches. Secure loose gear.
Thunderstorms	30 minutes to an hour or more. Towering cumulus or cumulonimbus clouds approaching, usually from the west. Static on radio may occur hours before storm's arrival. If lightning is seen and thunder is heard, time the interval and divide by three. The result is the approximate number of kilometres between you and the storm.	Prepare for strong, gusty winds and heavy rain. Wear lifejacket / PFD. Close hatches. Secure loose gear.
Fog	Little or no warning. Up to several hours depending on the type of fog.	If sufficient warning, it may be wisest to stay in port. If caught out in fog, determine position before fog rolls in: • reduce speed and proceed cautiously; • turn on navigation lights; • sound appropriate sound signals; • post lookout; • hoist radar reflector, if not permanently fitted; • listen for other boats; and • set course for port using available navigational aids. If fog is frequent in your boating area, ensure your boat is equipped with a reliable compass.
Rip Current (also called rip tide)	Usually appears as a visible band of agitated water and is the return movement of water piled up on the shore by incoming waves and wind. If strong winds are forecast from a direction opposite the tidal stream, expect steep, breaking waves that can swamp a boat.	Avoid areas of known rip current or rip tide when wind and tidal flow are in opposition or near shore. If the area is unavoidable, use heavy weather boat handling techniques.

Figure 5 Weather Hazards

Note. From *Basic Powerboating* Skills (p. 24), by D. Neff, 1945, Gloucester, ON: Copyright 2003 Canadian Yachting Association.

GROUP DISCUSSION

TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, 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. What are some signs of bad weather?

Q2. What marine weather hazards are commonly generated by bad weather?

Q3. What weather hazards can be predicted by radio static?

Q4. What responses should be taken when caught in fog?

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 3

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

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. Why are some sources of weather information better than others for local weather?

Q2. What are the recommended sources of local weather information?

Q3. What is an indication of a squall line?

ANTICIPATED ANSWERS:

A1. Some sources focus solely on weather and provide a broad range of weather information in local areas. Other sources of weather information rely on other agencies to collect the data and focus on regional or provincial weather information.

A2. The following are the recommended sources of local weather information:

- marine VHF radio,
- weather radio,
- Environment Canada,
- Internet, and
- personal observation.

A3. A squall line is indicated by a long row of quickly moving clouds and static on the ratio.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The ability to identify sources of local weather information and to know the required responses to changing states of weather will ensure a safe and enjoyable experience while operating a small craft

INSTRUCTOR NOTES / REMARKS

The cadet must have completed PO 322 (Attain a Pleasure Craft Operator Competency Card) prior to participating in this EO.

REFERENCES

C1-007 ISBN 0-920232-17-5 / A-CR-CCP-009/PT-001 Donaldson, S. (2001). *Basic sailing skills*. Kingston, ON: Canadian Yachting Association.

C1-098 Office of Boating Safety. (2006). *Safe boating guide*. Ottawa, ON: Her Majesty the Queen of Right in Canada, as represented by Transport Canada.

C1-106 ISBN 0-920232-19-1 / A-CR-CCP-013/PT-001 Donaldson, S. (1992). *Advanced sailing skills*. Gloucester, ON: Canadian Yachting Association.

C1-160 ISBN 0-920232-15-9 Neff, D. (1990). *Basic power boating skills*. Gloucester, ON: Canadian Yachting Association.

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SOURCES OF WEATHER INFORMATION

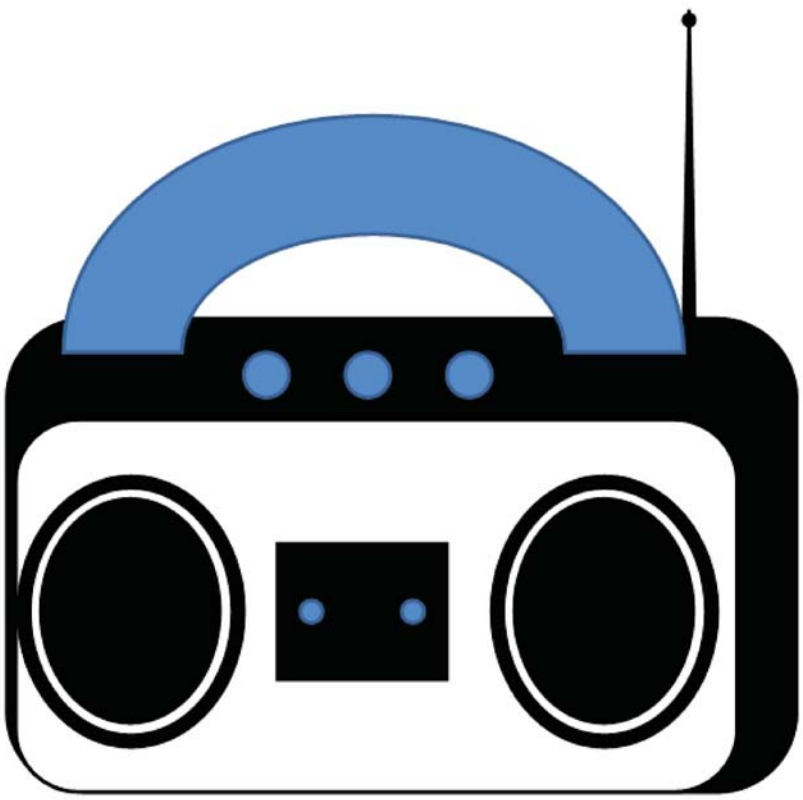


Figure A-1 Local Radio Station

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

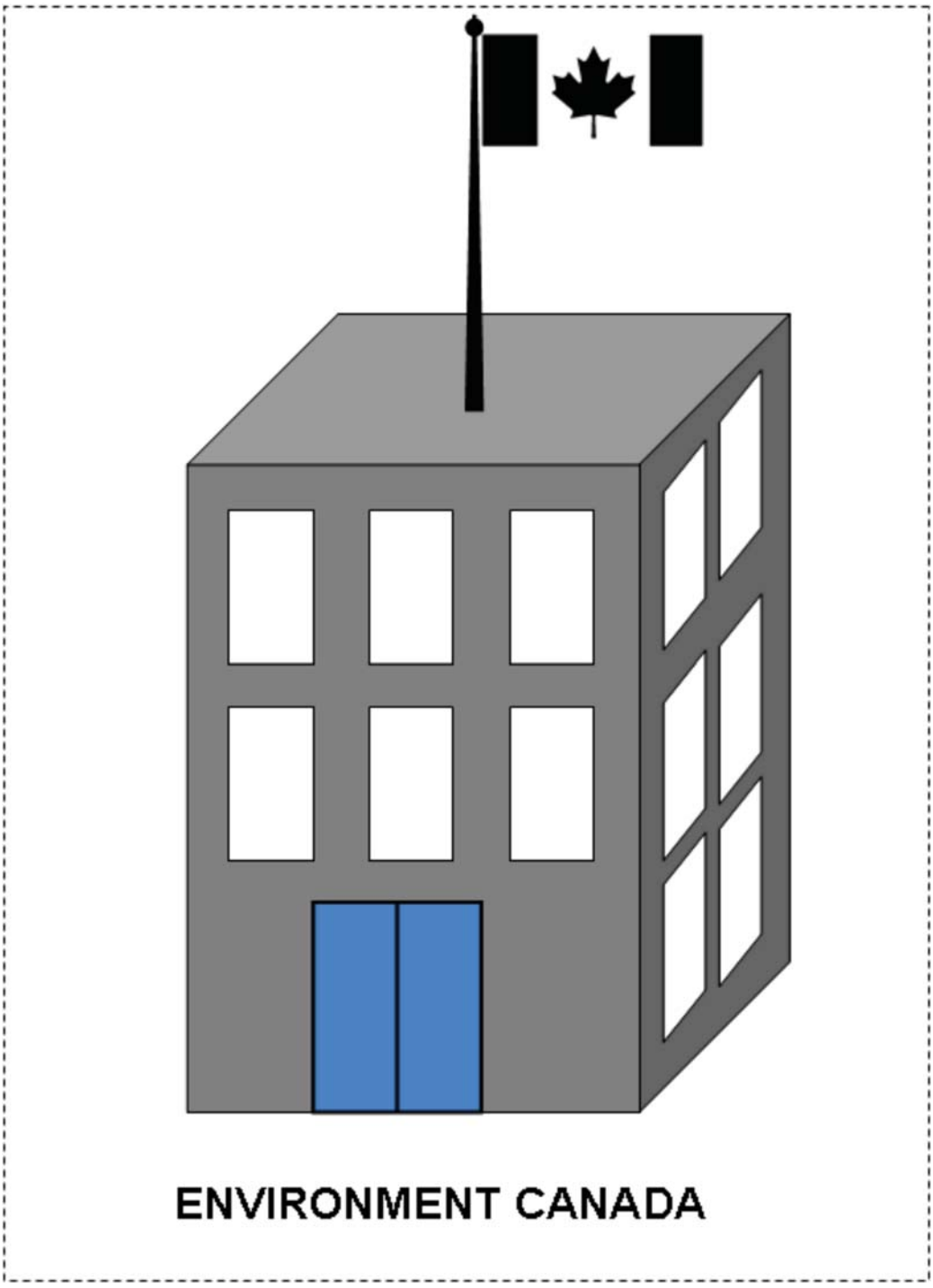


Figure A-2 Environment Canada

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

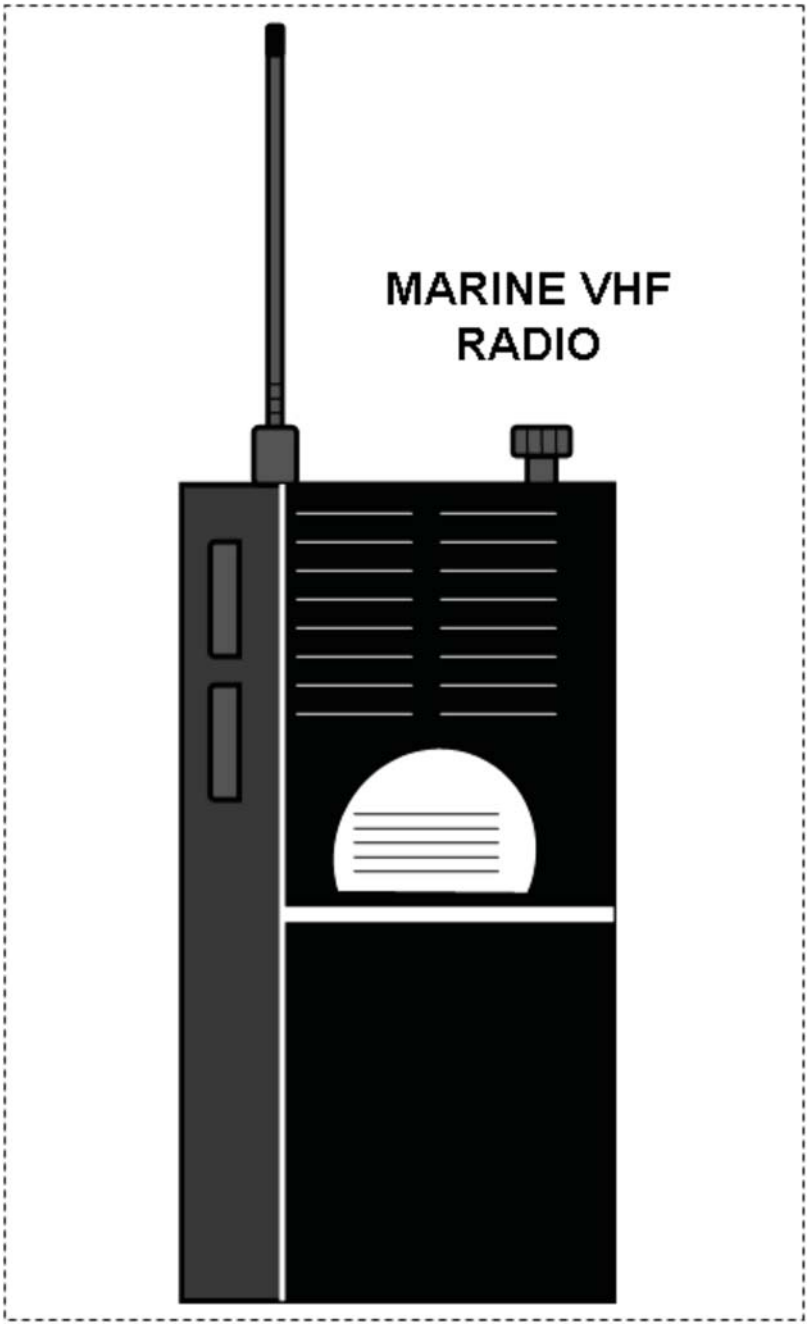


Figure A-3 Marine VHF Radio

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

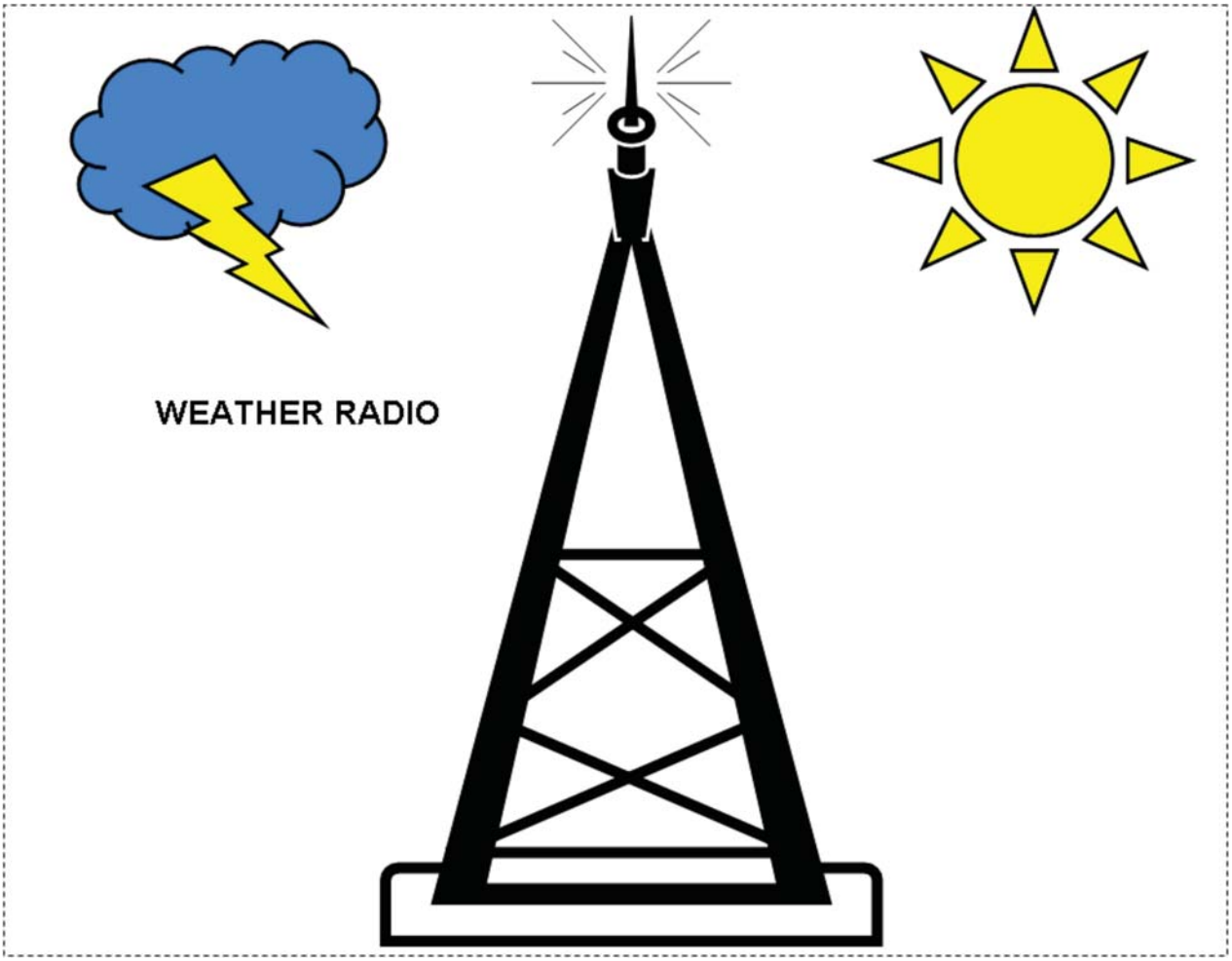


Figure A-4 Weather Radio

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

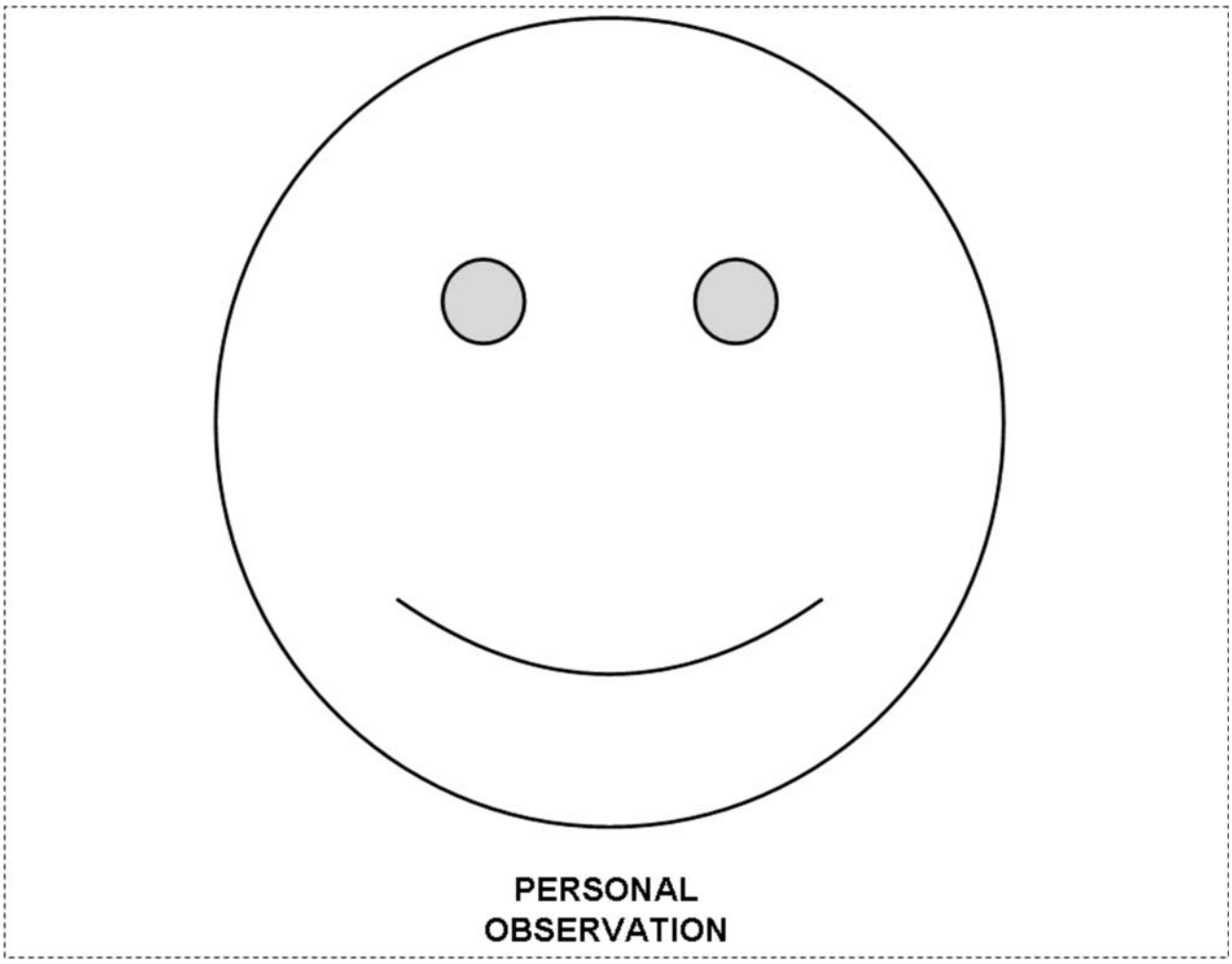


Figure A-5 Personal Observation

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

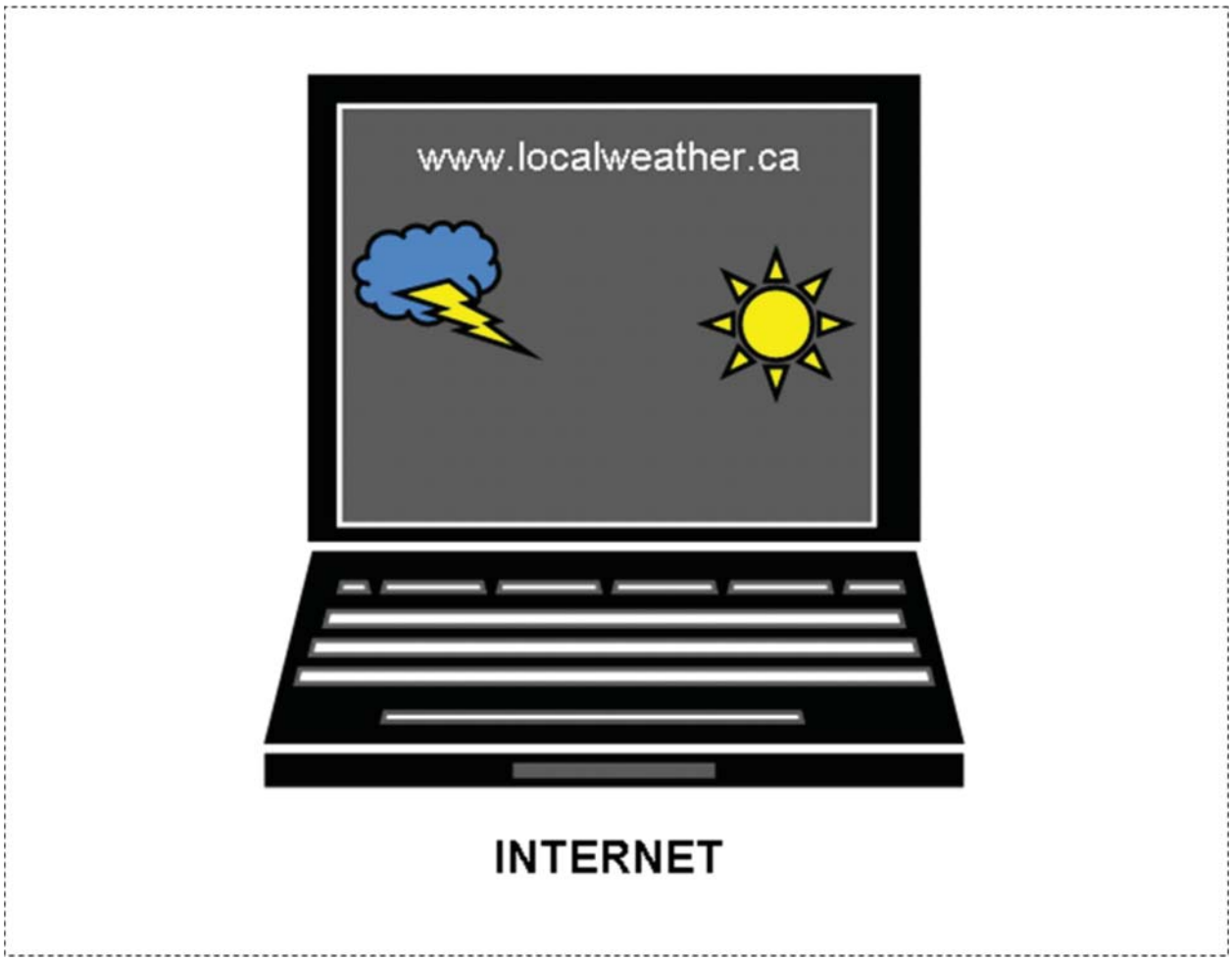


Figure A-6 Accurate Website

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

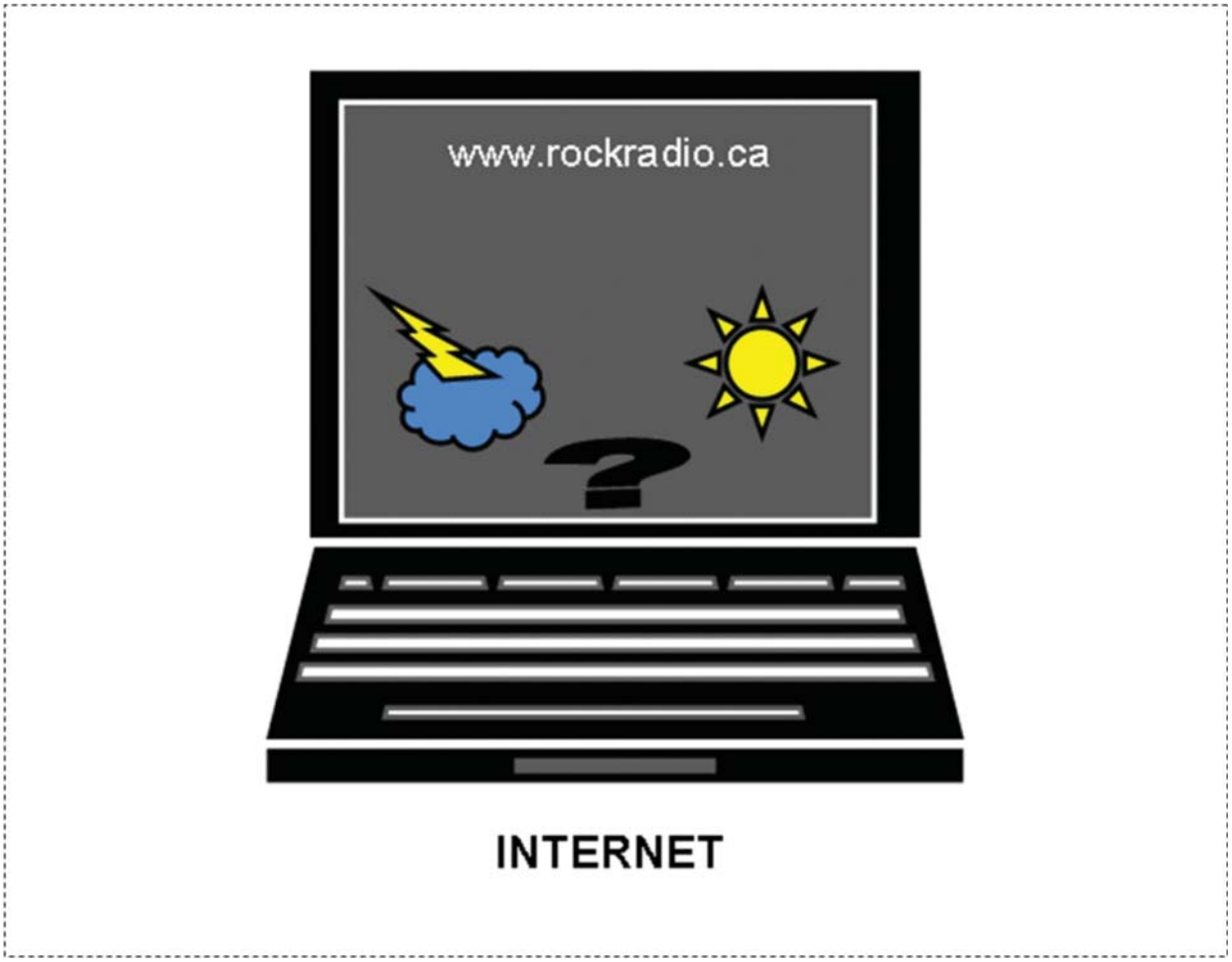


Figure A-7 Inaccurate Website

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

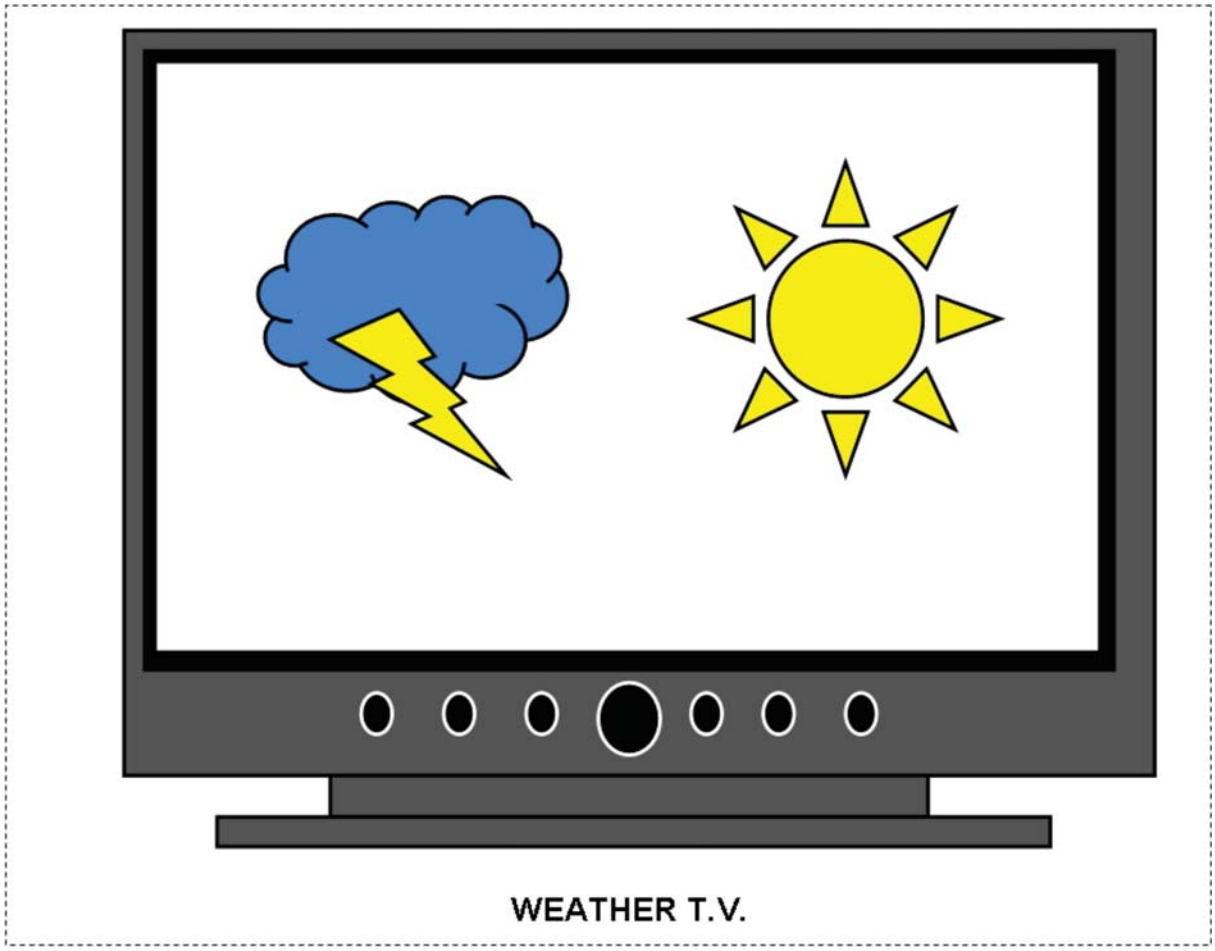


Figure A-8 Weather Television Station

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

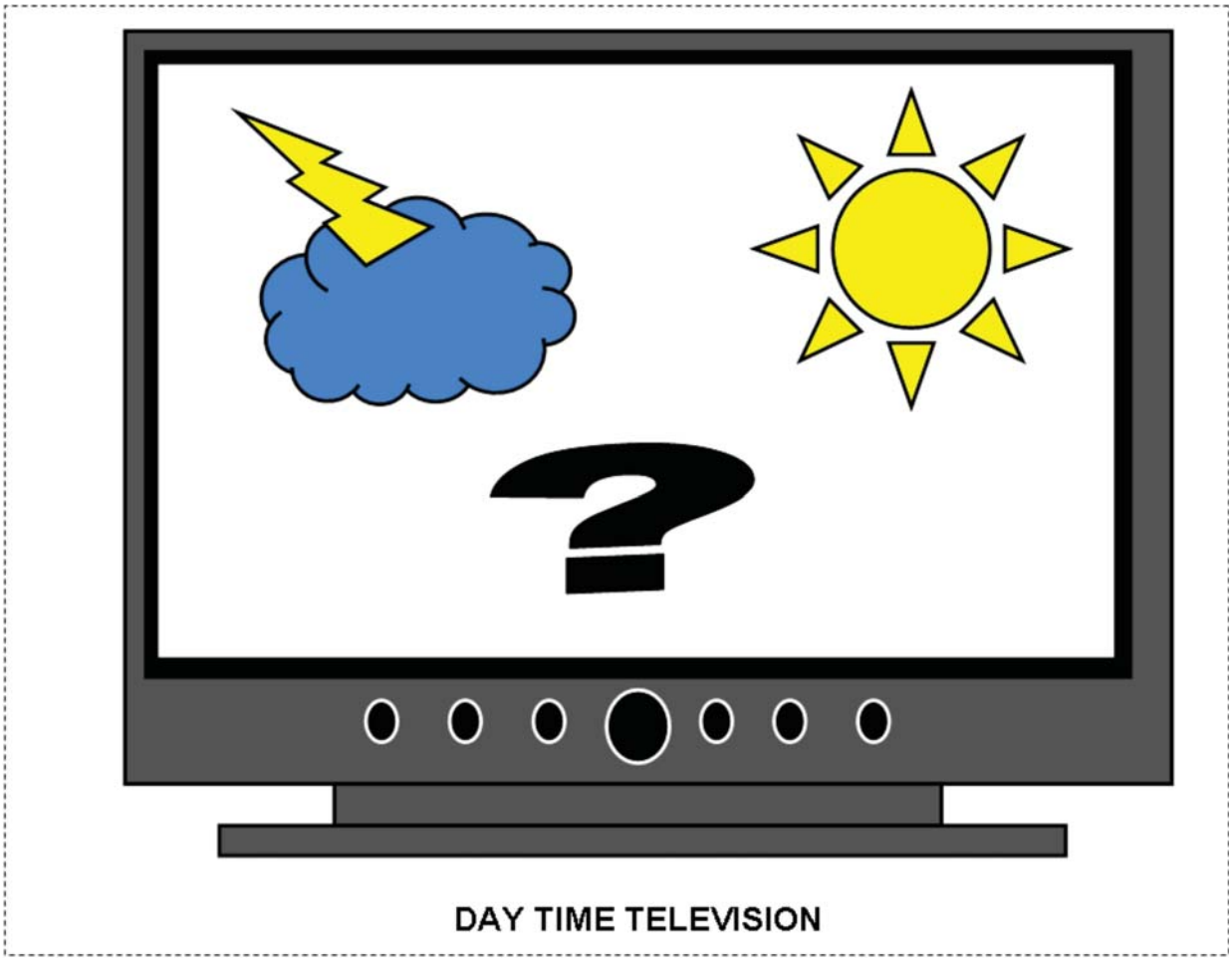


Figure A-9 Local Television Station

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

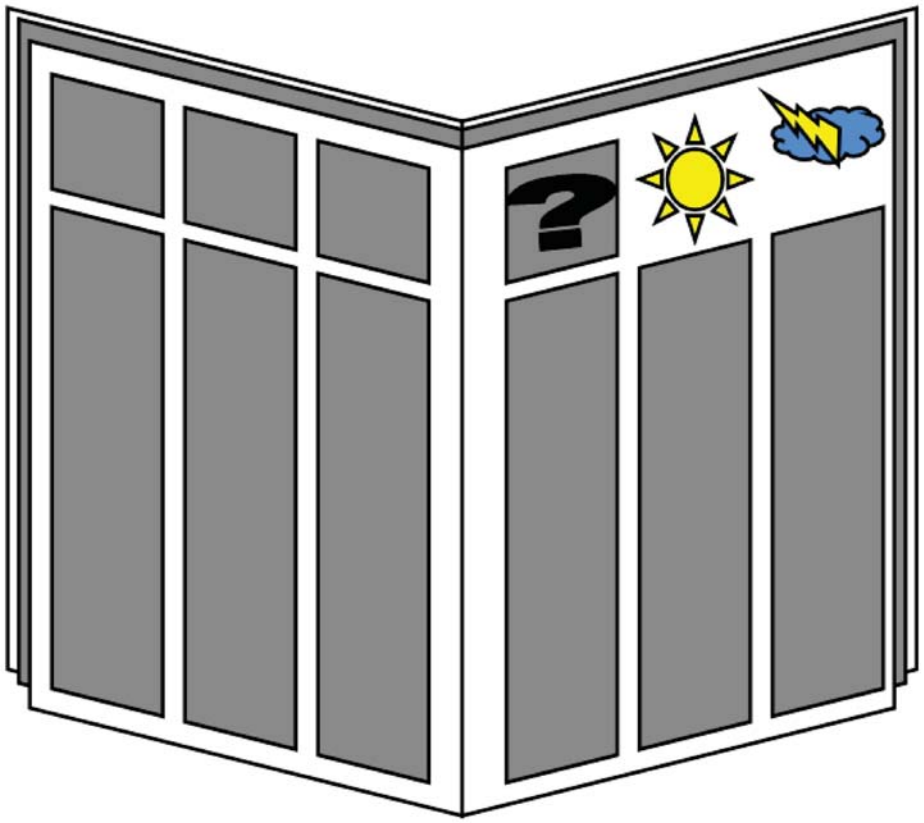


Figure A-10 Local Newspaper

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

TYPES OF CLOUDS HANDOUT

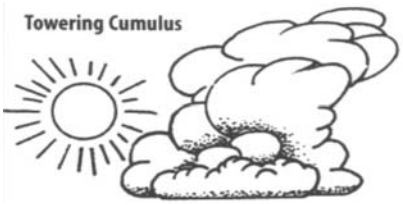
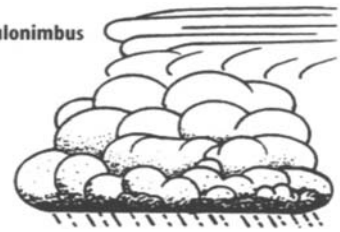
Cloud Type	Description	Indication
Cumulus	Small to medium flffy white clouds sometimes referred to as “popcorn” clouds; well-defined horizontal base at an altitude of 450 – 750 metres (1500 – 2500 feet); usually cover less than half the sky.	Usually indicates fair weather with no precipitation, especially if could form in late morning or afternoon; if cumulus clouds from in early morning, they can develop into towering cumulus.
Towering Cumulus 	Cauliflower-shaped clouds that climb to considerable heights; can be isolated or can grow from lower lines of clouds.	Check weather forecasts immediately and prepare for showers and wind; food visibility except in showers; wind is less string and less gusty than with cumulonimbus clouds.
Cumulonimbus 	Large, fairly dense cloud with a dark base; frequently has an anvil-shaped top; can tower up to 9000 – 12000 metres (30000 – 40000 feet); generally, the higher the cloud builds, the more intense the storm it brings.	Take immediate action to prepare for adverse conditions; unless harbour is very close. it is unlikely you’ll make it. “Nimbus” is Latin for rain and that’s exactly what these clouds bring and lots of it; prepare for heavy rain, strong gusty winds, lightning, and thunder; can also bring hail or tornado.
Cirrus or Cirrostratus	Cirrus – fine, delicate wisps of clouds at high altitudes from 6000 metres (20000 feet) and up; sometimes called mares’ tails since the look like horses’ tails whipped by the wind. Cirrostratus – thicker, somewhat lower cirrus clouds can produce hals around sun or moon.	Indicates that a low pressure system is approaching from the west; the low’s warm, moist air is invading the regino at great heght and will bring overcast conditions for the next 36 to 48 hours with rain, possibly thunderstorms; ample time to prepare for wet unpleasant conditions.

Figure B-1 Types of Clouds

Note. From *Basic Powerboating* Skills (p. 24), by D. Neff, 1945, Gloucester, ON: Canadian Yachting Association.

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ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 1

EO M423.01 – IDENTIFY ASPECTS OF A CHART

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel* to be familiar with the placing of the chart information referred to in this lesson.

Photocopy Attachment A for each cadet.

Set up the classroom or training area so that cadets can sit in pairs at tables suitable for chartwork.

Distribute one copy of Chart 3441 to each table.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to information found on marine charts and generates an interest in small craft navigation.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have explained chart maintenance and identified the title block and other information found on a chart.

IMPORTANCE

It is important for cadets to identify aspects of a chart in order to properly select charts for passage planning. A successful passage plan begins with knowing how to interpret information found on the chart.

Teaching Point 1 **Describe how to care for and maintain a chart.**

Time: 10 min Method: Interactive Lecture

CARE AND MAINTENANCE OF A CHART

There are two main types of paper charts available:

- **Lithographic.** These charts are mass printed on one side of large-format, durable paper. These charts are limited in the number and brightness of colours used.
- **Print On Demand (POD).** These charts are printed by the Canadian Hydrographic Service (CHS) when the charts are ordered. These charts are easily recognized by the bright white paper they are printed on and they have a coloured CHS logo. These charts are not as durable as traditional lithographic charts.

Charts are essential to navigation. Paper charts are available from many different sources and can be expensive to replace. With proper care, paper charts can last for many seasons. The following tips can extend the life of paper charts:

- **Keep the chart dry.** POD charts are significantly less durable than lithographic charts. However with either type of chart, make every effort to keep it dry at all times.
- **Storage.** When storing charts, it may be necessary to either roll or fold them and place them in a dry location. Whether the charts are rolled or folded depends on how much storage space is available.
    - **Folded charts.** Mainly used on large ships as there is sufficient room on board to store all of the charts in drawers. The biggest drawback to folding charts is they quickly become illegible and can tear easily at the folds.
    - **Rolled charts.** If there is not sufficient room to store folded charts, then rolling them is the best solution. Rolling is considered better than folding as the charts remain flat and straight.
- **Marking on a chart.** When making marks on the chart, always use a 2H pencil. Draw with light pressure on the pencil to avoid damaging the surface of the paper.
- **Scrubbing charts.** At the end of each day, the chart must be erased of all tracks, marks and notes. This allows for easy set up for the next navigation plan. Always use gum or white vinyl erasers on the charts. Many erasers have a very abrasive texture which can scrub away important information and damage the surface of the paper.

Additional information on pencils and erasers is given in EO M423.02 (Use Navigation Instruments).

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What should be remembered when marking on a chart?

Q2. Why should only gum or white vinyl erasers be used on a chart?

Q3. What are two ways to store a chart?

ANTICIPATED ANSWERS:

A1. Use light pressure and a 2H pencil.

A2. Certain types of erasers have an abrasive texture which could damage the surface of the chart.

A3. Folded or rolled.

Teaching Point 2 **Describe and have the cadets find the chart title block and other information found on a chart.**

Time: 40 min Method: Interactive Lecture

Have the cadets sit in pairs at tables with *Chart 3441* in front of them.

Have the cadets find the information as it is presented.

Emphasize the importance of knowing where to find the information on a chart rather than memorizing it.

The chart for this TP is *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*. The title block for this chart has been divided into two sections and placed on large land masses within the chart in order to avoid covering any navigation information.

Charts are oriented with true north at the top, east on the right-hand side, west on the left-hand side and south at the bottom.

CHART TITLE BLOCK INFORMATION

The following six items are illustrated in Figure 1.

The title block on a chart contains important information required for navigation in the area depicted.

Chart title. The name of the major navigational body of water in the area covered by the chart. The chart title is quoted along with the chart number when ordering charts.

Example: This chart is referred to as *Chart 3441 Haro Strait Boundary Pass and / et Satellite Channel*.

Projection. A statement of which type of chart projection was used to make the chart.

Example: *Chart 3441* uses Mercator projection.

Scale of the chart. The ratio of a unit of distance on the chart to the actual distance on the earth's surface.

Example: *Chart 3441* has a scale of 1 : 40 000; one inch on the chart equals 40 000 inches on the earth's surface.

There are two scales of charts that are mainly used in small craft navigation. These are:

- **Large-scale.** Cover a small area and show more detail of the earth's surface. These charts are best for navigating in coastal areas. Large-scale charts will have low scale ratios (eg, 1 : 5 000).
- **Small-scale.** Cover a large area of the earth's surface and show little detail. Small-scale charts will have high ratios (eg, 1 : 150 000).

Depth measurement. The unit of measurement for soundings and from which point they are taken.

Example: On *Chart 3441*, depths are measured in metres and are reduced to Chart Datum. (The reference for the Chart Datum is in Fulford Harbour located on Saltspring Island at the top of the chart).

Chart Datum. The plane of vertical reference to which all charted depths and drying heights are related. In non-tidal waters, it is also the vertical datum for elevations and clearances. It is chosen to show the least depth of water found in any place under "normal" meteorological conditions; it is a plane so low that the water level will seldom fall below it.

Elevation measurement. Can be either the height of both natural or man-made objects. The height of rocks and other features along the coastline are also defined.

Spot elevation. The height on a chart of the top of a hill or other natural feature.

Higher High Water, Large Tide (HHWLT). The average of the highest high waters, one from each of 19 years of predictions.

Clearances. The vertical distance between HHWLT and man-made objects such as overhead power cables and bridges.

Elevations on *Chart 3441* are given as:

- Spot elevations and clearances are in metres above HHWLT.
- Underlined figures on drying areas or in brackets against drying features are in metres above Chart Datum.

Examples on *Chart 3441*:

Spot elevation. Mount (Mt.) Newton has an elevation of 305 m. (Located north of the CHS logo in the title block).

Clearance. Christmas Point (Pt.) power cable has a charted clearance of 55 m. (Located in the inset found in the lower left corner of the chart).

Drying areas. The foreshore of Island View Beach has a drying height of 1.5 m at Chart Datum. (Located west of the title block on the Saanich Peninsula).

Drying features. Two charted rocks in Sannichton Bay have charted heights of 2.1 m and 3.4 m (Located west of the chart title).

- **Sources.** A nautical chart is no more accurate than the survey on which it is based. Charting agencies make every effort to keep charts updated and accurate. Charts with older survey dates should be used with caution. Early surveys were often made under circumstances that did not permit accuracy and detail.

Few surveys have been so thorough as to make certain that all dangers have been found. Everyday forces of wind and waves can change shorelines, channel directions or create uncharted shoals.

Example: *Chart 3441* is based on surveys made by CHS up to 1999 and sources from the United States of America (USA).

On August 7 1992, the passenger liner *Queen Elizabeth 2* (QE2), grounded on uncharted and previously unsurveyed rocks located to the south of Cuttyhunk Island, Massachusetts, USA. The most recent survey of this area prior to the grounding was 1939 for some of the area and 1888 for the rest.

The outdated survey data contributed to the Master of the QE2 plotting his course through an area which he would have avoided had he known the dangers existed. Further information can be found at: http://www.maib.gov.uk/cms_resources/queen_elizabeth_2_pub_1993.pdf

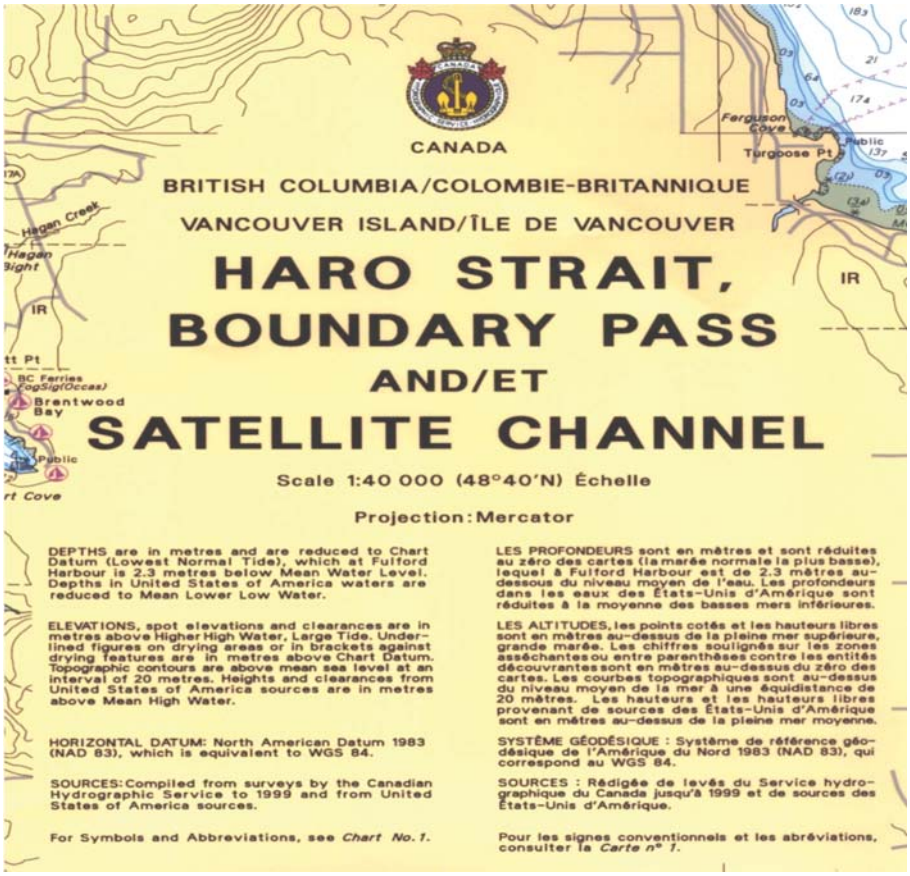


Figure 1 Chart Title Block Part One

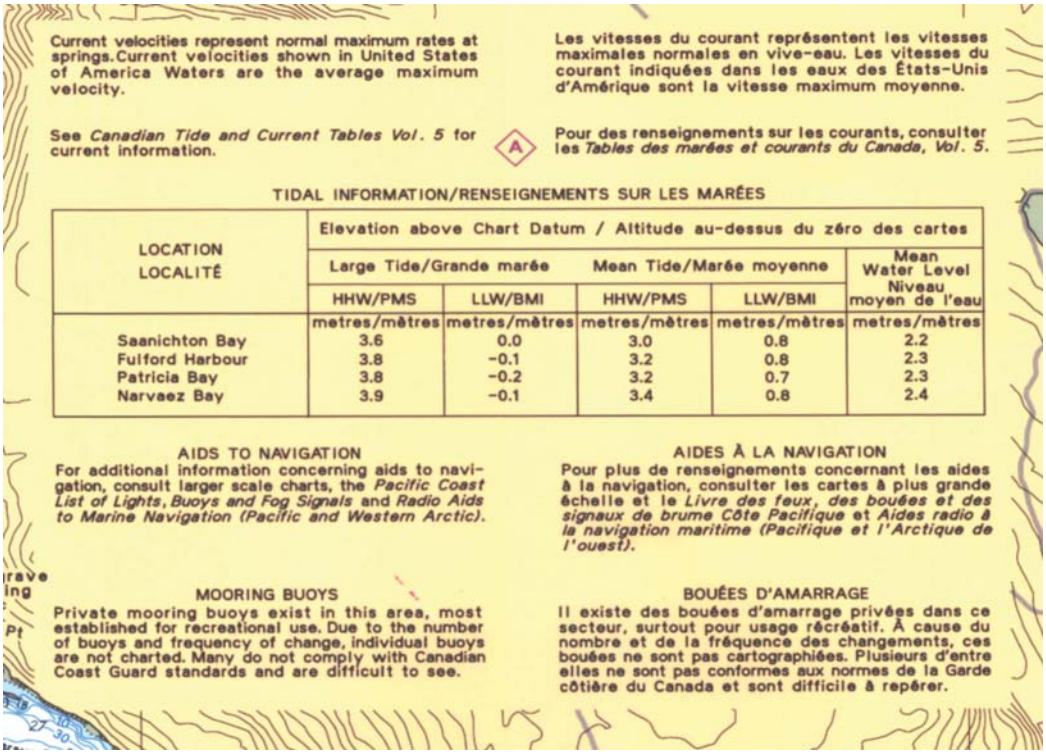
Note. From *Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel*, 2005, Ottawa, ON: Canadian Hydrographic Service

- **Cautionary notes.** These notes outline specific navigational hazards to the area and should be read before using the chart to plan any navigational passage.

The cautionary notes found on *Chart 3441*:

- explain the meaning of special abbreviations used on the chart. Chart 3441 refers to Chart No. 1, which refers to *Symbols Abbreviations Terms (Chart 1)*;

- show special tidal and current information for the area (as illustrated in Figure 4);
- give information on aids to navigation found on the chart. *Chart 3441* refers to *Pacific Coast List of Lights, Buoys and Fog Signals* and *Radio Aids to Marine Navigation (Pacific and Western Arctic)* (as illustrated in Figure 2); and
- refer to anchorage areas or special moorings found in the area. This chart refers to private mooring buoys that do not comply with Canadian Coast Guard Regulations and may be difficult to see (as illustrated in Figure 2).



Current velocities represent normal maximum rates at springs. Current velocities shown in United States of America Waters are the average maximum velocity.

Les vitesses du courant représentent les vitesses maximales normales en vive-eau. Les vitesses du courant indiquées dans les eaux des États-Unis d'Amérique sont la vitesse maximum moyenne.

See *Canadian Tide and Current Tables Vol. 5* for current information.

Pour des renseignements sur les courants, consulter les *Tables des marées et courants du Canada, Vol. 5.*

TIDAL INFORMATION/RENSEIGNEMENTS SUR LES MARÉES

LOCATION LOCALITÉ	Elevation above Chart Datum / Altitude au-dessus du zéro des cartes				
	Large Tide/Grande marée		Mean Tide/Marée moyenne		Mean Water Level Niveau moyen de l'eau
	HHW/PMS	LLW/BMI	HHW/PMS	LLW/BMI	
	metres/mètres	metres/mètres	metres/mètres	metres/mètres	metres/mètres
Saanichton Bay	3.6	0.0	3.0	0.8	2.2
Fulford Harbour	3.8	-0.1	3.2	0.8	2.3
Patricia Bay	3.8	-0.2	3.2	0.7	2.3
Narvaez Bay	3.9	-0.1	3.4	0.8	2.4

AIDS TO NAVIGATION

For additional information concerning aids to navigation, consult larger scale charts, the *Pacific Coast List of Lights, Buoys and Fog Signals* and *Radio Aids to Marine Navigation (Pacific and Western Arctic).*

AIDES À LA NAVIGATION

Pour plus de renseignements concernant les aides à la navigation, consulter les cartes à plus grande échelle et le *Livre des feux, des bouées et des signaux de brume Côte Pacifique* et *Aides radio à la navigation maritime (Pacifique et l'Arctique de l'ouest).*

MOORING BUOYS

Private mooring buoys exist in this area, most established for recreational use. Due to the number of buoys and frequency of change, individual buoys are not charted. Many do not comply with Canadian Coast Guard standards and are difficult to see.

BOUÉES D'AMARRAGE

Il existe des bouées d'amarrage privées dans ce secteur, surtout pour usage récréatif. À cause du nombre et de la fréquence des changements, ces bouées ne sont pas cartographiées. Plusieurs d'entre elles ne sont pas conformes aux normes de la Garde côtière du Canada et sont difficile à repérer.

Figure 2 Title Block Part Two

Note. From Chart 3441, *Haro Strait, Boundary Pass and / et Satellite Channel*, 2005, Ottawa, ON: Canadian Hydrographic Service.

OTHER INFORMATION FOUND ON A CHART

It is important that all of the information printed on the chart is read prior to planning any navigation passages. Scan the chart for any information that has been printed on the margins, on large land areas or in different colours on the chart.

Information printed on *Chart 3441*, other than the information in the title block:

Number and edition of the chart. The chart number, edition information and the date the chart is corrected to are located in the margins of the chart.

Examples on *Chart 3441*:

- **Chart number.** Located in the upper left and lower right-hand corners of the chart (as illustrated in Figure 3).
- **Chart edition.** Previous editions of this chart are listed as well as the date of the newest edition available. In this case, the newest edition is dated July 1, 2005 (as illustrated in Figure 4).

- **Correction dates.** This chart is corrected to Notice to Mariners dated October 10, 2008 (as illustrated in Figure 4).

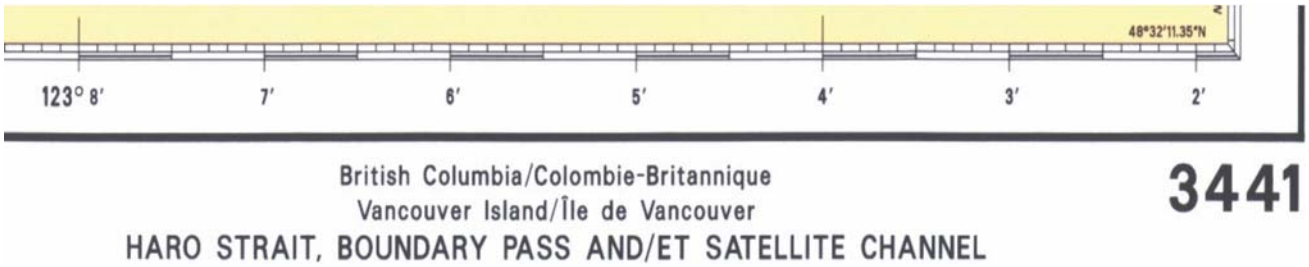


Figure 3 Chart Number and Title

Note. From Chart 3441, *Haro Strait, Boundary Pass and / et Satellite Channel*, 2005, Ottawa, ON: Canadian Hydrographic Service.

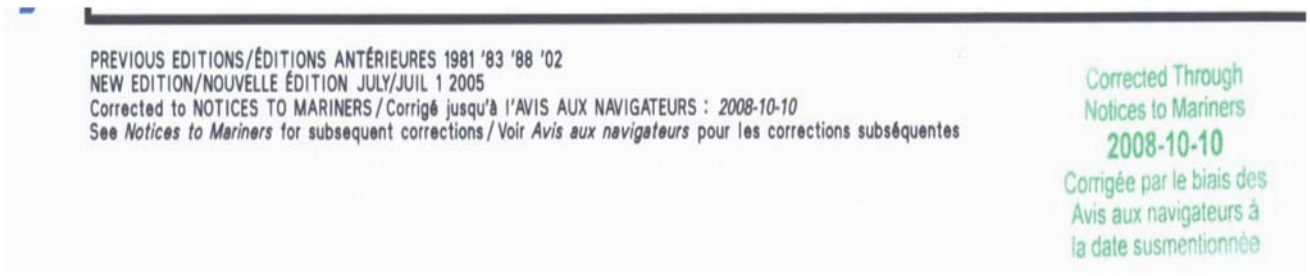


Figure 4 Chart Edition and Correction Date

Note. From Chart 3441, *Haro Strait, Boundary Pass and / et Satellite Channel*, 2005, Ottawa, ON: Canadian Hydrographic Service.

Important information and warnings. Important changes to charted information such as changes to traffic schemes and mooring areas may be printed in magenta-coloured ink. This ink is easily read under a red light (which is used on chart tables during night navigation). Important information found on *Chart 3441* is:

- **Vessel traffic system.** In July 2005, the vessel traffic system from Victoria to Vancouver was changed by the Canadian and United States Coast Guards. Information on the traffic system has been highlighted by symbols in Haro Strait (as illustrated in Figure 5) and further explained in magenta-coloured ink notes in the lower left corner of the chart (as illustrated in Figure 6).

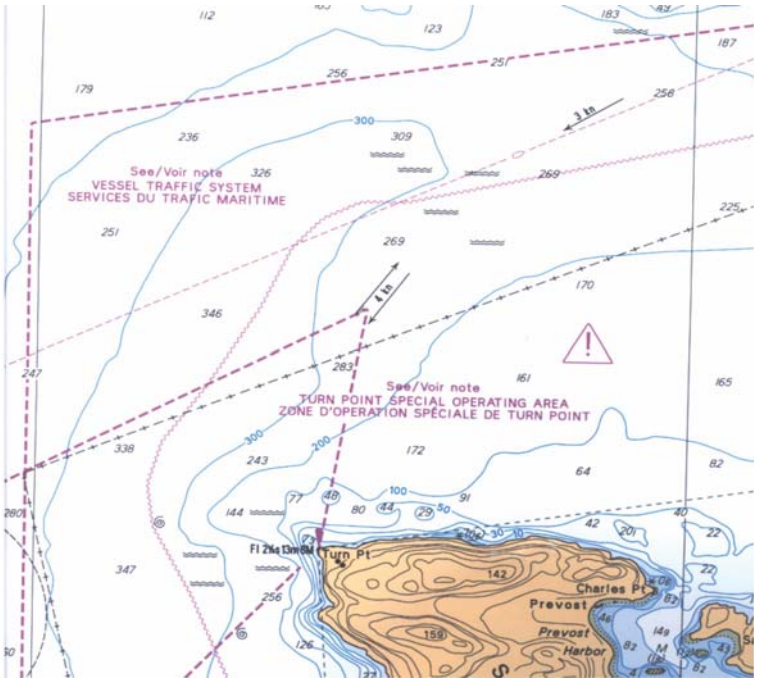


Figure 5 Special Notes–Turn Point Special Operating Area

Note. From *Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel*, 2005, Ottawa, ON: Canadian Hydrographic Service.

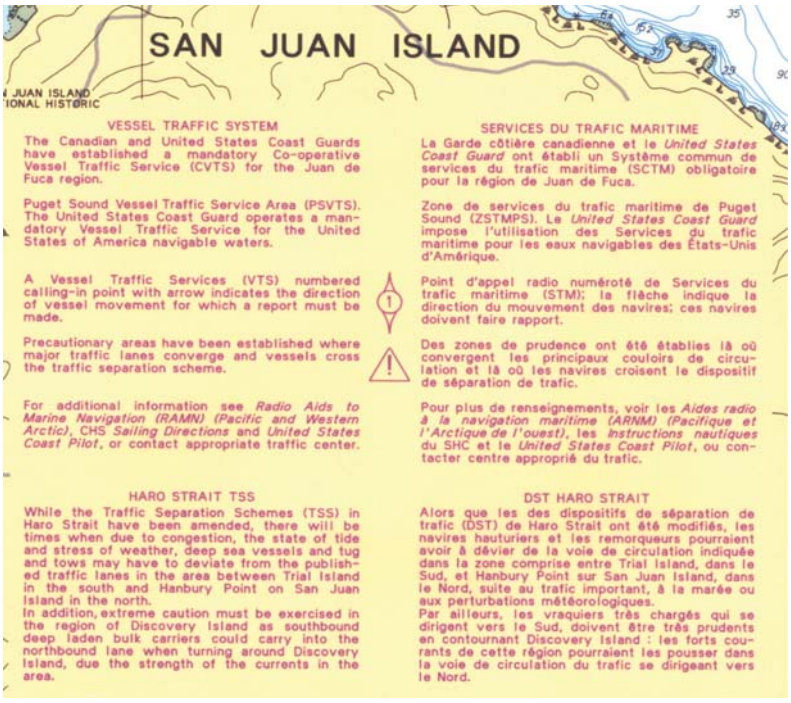


Figure 6 Explanation of Special Notes

Note. From *Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel*, 2005, Ottawa, ON: Canadian Hydrographic Service.

- **Navy mooring buoys.** Navy mooring buoys located in Patricia Bay are described with a note located on the Saanich Peninsula north of Patricia Bay (as illustrated in Figure 7).

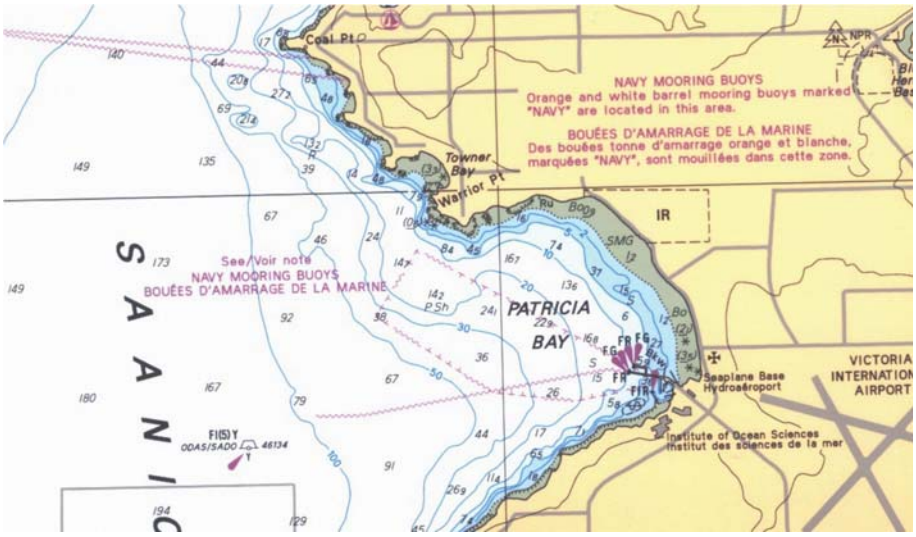


Figure 7 Patricia Bay Mooring Buoys

Note. From *Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel*, 2005, Ottawa, ON: Canadian Hydrographic Service.

- **Firing practice and exercise areas.** Areas reserved for military weapons practice and exercises will be outlined in light grey boxes (as illustrated in Figure 8). Further information on these areas is outlined in *Notice to Mariners: Annual Edition*. In this case, *Notice to Mariners number 35* of each year.

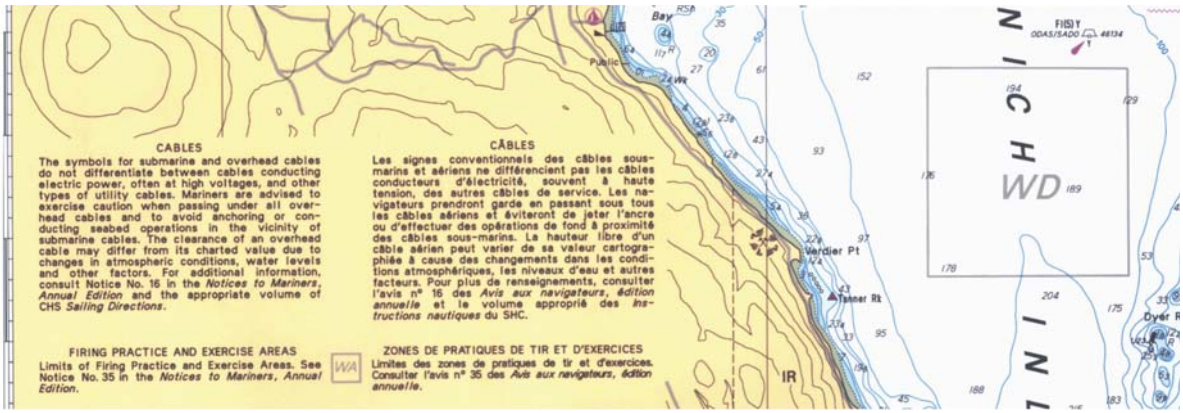


Figure 8 Weapons Practice Area

Note. From *Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel*, 2005, Ottawa, ON: Canadian Hydrographic Service.

Adjoining charts. Chart numbers for adjoining charts are placed around the margin. This will allow quick and easy chart changes as the navigation passage is executed. If the adjoining chart covers navigation areas of other nations, such as the US, the proper chart number of that country will also be printed in magenta-coloured ink inside the territorial boundary of that country (as illustrated in Figure 9).

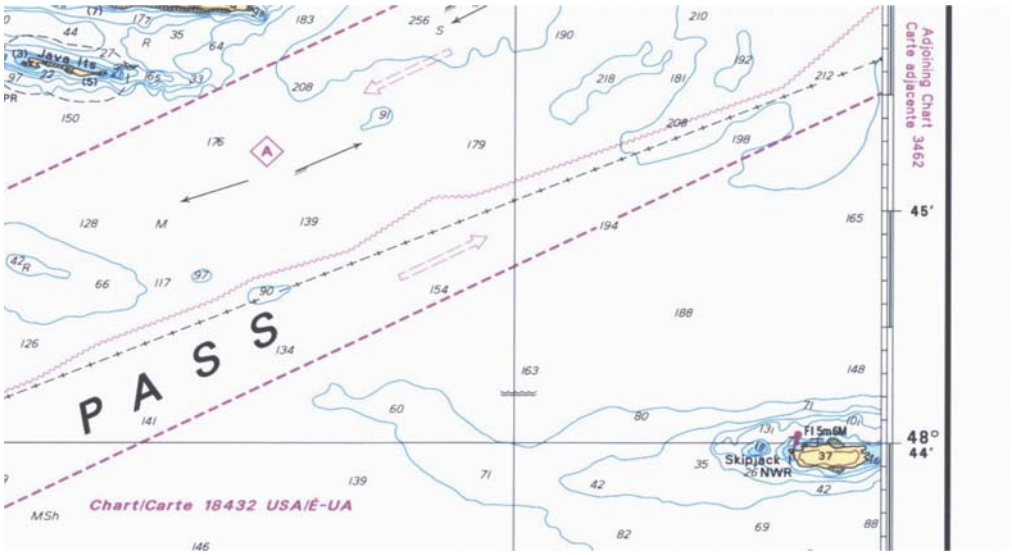


Figure 9 Adjoining Chart Numbers

Note. From *Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel*, 2005, Ottawa, ON: Canadian Hydrographic Service.

Large scale chart numbers. Are printed on the chart for areas where, in order to navigate safely, greater detail is required. Harbour charts, small passages and smaller waterways will have large-scale charts identified on the small-scale chart (as illustrated in Figure 10).

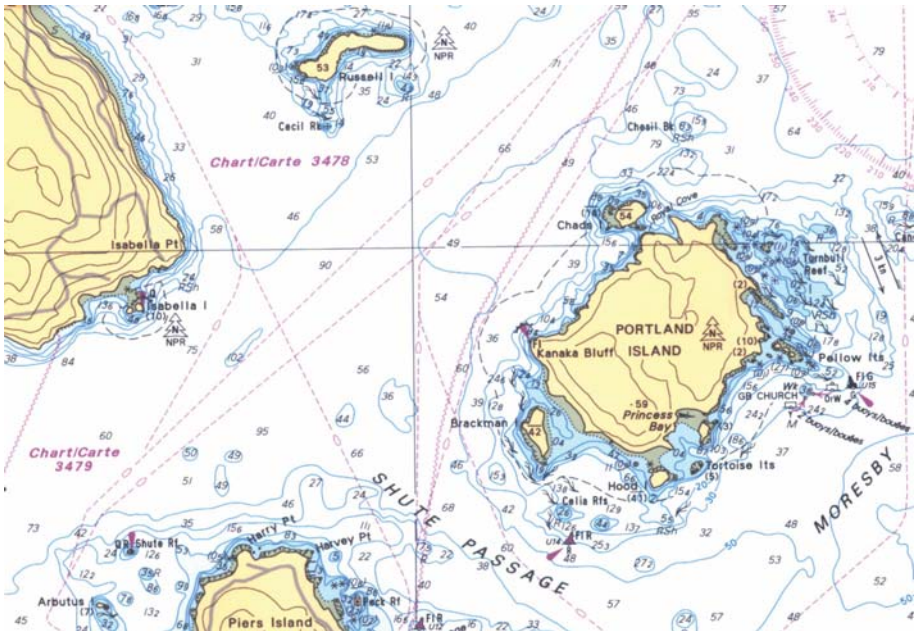


Figure 10 Large Scale Chart Numbers

Note. From *Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel*, 2005, Ottawa, ON: Canadian Hydrographic Service.

Tidal diamonds. The information which relates to this diamond is found elsewhere on the chart or may be referenced to another publication such as *Canadian Tide and Current Tables Vol. 5*. This publication will give the rates and direction of the currents in this area (as illustrated in Figure 11).

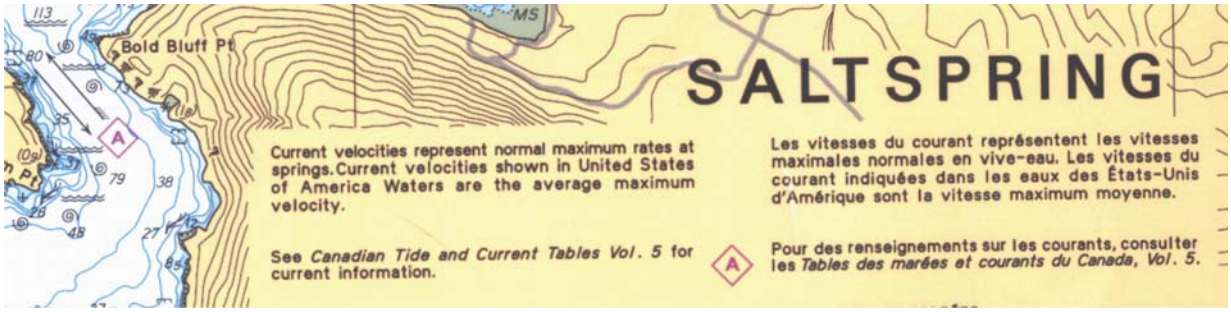


Figure 11 Tidal Diamond

Note. From *Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel*, 2005, Ottawa, ON: Canadian Hydrographic Service.

Inserts / continuations. Chart inserts are placed on the chart to show greater detail of a harbour or small area that would be too small to have its own chart. On *Chart 3441*, Continuation A is shown to give greater detail to Finlayson Arm (as illustrated in Figure 12). This area is too small to create its own separate chart.

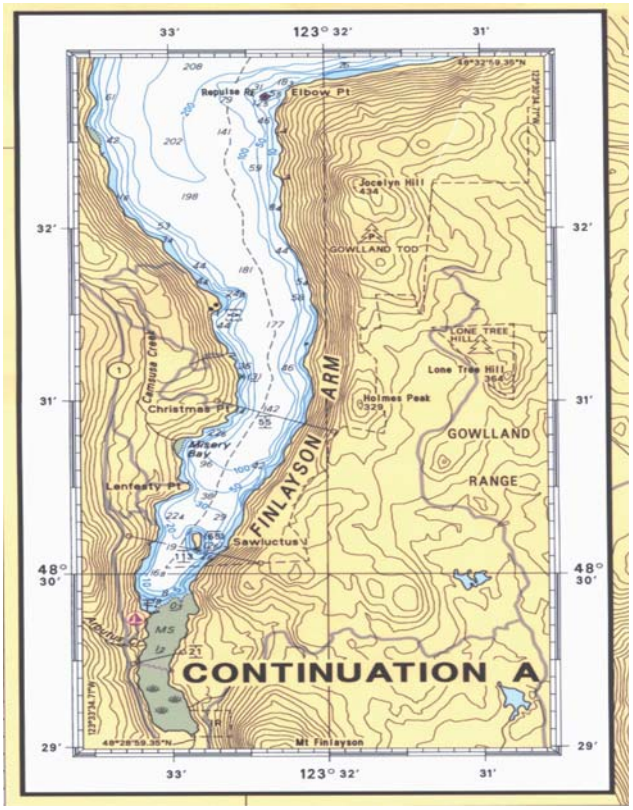


Figure 12 Continuation A

Note. From *Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel*, 2005, Ottawa, ON: Canadian Hydrographic Service.

Distance scales. Scales for measuring distances are provided in convenient locations on the chart. These scales can be used to measure distances in nautical miles (M) or in metres (m) (as illustrated in Figure 13).

Measuring distances will be covered in greater detail in EO M423.03 (Describe Latitude and Longitude).

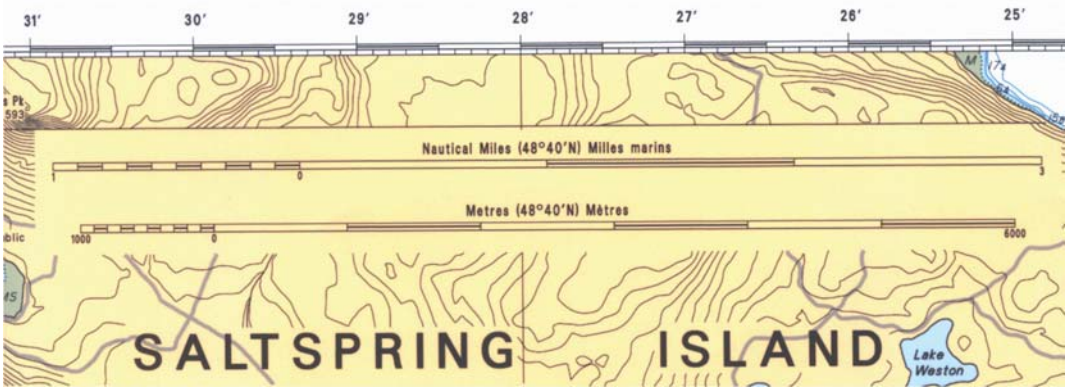


Figure 13 Distance Scales

Note. From *Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel*, 2005, Ottawa, ON: Canadian Hydrographic Service.

Compass rose. Every chart has at least one compass rose. Every compass rose has two circles. The outer circle is aligned to true north and the inner circle is aligned to magnetic north (as illustrated in Figure 14). When plotting bearings or courses on a chart, the outer (True) circle is used. The important information to remember about a compass rose is:

- True directions are printed around the outer circle of the compass rose.
- Magnetic directions are printed around the inner circle of the compass rose. The inner scale is oriented toward magnetic north.
- True north and magnetic north point to different directions.

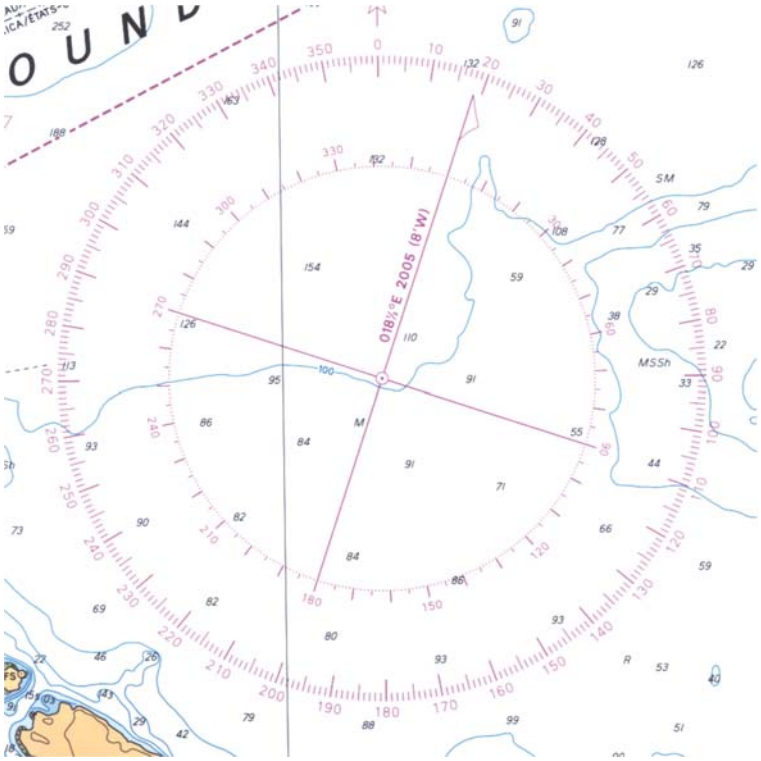


Figure 14 Compass Rose

Note. From *Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel*, 2005, Ottawa, ON: Canadian Hydrographic Service.

Distribute the Chart Information Worksheet located at Attachment A.

The cadets have 10 minutes to complete the worksheet (cadets may work in pairs to complete). Once the worksheet is completed, have the cadets exchange their sheets for correction.

Review Chart Information Answer Sheet located at Attachment B with the cadets.

CONFIRMATION OF TEACHING POINT 2

The cadets' completion of the Chart Information Worksheet will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' completion of the Chart Information Worksheet and return of scrubbed charts will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 423 PC.

CLOSING STATEMENT

Recognizing the importance of chart maintenance and information found on a chart will lead to prolonged use of the chart and the proper selection of charts for passage planning.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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

Chart Information Worksheet

Answer the following questions using *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*.

Q1. What is the scale? What does it mean?

A1. _____

_____

Q2. How are soundings measured on this chart?

A2. _____

_____

Q3. What is the date of the newest edition of this chart?

A3. _____

_____

Q4. Which Notice to Mariners outlines information on the Firing Practice and Exercise Areas that are shown on this chart?

A4. _____

_____

Q5. The revised Traffic Separation Scheme from Victoria to Vancouver came into effect on which date?

A5. _____

_____

Q6. Describe the Navy mooring buoys in Patricia Bay.

A6. _____

_____

Q7. Identify the large scale or adjoining chart numbers for the following areas:

a. Cowichan Bay: _____

b. Bazan Bay: _____

c. Spieden Channel: _____

d. Areas east of Jones Island: _____

e. North end of Plumper Sound: _____

f. Areas north of Octopus Pt.: _____

Q8. What is the charted height of the following:

a. Highest point on Portland Island: _____

b. Tortoise Islets: _____

c. Christmas Pt. Power Cable: _____

d. Highest rock in Patricia Bay: _____

Q9. What area is shown in Continuation A?

A9. _____

_____

Q10. What units of measurement are used for the two distance scales on the chart?

A10. _____

_____

Q11. What is the latest survey used to make this chart?

A11. _____

_____

Q12. Who published this chart?

A12. _____

_____

Chart Information Answer Sheet

Answer the following questions using Chart 3441 *Haro Strait, Boundary Pass and Satellite Channel*.

Q1. What is the scale? What does it mean?

A1. **The scale is 1 : 40 000. This means that every inch on the chart represents 40 000 inches on the earth's surface.**

Q2. How are soundings measured on this chart?

A2. **Soundings are measured in metres and are reduced to Chart Datum.**

Q3. What is the date of the newest edition of this chart?

A3. **July 1, 2005.**

Q4. Which Notice to Mariners outlines information on the Firing Practice and Exercise Areas that are shown on this chart?

A4. **Annual Notice to Mariners number 35.**

Q5. The revised Traffic Separation Scheme from Victoria to Vancouver came into effect on which date?

A5. **July 1, 2005.**

Q6. Describe the Navy mooring buoys in Patricia Bay.

A6. **They are orange and white barrel mooring buoys.**

Q7. Identify the large scale or adjoining chart numbers for the following areas:

a. Cowichan Bay: **Chart 3478.**
b. Bazan Bay: **Chart 3479.**
c. Spieden Channel: **Chart 18433 USA.**
d. Areas east of Jones Island: **Chart 18421 USA.**
e. North end of Plumper Sound: **Chart 3477.**
f. Areas north of Octopus Pt.: **Chart 3478.**

Q8. What is the charted height of the following:

a. Highest point on Portland Island: **57 m.**
b. Tortoise Islets: **5 m.**
c. Christmas Pt. Power Cable: **55 m.**
d. Highest rock in Patricia Bay: **3.5 m.**

Q9. What area is shown in Continuation A?

A9. **Finlayson Arm (Southern Portion).**

Q10. What units of measurement are used for the two distance scales on the chart?

A10. **Nautical miles and metres.**

Q11. What is the latest survey used to make this chart?

A11. **1999.**

Q12. Who published this chart?

A12. **Canadian Hydrographic Service.**

ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 2

EO M423.02 – USE NAVIGATION INSTRUMENTS

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 *Chart 3441* and become familiar with the geographical places specified in this lesson.

Set up the classroom or training area so that cadets can work in pairs at tables suitable for chartwork.

Distribute one set of navigation instruments, *Symbols Abbreviations Terms (Chart 1)* and *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel* to each pair of cadets.

If desired, an alternative chart, such as one of the local area, may be used. If so, modify the lesson to include the information in the given examples to reflect that chart.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skills the cadets is expected to acquire while providing an opportunity for the cadets to practice the skills under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have used navigation instruments.

IMPORTANCE

It is important for cadets to know how to navigate as it introduces them to skills necessary for future training opportunities. Knowledge of this information will ensure that cadets are able to create safe and effective navigation plans for on water activities.

Teaching Point 1 **Demonstrate and have the cadets' practice using navigation instruments.**

Time: 50 min Method: Demonstration and Performance

For this TP it is recommended that instruction take the following format:

1. Explain and demonstrate the use of each navigation instrument.
2. Explain and demonstrate each step required to use each instrument.
3. Monitor the cadets' performance as they practice with each navigation instrument.

USE OF NAVIGATION INSTRUMENTS

The purpose of navigation is to find the present position and to determine the necessary speed, direction etc, to arrive at a port or point of destination. The proper use of navigation instruments will greatly effect the accuracy of the navigation and will therefore impact the safe and timely execution of any planned passage.

A navigator's instrument kit will contain, but is not limited to, the following:

- **Pencils.** The recommended pencils for navigation are 2H wooden pencils. These pencils allow clean lines on the chart and will not leave wide, smudgy lines which are difficult to erase. Mechanical pencils (0.5 mm and 0.7 mm) are not recommended as the lead will become very sharp during use and may damage the surface of the chart, leaving permanent lines.
- **Erasers.** Tests done by Canadian Hydrographic Service (CHS) indicate that indian gum erasers work the best on either type of chart. Never use the red erasers which are attached to the pencil. These erasers will leave red smears on the chart and their abrasive material may scrub any information (lines, soundings, etc.) from the surface of the chart.
- **Parallel ruler.** Used for transferring a line across a chart while maintaining its direction. There are two main types of parallel rulers used:

Cadets should be given an opportunity to use both types of rulers (if available).

  - **Hinged parallel ruler.** Two straight edges hinged so that they maintain the same angle. By alternating the moving edge, and securely holding down the non-moving edge, the rulers move about the chart while maintaining the same angle (as illustrated in Figure 1).

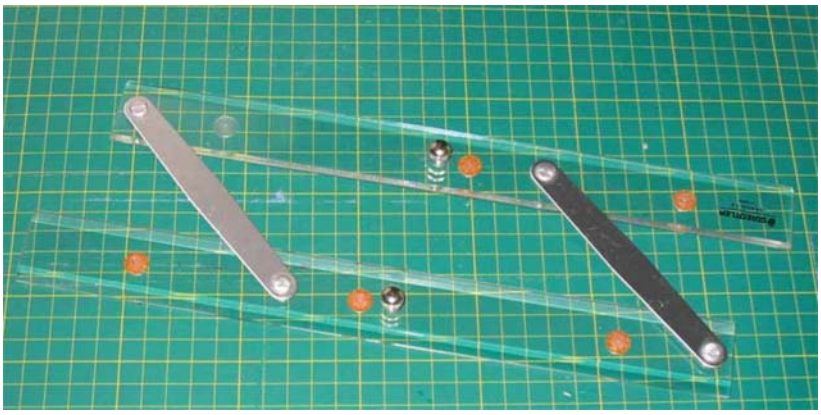


Figure 1 Hinged Parallel Ruler

Note. From Wikipedia, 2008, *Parallel Ruler*, Retrieved November 6, 2008, from www.wikipedia.org/wiki/parallel_ruler

Instructions on how to use a hinged parallel ruler are located at Attachment A.

- **Rolling parallel ruler**. Designed to roll without sliding laterally and easy to use with little practice. Rolling rulers do not work well near the edge or over folds in charts as they may catch on the fold or edge. (Illustrated in Figure 2).

Figure 2 Rolling Parallel Ruler

Note. From Chartroom-online.com, 2008, *The Navigators Best Friend*, Retrieved November 6, 2008, from www.chartroom-online.com/store/products/equipment/RollingRule.html

Instructions and an exercise for the cadets on how to use a rolling parallel ruler are located at Attachment B.

- **Dividers.** Dividers are used to measure the distance between two points, and also to help align parallel rulers. There are several styles of dividers available. A good set of dividers will have an adjusting screw to maintain the tension on the divider's arms.

Figure 3 Dividers

Note. From Binnacle.com, 2008, *Your Online Marine Store*, Retrieved November 13, 2008, from http://ca.binnacle.com/Product_info.php

Further details on how dividers are used in navigation are provided in EO M423.03 (Describe Latitude and Longitude).

Additional navigation instruments that could be included are:

- **Drafting compass.** A drafting compass can be used for scribing arcs, which indicate distances, on a chart. The best compass for navigation is one with a thumb screw between the legs to keep them in a set position.

Figure 4 Drafting Compass

Note. From Staedtler.com, 2008, Retrieved November 13, 2008, from www.staedtler.com/technical_drawing

- **Speed-Time-Distance calculator.** A simple slide rule for calculating the speed, distance or time if the other two quantities are known.

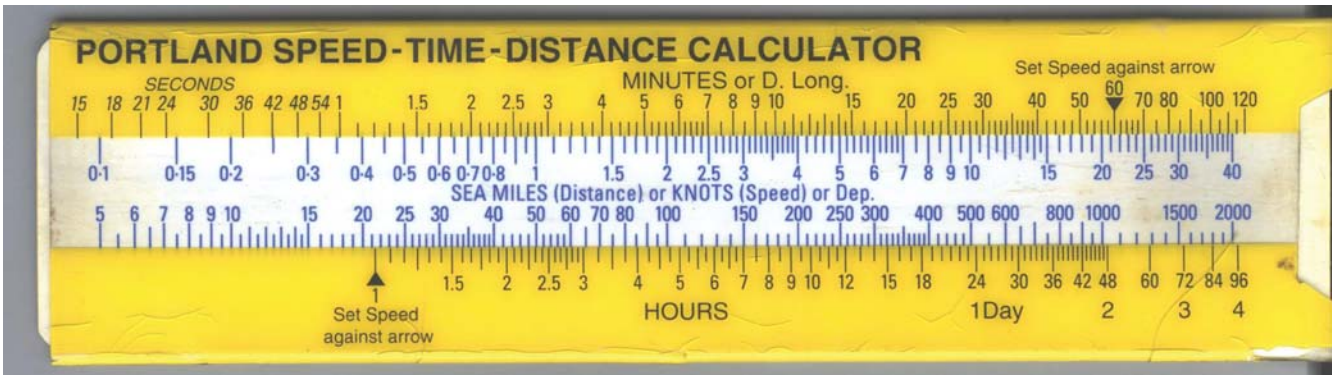


Figure 5 Portland Speed-Time-Distance Calculator

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Instructions on how to use a Speed-Time-Distance (STD) calculator are located at Attachment C.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in using the navigation instruments will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

QUESTIONS:

Q1. What type of pencil is recommended for navigation?

Q2. What are the two types of parallel rulers?

Q3. What instrument is used to measure distance between two objects?

ANTICIPATED ANSWERS:

A1. 2H wooden pencils.

A2. Hinged or rolling.

A3. Dividers.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 423 PC.

CLOSING STATEMENT

Using navigation instruments accurately will allow the cadets to safely navigate and complete their objectives during actual navigation passages.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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

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HOW TO USE A HINGED PARALLEL RULER

Hinged parallel rulers are used to plot direction or transfer parallel lines on a chart. They are, essentially, two straight edges that are hinged so that they maintain the same angle. By altering the moving edge, and securely holding the non-moving edge, the ruler can be moved about the chart while maintaining the same angle.

The following steps explain how to use a hinged parallel ruler:

1. Align the bottom edge of the ruler with the bottom edge of the chart.
2. Hold the bottom half of the ruler stationary and move the top half until the hinges are straight up and down.
3. While holding the top half stationary, close the ruler.
4. Hold the bottom stationary and move the top half until the upper edge aligns with the first parallel of longitude on the chart (on *Chart 3441* it is 48° 36' N). If the ruler has not moved, the edge of the ruler should be precisely aligned with the line on the chart.
5. Practice moving the ruler up and down the chart.

COMMON ERRORS

It is common for novice navigators to make the following errors when learning to use a hinged parallel ruler:

- Not applying consistent pressure along the stationary side of the ruler by only pushing down on the handles. Spread the pressure along the entire side of the ruler and use the handles only when moving the side.
- Always moving the halves in the same direction when opening and closing the ruler. This will make the ruler move in that direction (eg, if you always open and close the ruler by moving the corresponding half to the right, the ruler will move across the chart to the right).

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HOW TO USE A ROLLING PARALLEL RULER

Rolling parallel rulers are used to plot direction or transfer parallel lines on a chart. These rulers contain two large brass wheels mounted on a single axle which runs through the centre of the ruler. This will allow the ruler to smoothly roll along the chart while maintaining the same angle.

The following steps explain how to use a rolling parallel ruler:

1. Align the bottom edge of the ruler with the bottom edge of the chart.
2. Carefully roll the ruler to the first parallel of latitude on the chart (on *Chart 3441* it is 48° 36' N).
3. If the ruler has not moved, the edge of the ruler should be precisely aligned.
4. Practice moving the ruler up and down the chart.

COMMON ERRORS

It is common for novice navigators to make the following errors when learning to use a rolling parallel ruler:

- Not applying consistent pressure along the length of the ruler. Many times the ruler will wander because the person using it is only pushing down on the centre of the ruler.
- Moving the ruler too fast along the chart. Care must be taken when rolling the ruler to ensure that it remains straight.
- Trying to roll over folds, edges and other obstructions, such as eraser pieces, when moving the roller from one point to another. Before moving the ruler, ensure the path you wish to roll along is clear of anything the ruler may catch on.

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HOW TO USE A SPEED-TIME-DISTANCE CALCULATOR

The Speed-Time-Distance (STD) Calculator is a simple slide ruler which can be a navigator's most used tool. The ruler can assist a navigator in easily and quickly calculating any required value when given two others.

Parts and Scales

1. **Top scale.** This scale is divided into minutes and seconds from 15 seconds to 120 minutes (two hours) (as illustrated in Figure C-1).

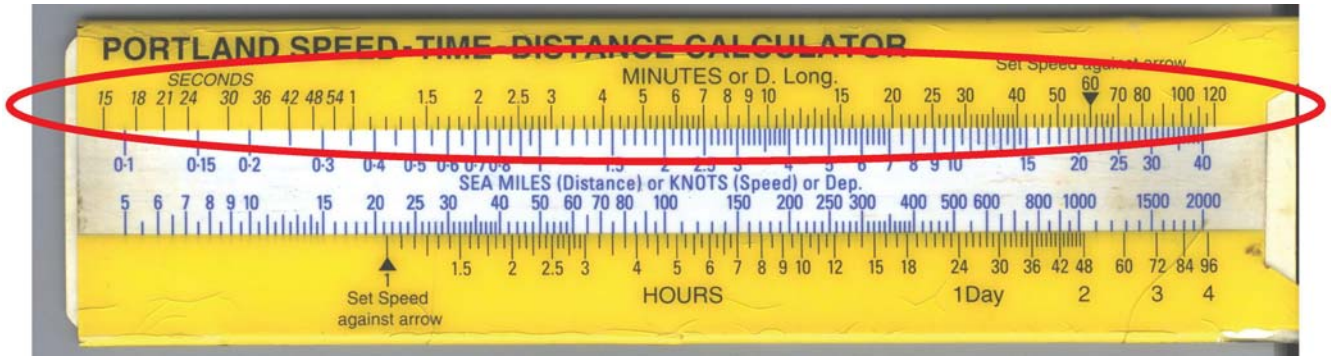

Figure C-1 Top Scale

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

2. **Bottom scale.** This scale is divided into hours and days. From left to right the scale begins at 1 hour and continues to 96 hours (four days) (as illustrated in Figure C-2).

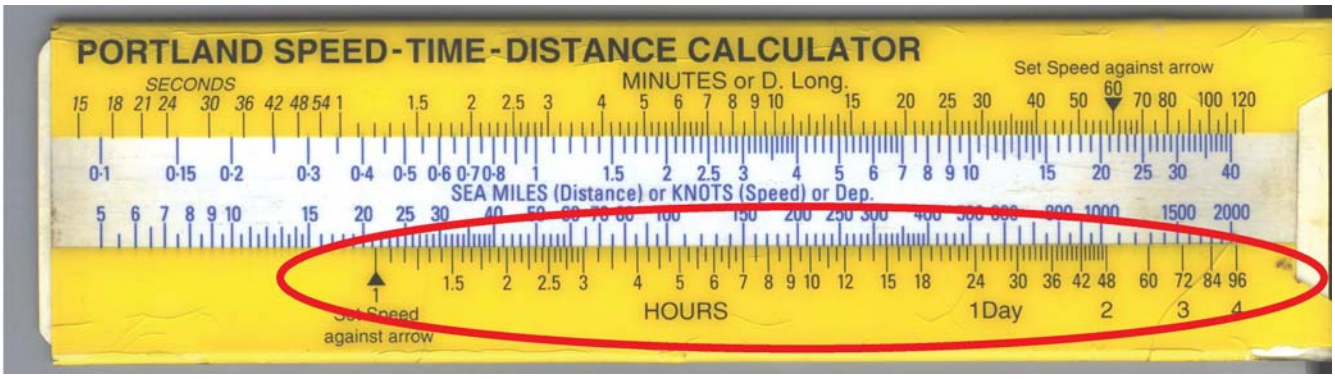

Figure C-2 Bottom Scale

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

3. **Top speed arrow.** This speed arrow is used for calculations when the time given or required is two hours or less (as illustrated in Figure C-3).

4. **Bottom speed arrow.** This speed arrow is used when calculating working in hours and days and large distances greater than 5 M (as illustrated in Figure C-3).

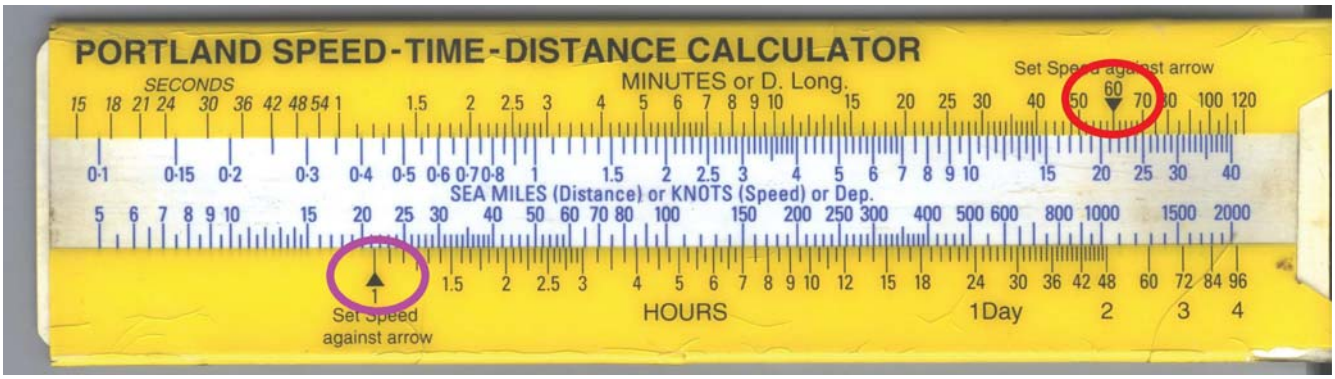

Figure C-3 Top and Bottom Speed Arrows

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

5. **Centre scale.** This scale can be used to represent either sea miles (Nautical Miles) or knots depending on which value is being calculated. The upper scale is for any speed up to 40 knots. The lower scale is used for speeds over 5 knots for periods of time longer than one hour (as illustrated in Figure C-4).

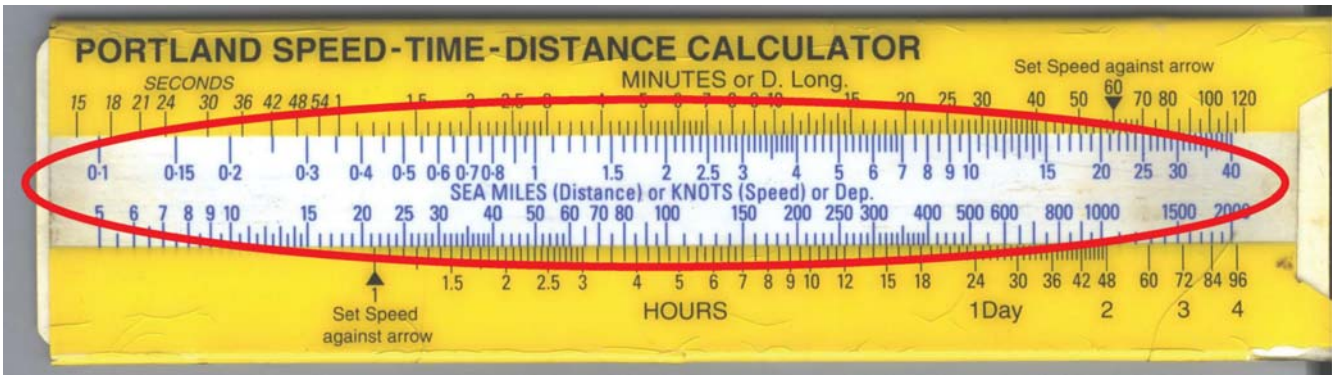

Figure C-4 Centre Scale

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Calculating Time Required

When the speed is known, to find the time required to run a given distance, set the speed in knots on the upper miles scale against the upper arrow and read off the time opposite the distance to travel.

For example:

1. If the boat has a speed of 9 knots and the marina it is going to is 27 M away, how long will it take to get there?

   a. Align 9 knots on the upper miles scale to the upper speed arrow.

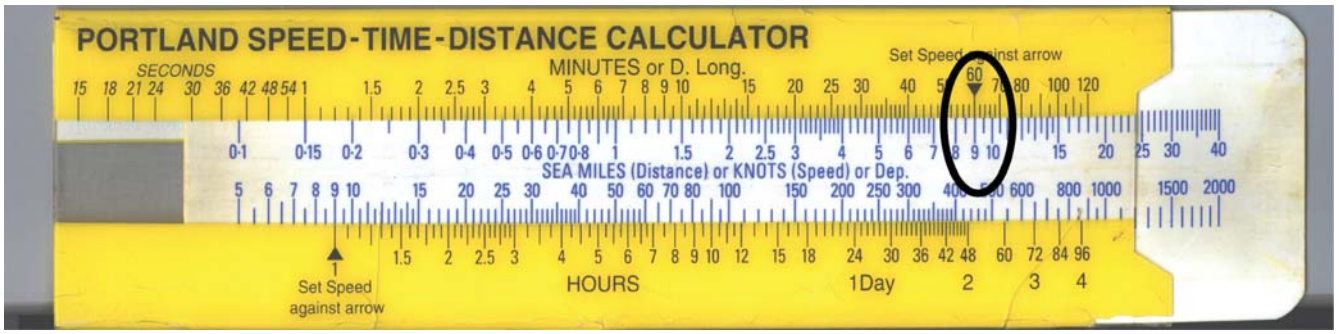

Figure C-5 Step 1a

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

b. Read the time opposite the 27 M on the lower miles scale. The answer is 3 hours.

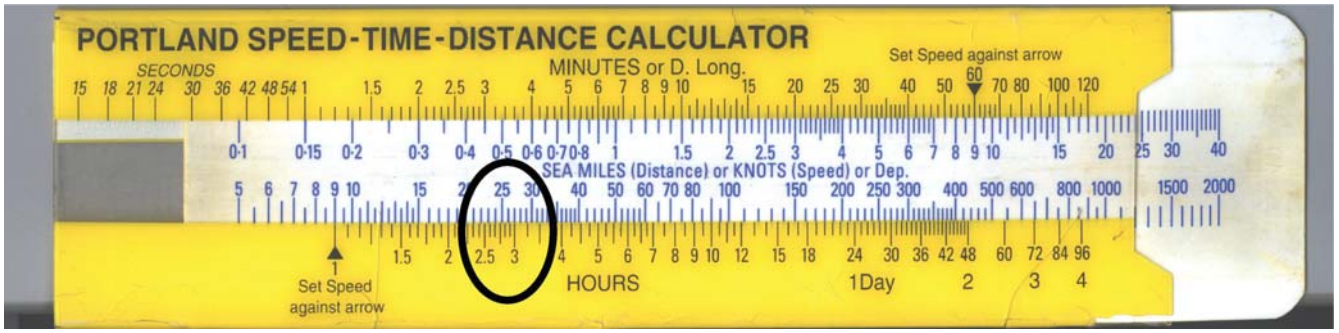

Figure C-6 Step 1b

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Calculating Distance Travelled:

To find the distance travelled, when the speed and time travelled are known, set the speed in knots on the upper miles scale against the upper arrow and read off the distance opposite the time travelled.

For example:

1. If the boat has been travelling at 16 knots for 5 hours, how far will it travel?

   a. Align 16 knots on the upper miles scale to the upper speed arrow.

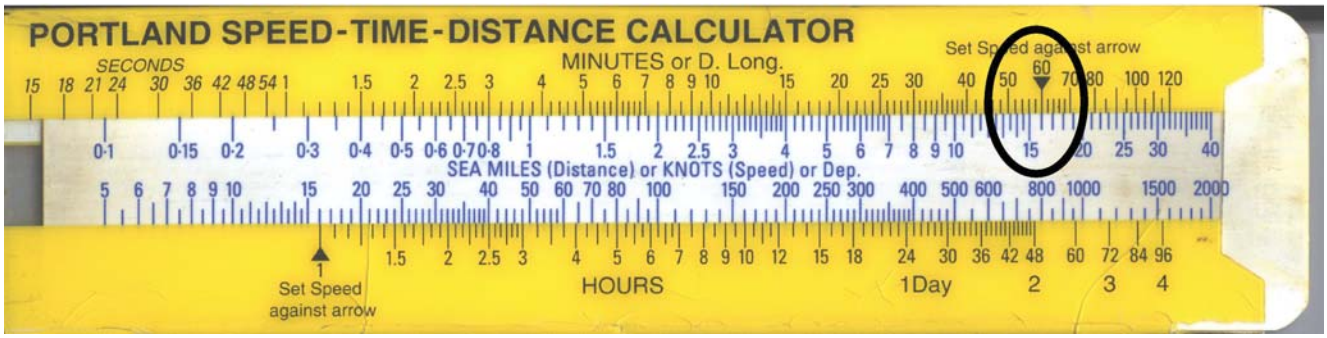

Figure C-7 Step 2a

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

b. Read the distance travelled opposite 5 hours on the lower scale. The answer is 80 M.

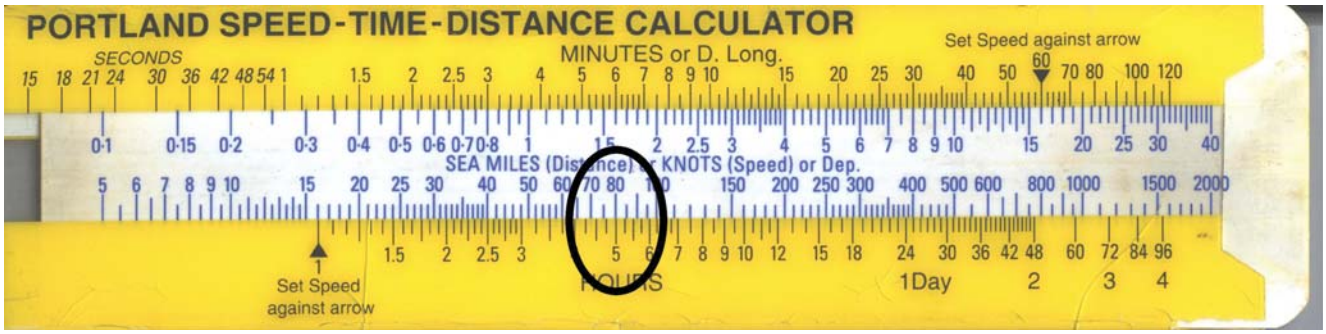

Figure C-8 Step 2b

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Calculating Speed Made Good

Set the distance against the time and read off the speed in knots on the miles scale opposite the upper or lower speed arrow.

For example:

1. The boat has travelled for 15 M in 6 hours. What is the speed made good?

   a. Align 15 M on the lower miles scale with 6 hours on the lower scale.

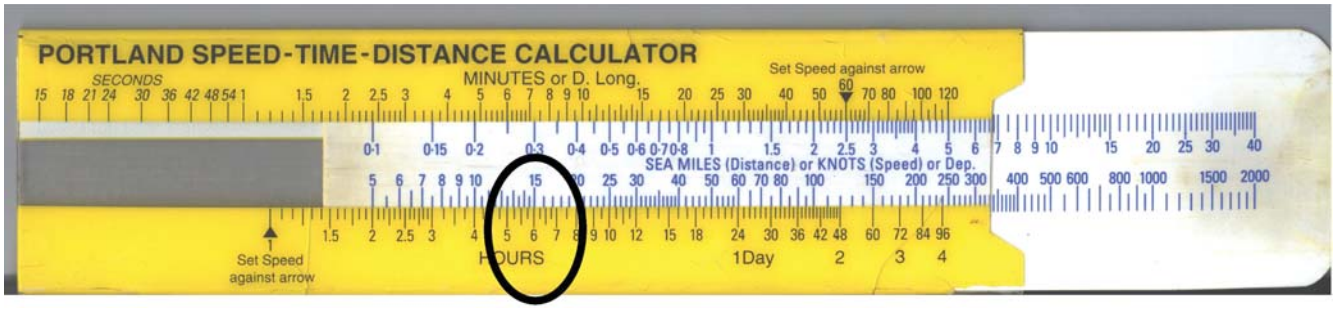

Figure C-9 Step 3a

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

   b. Read the speed made good opposite the upper speed arrow. The speed made good is 2.5 knots.

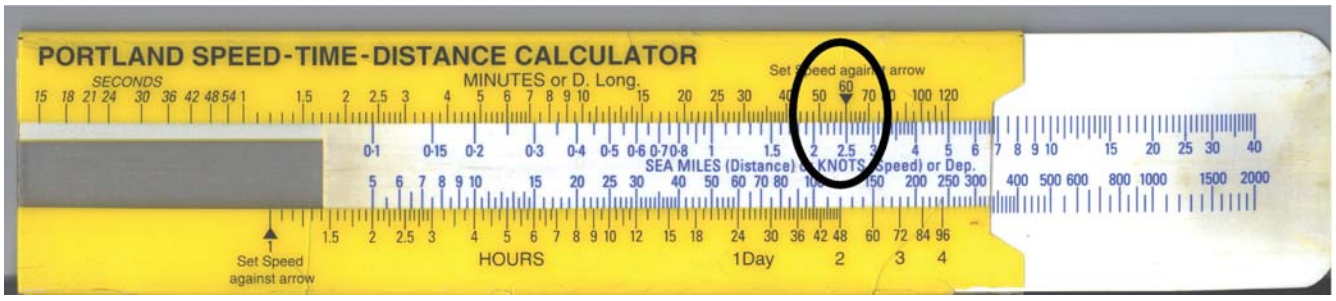

Figure C-10 Step 3b

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 3

EO M423.03 – DESCRIBE LATITUDE AND LONGITUDE

Total Time: 120 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 *Chart 3441* and become familiar with the geographical places specified in this lesson.

Photocopy Attachments A and C for each cadet.

Set up the classroom or training area so that cadets can work in pairs at tables suitable for chartwork.

Distribute one set of navigation instruments, *Symbols Abbreviations Terms (Chart 1)* and *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel* to each pair of cadets.

If desired, an alternative chart, such as one of the local area, may be used. If so, modify the lesson to include the information in the given examples to reflect that chart.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to introduce latitude and longitude to the cadets.

A practical activity was chosen for TP 2 as it is an interactive way to allow cadets to determine the latitude and longitude of given points and locate positions on a chart using different methods. This activity contributes to the development of navigation skills in a fun and challenging way.

A demonstration and performance was chosen for TP 3 as it allows the instructor to explain and demonstrate measuring distances on a chart while providing an opportunity for the cadets to practice the skills under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to describe latitude and longitude and measure distances on a chart.

IMPORTANCE

It is important for cadets to know how to navigate as it introduces them to skills necessary for future training opportunities. Knowledge of this information will ensure that cadets are able to create safe and effective navigation plans for on-water activities.

Teaching Point 1 **Describe latitude and longitude.**

Time: 20 min Method: Interactive Lecture

DESCRIBE LATITUDE AND LONGITUDE

To know precisely a location on the surface of the earth, a simple system of reference points, based on a set of lattice lines covering the globe was invented.

This system of lattice lines can be described as:

Parallels of latitude. These lines run parallel to the equator and are measured from 000 degrees at the equator to 90 degrees north or south at the poles. Since these lines are parallel, they are used to measure distance on a chart.

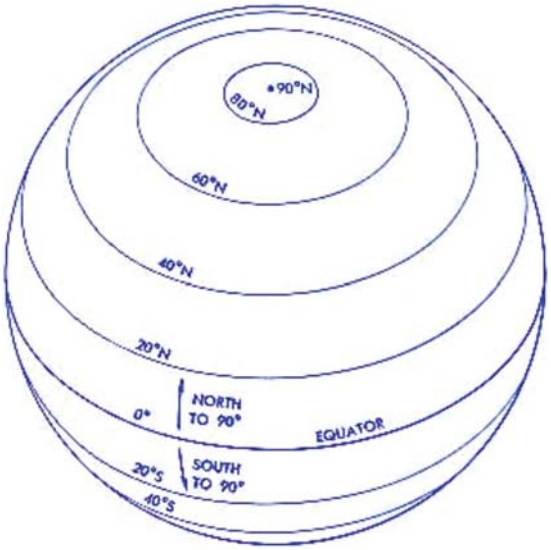

Figure 1 Parallels of Latitude

Note. From "*Latitude and Longitude: The Geographic Grid* (Introduction)" by Dr. Rodrigue, 2000, Retrieved November 13, 2008, from http://homepages.ius.edu/PGALVIN/lat_long/Geographic%20Grid.htm

Memory Aid: "Lat. is flat."

Meridians of longitude. Lines that run perpendicular to the equator and converge or meet at the poles (as illustrated in Figure 2). These lines are measured 180 degrees east or west from the Prime Meridian (000 degrees), which runs through Greenwich, England. These lines meet at a point called the International Date Line (180 degrees) on the other side of the globe from the Prime Meridian. Since the meridians of longitude converge at the poles, they cannot be used for measuring distance on a chart.

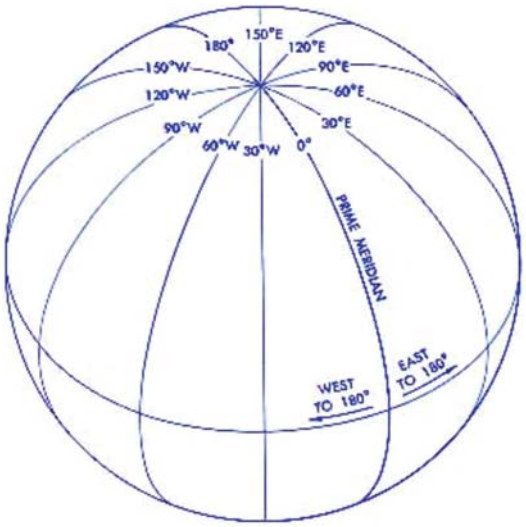

Figure 2 Meridians of Longitude

Note. From "*Latitude and Longitude: The Geographic Grid* (Introduction)" by Dr. Rodrigue, 2000, Retrieved November 13, 2008, from http://homepages.ius.edu/PGALVIN/lat_long/Geographic%20Grid.htm

Any point on the earth's surface can be found by referencing the corresponding latitude and longitude. On charts, the latitude scales are found on the left and right sides while the longitude scales are found on the top and bottom.

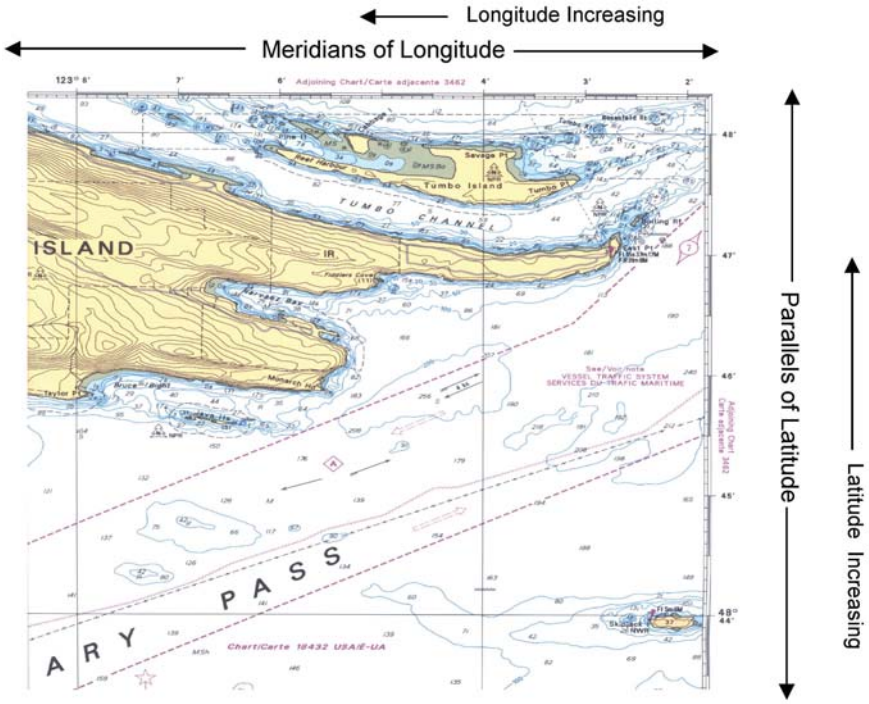

Figure 3 Latitude and Longitude

Note. From *Chart 3441, Haro Strait, Boundary pass and / et Satellite Channel*, 2005, ON: Canadian Hydrographic Service, Ottawa.

Chart 3441 depicts an area of British Columbia. Since this is in North America, the numbers on the latitude scale increase from the bottom of the chart to the top or as you move north. The numbers on the longitude scale increase from right to left as you move west (as illustrated in Figure 3).

Latitude and longitude are measured in degrees, minutes and seconds. A degree is divided into 60 minutes and each minute can be divided into 60 seconds. However, when referring to positions on a chart, it is more common to use degrees, minutes and tenths of a minute.

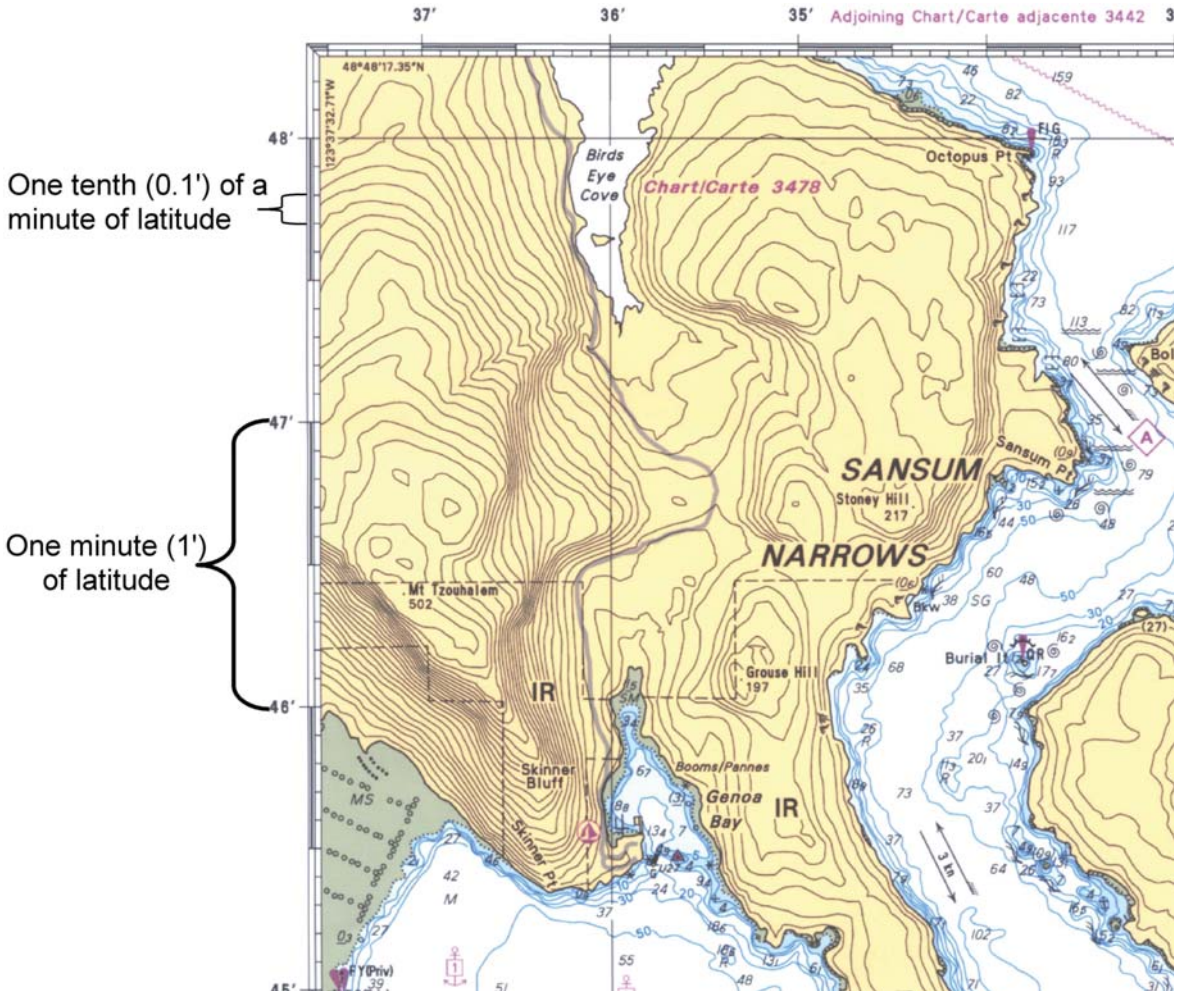

Figure 4 Minutes and Tenths of Minutes

Note. From *Chart 3441, Haro Strait, Boundary pass and / et Satellite Channel*, 2005, Ottawa, ON: Canadian Hydrographic Service.

When writing the latitude and longitude of a position, latitude is always written above longitude or written first when written on the same line.

Example: The position of Senanus I. light can be written as:

1. 48° 35.55' N 123° 29.20' W or

2. 48° 35.55'N
   123° 29.20' W

Degrees of longitude are always written in three digits (eg 090°E). If the longitude is less than 100 degrees, then a 0 is placed in front to differentiate between latitude and longitude.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. Which lines are parallel to the equator and are measured from the equator to the poles?

Q2. What is the proper name for 000 degrees longitude?

Q3. What is the most common way of writing latitude or longitude?

ANTICIPATED ANSWERS:

A1. Parallels of latitude.

A2. The Prime Meridian.

A3. In degrees, minutes and tenths of minutes.

Teaching Point 2 **Conduct an activity where the cadets will use latitude and longitude to determine a position on a chart.**

Time: 50 min Method: Practical Activity

The following information should be presented to the cadets prior to the activity.

With *Chart 3441*, determine the latitude and longitude of Separation Pt. light.

Two methods of finding the latitudes and longitudes are given. The cadets may use either method.

Determining Latitude (Method One)

The technique for using a parallel ruler to find the latitude is as follows:

1. Align the edge of the parallel ruler along the nearest parallel of latitude on the chart. In this example, the ruler must be placed so that its left end intersects the latitude scale on the left side of the chart.

2. Roll the ruler to the light's symbol so that the black dot of the symbol falls along the edge of the ruler. Using the ruler as a guide, draw a light line on the latitude scale where the ruler intersects the scale.

3. Read and record the latitude of the object (in this case the latitude is 48° 44.58' N).

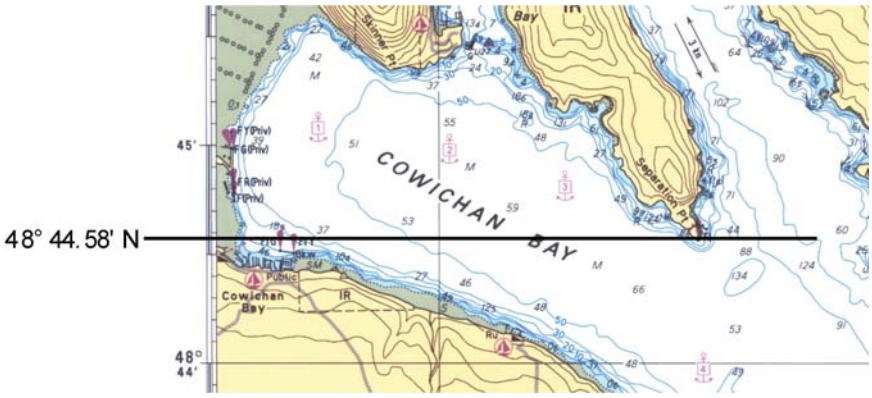

Figure 5 Measuring Latitude

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of Defence.

Determining Latitude (Method Two)

The technique of determining latitude using a set of dividers is as follows:

1. Align the edge of the parallel ruler with a meridian of longitude nearest Separation Pt.
2. Roll the ruler to the symbol so that the black dot at the bottom falls along the edge of the ruler.
3. Using the edge of the ruler as a guide, measure the distance from the symbol to the nearest parallel of latitude (in this case it is 48° 44' N).
4. Move the dividers to the latitude scale on the left side of the chart. Place one point on the same parallel (48° 44' N) and measure up the scale (as Separation Pt. is north of this parallel).
5. Read and record the latitude of the light (48° 44.58' N).

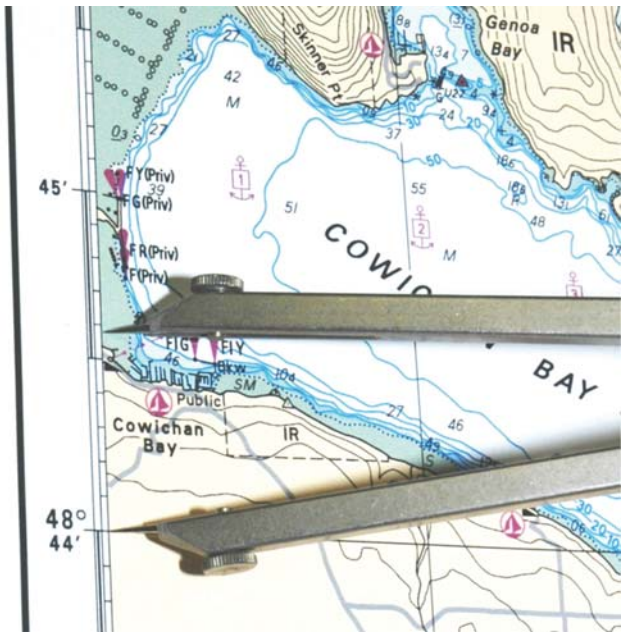

Figure 6 Determining Latitude Step 4

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Determining Longitude (Method One)

The technique of determining the longitude of a point using a parallel ruler is as follows:

1. Place the edge of the parallel ruler along a meridian of longitude or along the longitude scale on the left side of the chart.

2. Roll the ruler to the light symbol so that the black dot of the symbol falls along the edge of the ruler. Using the ruler as a guide, draw a light line on the longitude scale at the top of the chart where the ruler intersects it.

3. Read and record the longitude of the object (in this case the longitude is 123° 34.20' W).

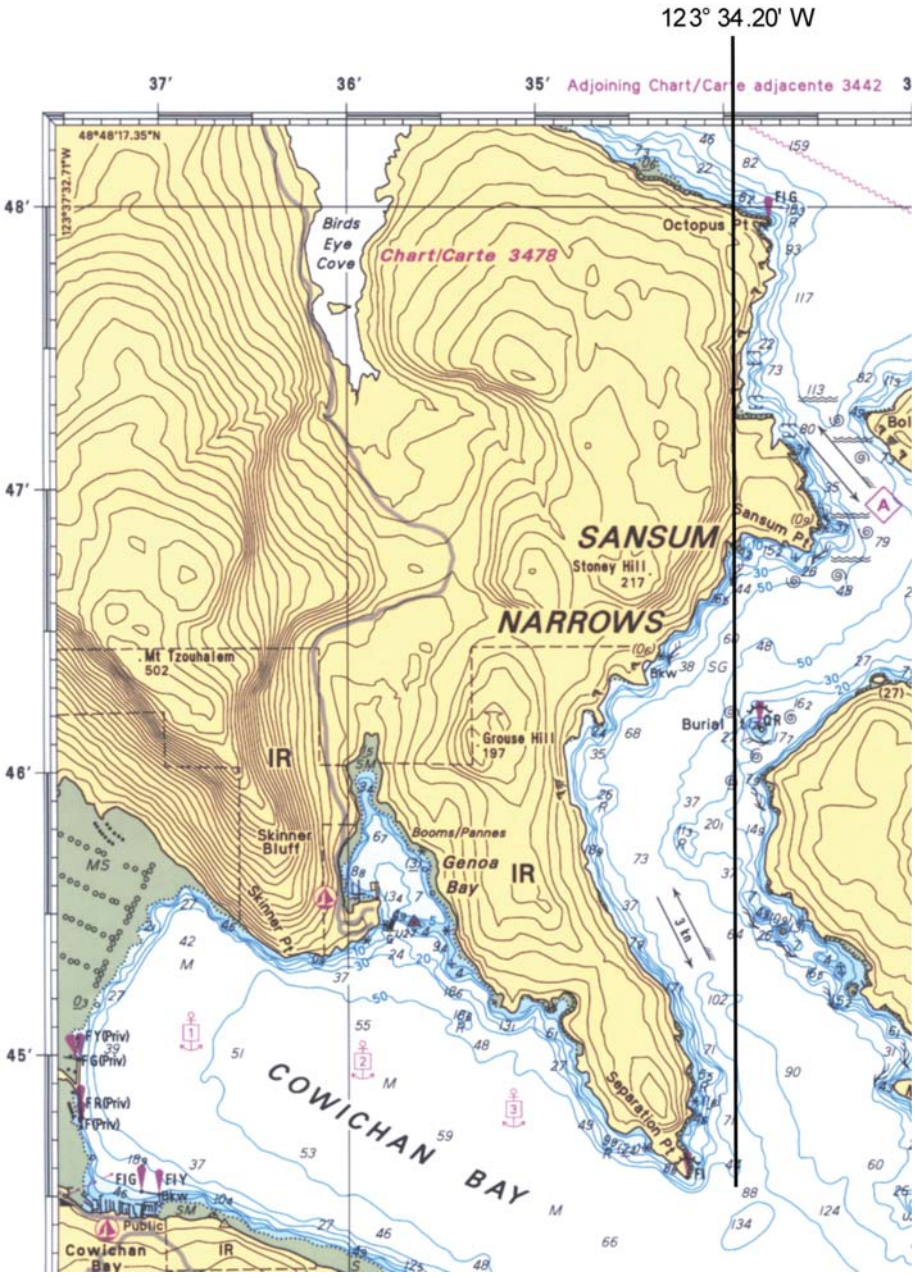

Figure 7 Determining Longitude

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of Defence.

Determining Longitude (Method Two)

The technique of determining longitude using a set of dividers for the same point is as follows:

1. Align the edge of the parallel ruler with the parallel of latitude nearest Separation Pt.
2. Roll the ruler to the symbol so that the black dot at the bottom falls along the edge of the ruler.
3. Using the edge of the ruler as a guide, measure the distance from the symbol to the nearest meridian of longitude (in this case it is 123° 36' W).
4. Move the dividers to the longitude scale on the top of the chart. Place one point on the same meridian (123° 36' W) and measure along the scale to the right (as Separation Pt. is east of this meridian).

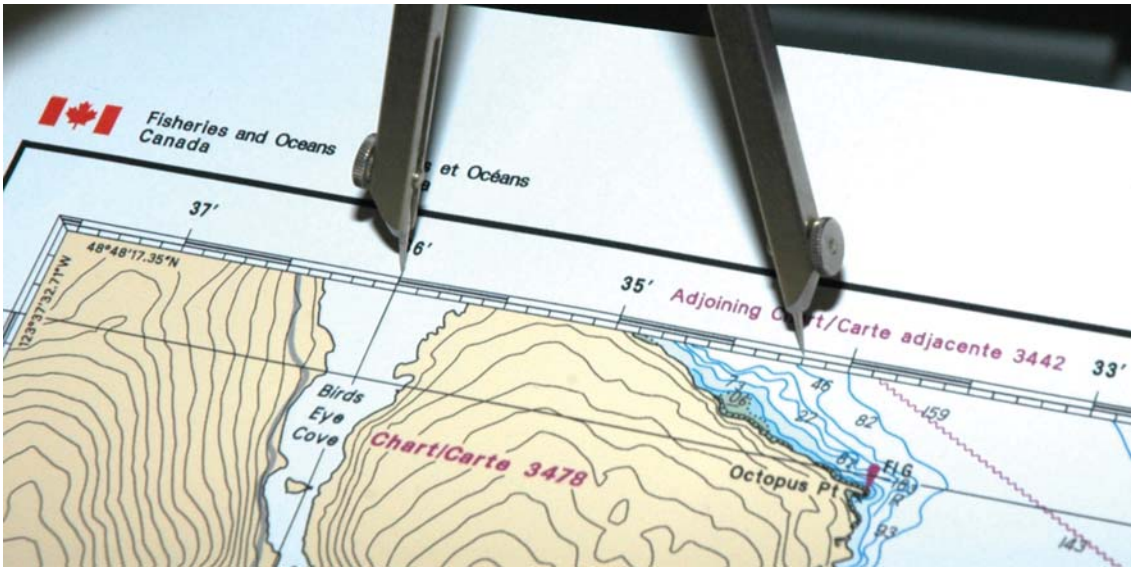

Figure 8 Determining Longitude Step 4

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

5. Read and record the longitude of the light (123° 34.20' N).

ACTIVITY

Time: 20 min

OBJECTIVE

The objective of this activity is to have the cadets determine latitude and longitude of given points.

RESOURCES

- Navigation Instruments,
- *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*,
- Latitude and Longitude Worksheet located at Attachment A, and
- Position Worksheet located at Attachment C.

ACTIVITY LAYOUT

1. Place *Chart 3441* and navigation instruments on each table.
2. Have cadets sit in pairs at the tables.

ACTIVITY INSTRUCTIONS

1. Distribute the worksheets to each cadet.
2. Have the cadets find the latitude and longitude of each point listed on the worksheets. The time allocated is 15 minutes.
3. Once the worksheets are complete, correct the cadets' answers using the answer keys located at Attachments B and D.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

The cadets' completion of the worksheets will serve as the confirmation of this TP.

Teaching Point 3 — **Explain, demonstrate and have the cadets measure distances on a chart.**

Time: 40 min — Method: Demonstration and Performance

The following information should be presented to the cadets prior to demonstrating the techniques for measuring distances.

MEASURE DISTANCE ON A CHART

In marine navigation the term “mile” does not refer to the land or statute mile, it refers to the nautical mile.

A nautical mile (M) measures 1853 m or 2000 yards.

A statute mile (mi) measures 1609.3 m or 1760 yards.

When measuring distance on Mercator charts, always measure from the latitude scale. The longitude scale cannot be used as the meridians of longitude converge at the poles. Therefore they are not truly parallel.

Meridians of longitude only project distance accurately at one location on the globe—the equator.

As mentioned in TP 2, the latitude scale is divided into degrees, minutes and seconds. However, when measuring distances on a chart, it is more common to use minutes and tenths of a minute.

Latitude can be divided into:

- One degree of latitude equals 60 minutes.
- One minute of latitude equals 1 M.
- One minute can be further divided into tenths (as illustrated in Figure 4).

One M is 2000 yards long. Therefore 1/10th of a M is equal to 200 yards or one cable. In navigation, it is common for distance to be referred to in cables up to 1 M.

Technique for Measuring a Short Distance on a Chart

Distance is measured on charts using dividers. A good rule of thumb for using dividers is to keep the angle between the legs less than 60 degrees. If the dividers are opened more than 60 degrees, the accuracy of the measurement is lessened.

Follow these steps for measuring short distances on a chart:

1. Set one point of the dividers at the first point and the other at the second point. Ensure the dividers are not opened more than 60 degrees.
2. Being careful not to disturb the position of the dividers, move them to the latitude scale on either side of the chart.
3. Place one point on a whole minute of latitude and let the other point fall along the scale line.
4. Read the distance in nautical miles and tenths of miles.

Example of measuring a short distance:

Demonstrate and have the cadets perform each of the following steps.

Arachne Rf. is located south of Moresby Island in Prevost Passage.

Pt. Fairfax is located on the south end on Moresby Island.

To measure the distance between Arachne Rf. light and Pt. Fairfax light:

1. Place one point on the symbol for Arachne Rf. light.
2. Open the dividers until the second point is on the symbol for Pt. Fairfax light.

Figure 9 Measuring the Distance Between Arachne Rf. and Pt. Fairfax Step 2

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

3. Being careful not to disturb the position of the dividers, move them to the latitude scale on the right side of the chart.

4. Place one point on the line marking 48° 40' N.

5. Place the second point on the scale above this line and count the number of marks between the points in this example the distance is 0.86 M.

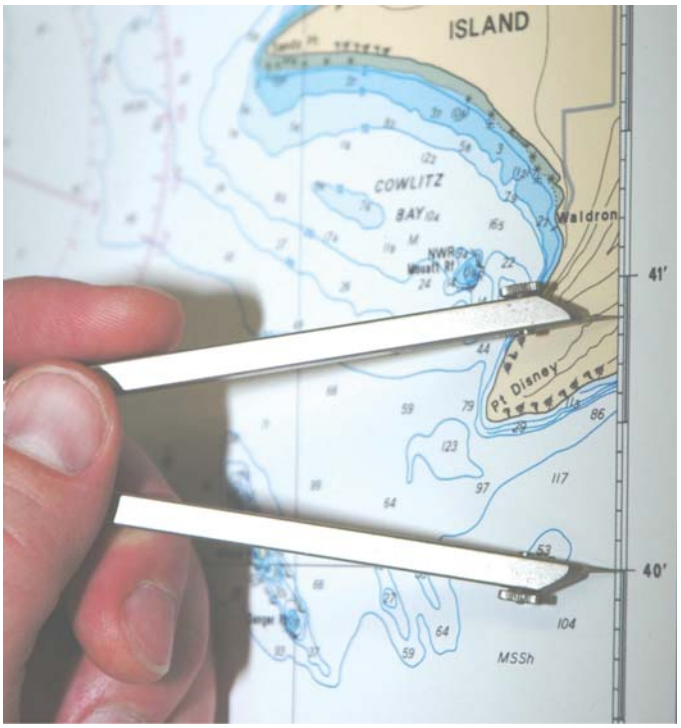

Figure 10 Measuring the Distance Between Arachne Rf. and Pt. Fairfax Step 5

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

When measuring from symbols for lights, the points of the dividers are placed on the black dot at the bottom of the symbol.

Technique for Measuring a Longer Distance on a Chart

A long distance is defined as a distance that cannot be measured within the width of a pair of dividers opened to no more than 60 degrees.

Follow these steps for measuring long distances on a chart:

1. Preset your dividers to a whole mile or a multiple-mile increment.
2. Align one edge of the parallel ruler between the two points.

A parallel ruler is used to align the two points to assist the cadets with walking the dividers along a straight line. With practice, the ruler will no longer be required.

3. Place one point of the dividers at the first point and lay the other along the parallel ruler toward the second point.
4. Being careful not to disturb the position of the dividers, swing or walk them along the ruler to the second point.

5. Count the number of times the dividers swing or walk along the ruler without passing the second point.

   If the second point has not been reached but is within the distance the dividers have been set measure the remaining distance as follows:

6. Without removing the point of the dividers on the chart, compress the other arm of the dividers carefully and place its point on the destination.

7. Being careful not to disturb the opening, move your dividers to the latitude scale and measure the distance. Add the number of swings from Step 5 and the distance in Step 6 to get the total distance.

Example of measuring a long distance:

Demonstrate and have the cadets perform each of the following steps.

Sandy Pt. is located on Waldron Island on the west side of the chart.

Gowlland Pt. is located on the south end of North Pender Island.

To measure the distance between Sandy Pt. and Gowlland Pt. light:

1. Measure 1 M from the latitude scale with the dividers.

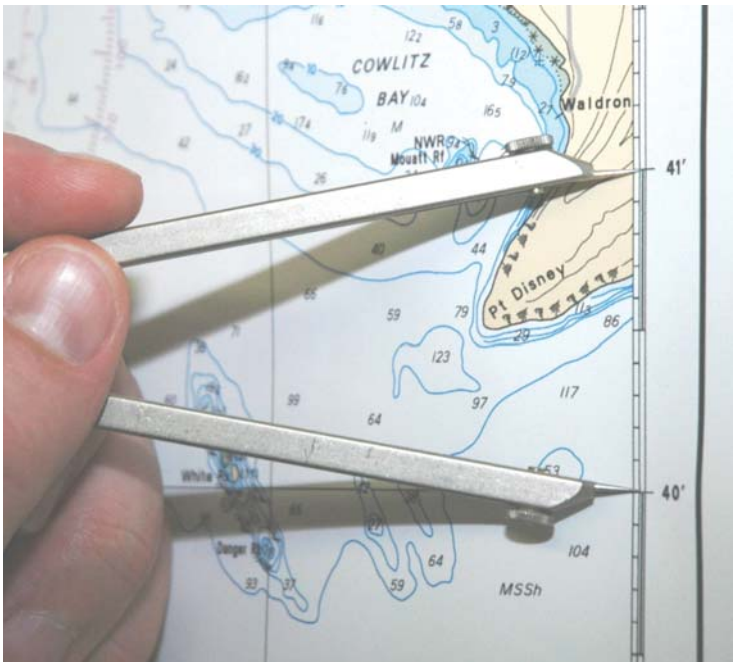

Figure 11 Measuring the Distance Between Gowlland Pt. and Sandy Pt. Step 1

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

2. Align the parallel ruler between Sandy Pt. and Gowlland Pt. light.

3. Place one point of the dividers on the outer edge of Sandy Pt.

4. Lay the dividers along the edge of the parallel ruler.

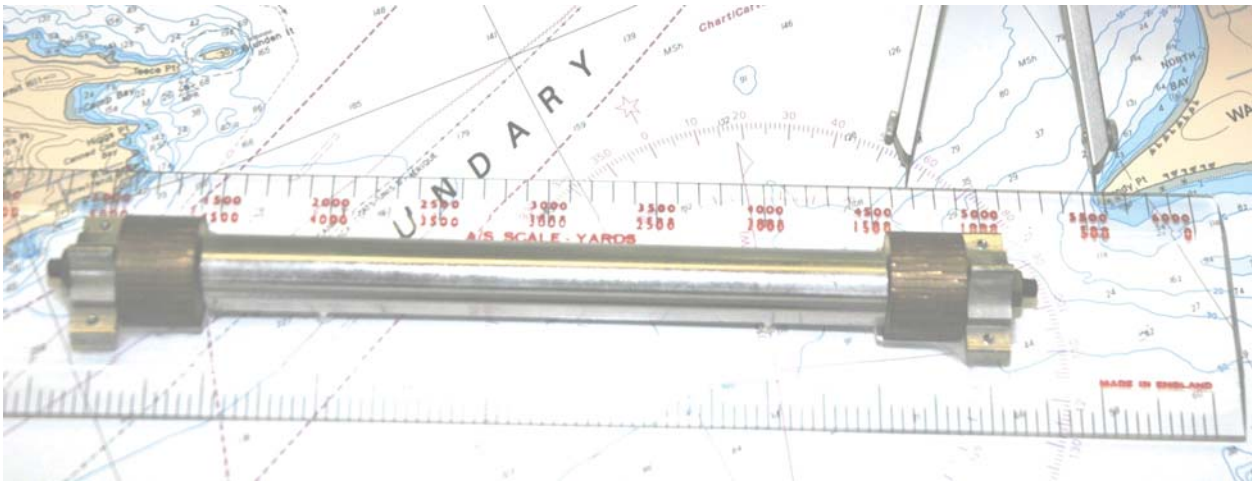

Figure 12 Measuring the Distance Between Gowlland Pt. and Sandy Pt. Steps 3 and 4

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

5. Being careful not to disturb the position of the dividers, swing or walk them along the ruler toward Gowlland Pt.

6. Count the number of swings made with the dividers.

7. From Sandy Pt. to Gowlland Pt. it takes five swings. Since the dividers were set to 1 M in Step 1, the distance is 5 M.

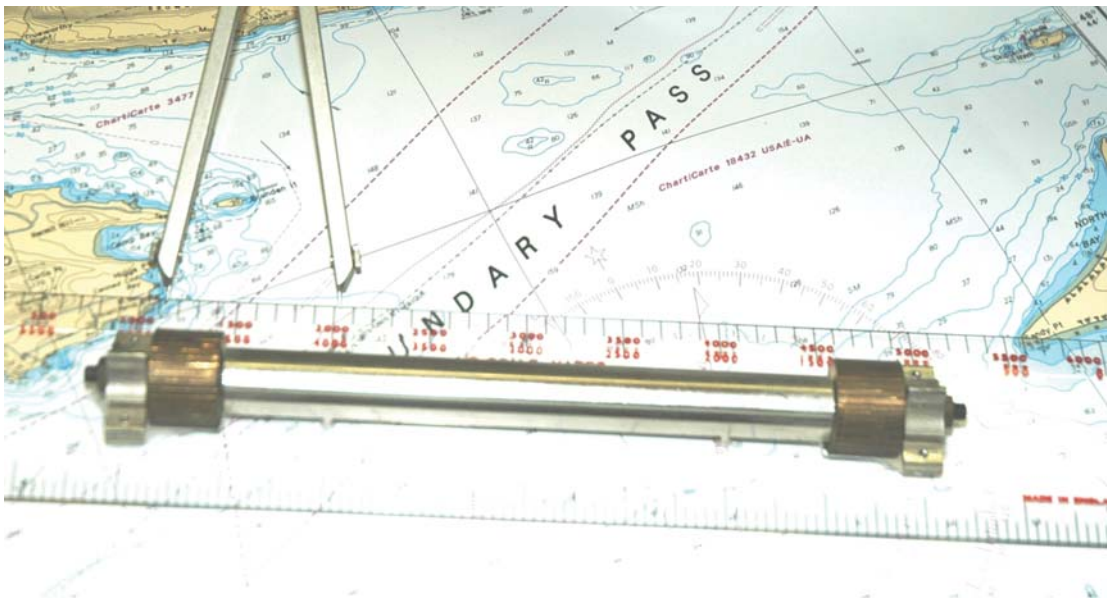

Figure 13 Measuring the Distance Between Gowlland Pt. and Sandy Pt. Step 5

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Have the cadets practice measuring distances between the following points:

1. Kellet Bluff Lt. to Wymond Pt. = 2.7M
2. Separation Pt. to Burial Is = 1.6M
3. Patricia Bay Jetty to Mill Bay Jetty = 3.95M
4. Thieves Bay light to Kellett Bluff light = 11.88M

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

Q1. What is the maximum opening used on dividers when measuring distances?

Q2. What does the term mile refer to in navigation?

Q3. How long is a nautical mile in yards?

ANTICIPATED ANSWERS:

A1. 60 degrees.

A2. The nautical mile.

A3. 2000.

END OF LESSON CONFIRMATION

The cadets' completion of the worksheets will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 423 PC.

CLOSING STATEMENT

Latitude and longitude are the fundamental aspects of chartwork. Knowing how to use latitude and longitude to plot positions and to measure distance will lead to a safe passage plan.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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

LATITUDE AND LONGITUDE WORKSHEET

Object	Latitude Longitude	Symbol
0800 Voyage begins	48° 47.11' N 123° 20.7' W	
0830	48° 43.55' N 123° 17.51' W	
0900	48° 42.21' N 123° 12.6' W	
0930	48° 41.76' N 123° 07.43' W	
1000	48° 38.7' N 123° 05.98' W	
1030 Voyage ends	48° 36.76' N 123° 05.84' W	

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LATITUDE AND LONGITUDE ANSWER KEY

Object	Latitude Longitude	Symbol
0800 Voyage begins	48° 47.11' N 123° 20.7' W	Ferry Track
0830	48° 43.55' N 123° 17.51' W	100 m Contour
0900	48° 42.21' N 123° 12.6' W	Special Notes for Turn Point Special Operating Area
0930	48° 41.76' N 123° 07.43' W	Centre of Compass Rose
1000	48° 38.7' N 123° 05.98' W	Eddy or Whirlpool
1030 Voyage ends	48° 36.76' N 123° 05.84' W	Rock that dries 0.9 m above Chart Datum

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POSITION WORKSHEET

Object	Description	Latitude Longitude
Dock I. light	On west side of Dock I. located east of Sidney Harbour.	
Repulse Rk. day mark	West of Elbow Pt. in Squally Reach (Lower left corner of the chart).	
Wreck located in Reid Harbour	West side of Stuart Island in Haro Strait.	
Hay Pt. light	In Bedwell Harbour on South Pender Island.	
Fir Cone Pt. light	North west end of Coal Island in Colbourne Passage.	
Sidney Island light	Small islet northwest of Sidney Island. East of Sidney.	

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POSITION ANSWER KEY

Object	Description	Latitude Longitude
Dock I. light	On west side of Dock I. located east of Sidney Harbour.	48° 40.29' N 123° 21.40' W
Repulse Rk. day mark	West of Elbow Pt. in Squally Reach (Lower left corner of the chart).	48° 32.77' N 123° 32.39' W
Wreck located in Reid Harbour	West side of Stuart Island in Haro Strait.	48° 40.20' N 123° 11.27' W
Hay Pt. light	In Bedwell Harbour on South Pender Island.	48° 44.69' N 123° 23.30' W
Fir Cone Pt. light	Northwest end of Coal Island in Colbourne Passage.	48° 41.48' N 123° 23.30' W
Sidney Island light	Small islet northwest of Sidney Island. East of Sidney.	48° 39.22' N 123° 20.75' W

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ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 4

EO M423.04 – PLOT A FIX

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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 the Plot a Fix handout located at Attachment A for each cadet.

Set up the classroom or training area so that cadets can work in pairs at tables suitable for chartwork.

PRE-LESSON ASSIGNMENT

Nil

APPROACH

A demonstration and performance was chosen for TPs 1–3 as it allows the instructor to explain and demonstrate types of fixes while providing an opportunity for the cadets to practice the skills under supervision.

A practical activity was chosen for TP 4 as it is an interactive way for the cadets to plot a fix on a chart. This activity contributes to the development of navigation skills in a fun and challenging way.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have plotted a fix, complete with track and dead reckoning.

IMPORTANCE

It is important for cadets to plot a fix complete with track and dead reckoning because it estimates a future position and contributes to the safety of the vessel.

Teaching Point 1 **Explain, demonstrate and have the cadets plot a position on a chart using a line of position fix.**

Time: 10 min Method: Demonstration and Performance

To better understand the principles outlined, it is important to know the following terms:

Heading. The direction in which the bow of the small craft is pointing. Headings are expressed in degrees (°)—000 through 360.

Bearing. A line of position sighted from a small craft to another object. Only true bearings can be plotted on charts.

Lines of Position (LOPs). Lines that are plotted on a chart for the bearings taken from objects.

Fix. The intersection of two or more LOPs. While a fix can be made with two LOPs, it is considered more accurate to use three LOPs in every fix. An ideal three-bearing fix should have 60-degree angles between the LOPs.

True bearings are obtained from a gyrocompass. Small craft are not normally fitted with a gyrocompass due to their weight and size.

If taking bearings from a small craft, a handheld magnetic compass may be used to obtain the bearings. However, these bearings must be converted to true bearings before plotting them on a chart.

Throughout this TP, all bearings given in examples and exercises are to be considered true bearings.

LINE OF POSITION

Bearings that are plotted on a chart are referred to as LOPs and are measured on the outer ring of the compass rose with a parallel ruler. A position can only be located when two or more LOPs cross.

Example: Plot the following fix on *Chart 3441*:

0800	LHE Stuart Island	173°
	Tom Pt light	287°

To plot an LOP on a chart, use the following steps:

1. Align one edge of the parallel ruler with the centre of the compass rose and the number of degrees on the outer circle. In this case LHE Stuart Island bears 173°.

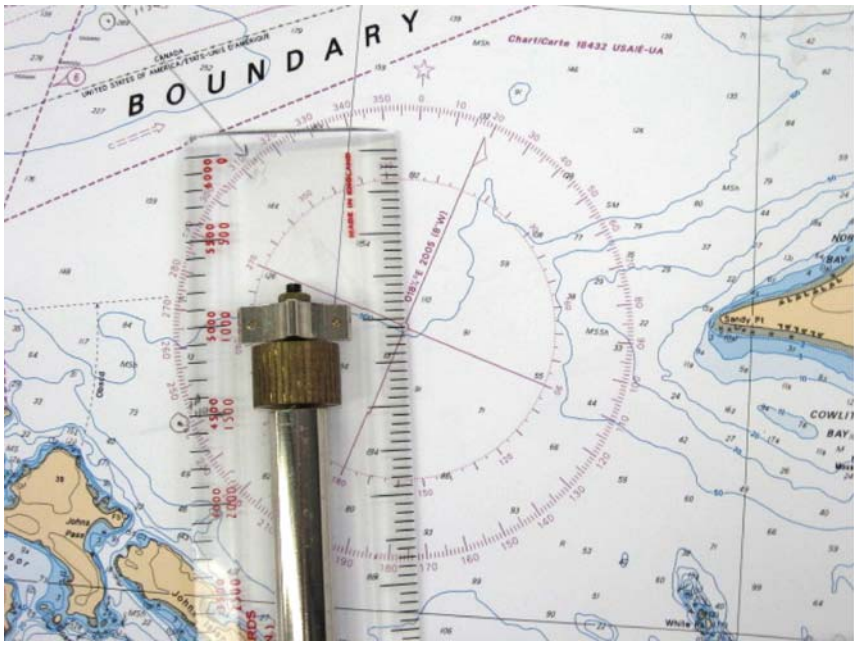

Figure 1 Line of Position Step 1

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

2. Roll or walk the ruler until the edge used aligns with the object from which the bearing was taken.

Figure 2 Line of Position Step 2

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

3. Draw a line away from the object along the ruler.

4. Draw an arrow on the end of the line away from the object from which the bearing was taken.

Figure 3 Line of Position Steps 3 and 4

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

5. Repeat Steps 1–4 for the second bearing. After the first LOP is plotted, the last LOP is only drawn across the first LOP plotted.

6. Once LOPs are drawn they can be shortened to the same size as the diameter of a quarter.

7. To finish the fix, circle the intersection of the LOPs and mark the time of the fix in the upper right corner.

Figure 4 Line of Position Steps 6 and 7

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

CONFIRMATION OF TEACHING POINT 1

The cadets' plotting an LOP will serve as the confirmation of this TP.

Teaching Point 2 **Explain, demonstrate and have the cadets plot a navigational track on a chart.**

Time: 10 min Method: Demonstration and Performance

NAVIGATIONAL TRACK

A navigational track is a line that shows a projected course from a given position. It is commonly referred to as a track (TR). To plot a track on a chart, follow these steps:

Use the plotted position from TP 1 to continue demonstrating how to plot a navigational track.

Example: Plot the following fix on *Chart 3441*:

0800	LHE Stuart Island	173°
	Tom Pt light	287°
	Course	335°

Plotting

1. Plot the position on a chart (use the plotted position from TP 1).
2. Align one edge of the parallel ruler with the centre of the compass rose and the number of degrees being steered (course) on the outer circle.
3. Roll or walk the ruler until the edge aligns with the plotted position.

Figure 5 Plotting a Track Steps 3 and 4

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

4. Draw a line away from the fix along the ruler in the direction of the course.
5. Draw an arrow on the end of the line showing the direction of the course.

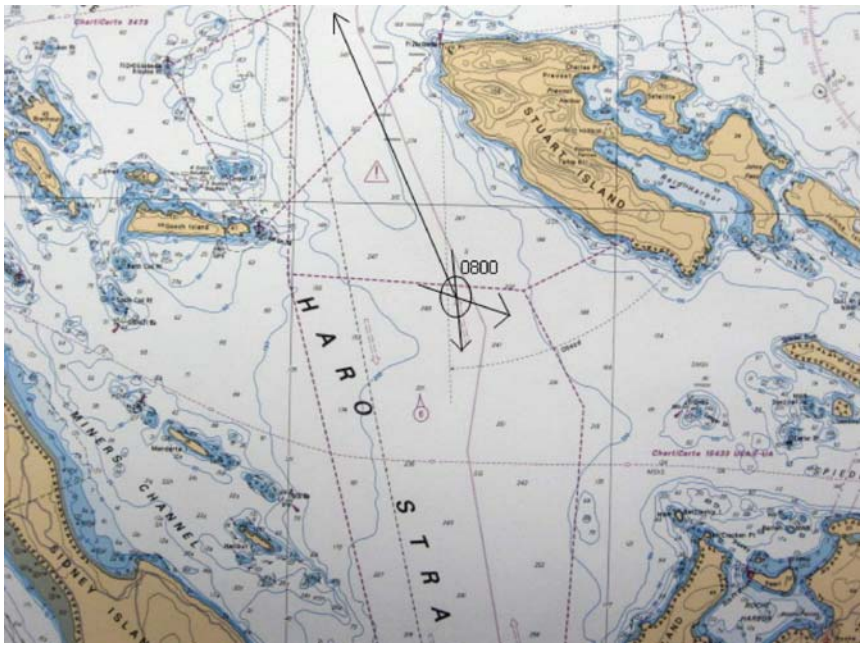

Figure 6 Plotting a Track Step 5

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Labelling

When a track is drawn on a chart, it must be labelled for future reference. They are always drawn showing a True heading. To label the course on the track, place the course above the track and toward the point of departure. Label the course using three digits (eg, 084°) preceded with an uppercase C (as illustrated in Figure 7).

Figure 7 Labelling a Track

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

CONFIRMATION OF TEACHING POINT 2

The cadets' plotting a navigational track will serve as the confirmation of this TP.

Teaching Point 3 **Explain, demonstrate and have the cadets plot a dead reckoning position on a chart.**

Time: 10 min Method: Demonstration and Performance

DEAD RECKONING

Dead reckoning (DR) is the continuous plotting of a course and position based on known facts. The facts used when making calculations for a DR include;

- time,
- speed,
- distance, and
- course steered.

Some reasons to maintain a plot of the dead reckoned positions are:

- very rapid determination of your approximate position in the event of an emergency;
- knowledge of approximate position in order to render assistance to another vessel in an emergency;
- to be able to plot the safest and shortest course to a desired destination; and
- to be able to make important decisions as to the proper action in the event of adverse conditions, such as:
    - fog,
    - wind,
    - storm, and
    - equipment failure.

The calculations for plotting a DR are derived through standard speed-time-distance calculations.

Speed-time-distance calculations have been previously taught in EO M423.02 (Use Navigation Instruments).

A DR is normally made at 6-minute intervals to make calculations simple. A 6-minute interval is equal to 1/10 of an hour; therefore, the distance travelled is 1/10 of your speed.

It is good practice to plot two DRs, one at 6 minutes and one at 12 minutes because it gives a better view into the future safety of the vessel, especially in close navigable waters.

A DR position is indicated by placing a small line across the course and the time alongside. A small cross may be used to originate the DR if a fix or estimated position is not available.

Plotting

Use the plotted information from TP 2 to continue demonstrating how to plot a DR position.

To plot a DR on a chart, follow these steps:

1. Determine distance traveled in 6 minutes.

For this example use a speed of 5 knots (kns) and time of 6 minutes (1/10 hour), equalling a distance of 0.5 nautical mile (M).

Measuring distances has been previously taught in EO M423.03 (Describe Latitude and Longitude).

2. Measure 0.5 M of distance on the latitude scale.

Figure 8 Plotting a DR Step 2

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

3. Mark the DR position 1 M (6 mins) from the plotted position and then a second DR position 1 M (6 mins) from the first DR.

Figure 9 Plotting a DR Step 3

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Figure 10 Plotting a DR Step 3

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Labelling

Each DR drawn on a chart must be labelled for future reference. A DR is labelled with the time in minutes (as illustrated in Figure 11).

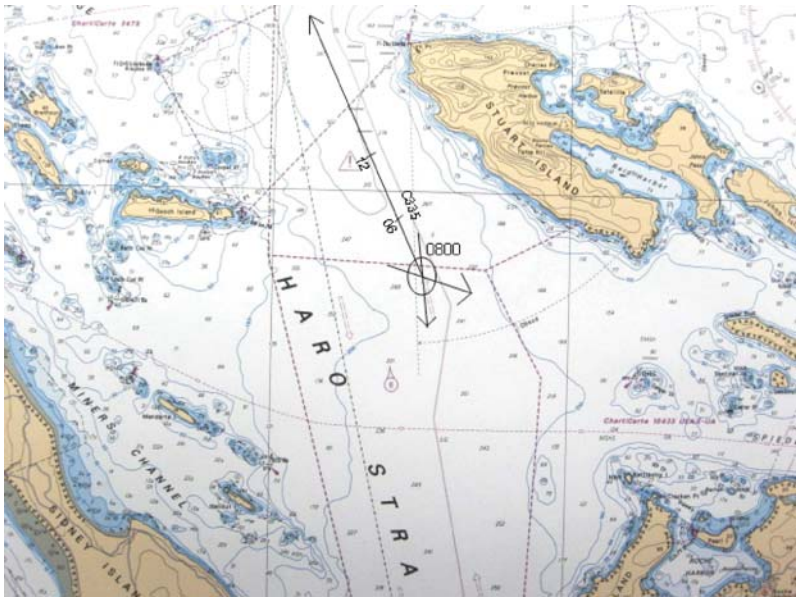

Figure 11 Labelling a DR

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

CONFIRMATION OF TEACHING POINT 3

The cadets' plotting a DR position will serve as the confirmation of this TP.

Teaching Point 4 **Conduct an activity where the cadets will plot a fix.**

Time: 20 min Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets practice plotting a fix, to include:

- line of position fix,
- navigational track, and
- dead reckoning.

RESOURCES

- Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel, and
- Navigation instruments.

ACTIVITY LAYOUT

1. Place *Chart 3441* and navigation instruments on each table.
2. Have the cadets sit in pairs at the tables.

ACTIVITY INSTRUCTIONS

1. On *Chart 3441*, have the cadets plot the following fixes:

0900	Gowlland Pt.	025°	0930	Thieves Bay light	050°
	Wallace Pt.	319°		Beaver Pt. light	310°
	Course	295°		Course	160°
	Speed	10 kns		Speed	10 kns
1000	RHE Russell I.	000°	1030	Pt. Fairfax light	090°
	Kanaka Bluff light	060°		Dock I. light	190°
	Speed	255°		Course	100°
		10 kns		Speed	10 kns

2. Have the cadets determine which of the DRs will take the vessel into danger of running aground.

The fix at 0930 will lead you onto Moresby Island before the DR at 0942.

If the fixes are plotted correctly, the following symbols should be identified:

0900–Border between Canada and USA.

0930–64 m depth.

1000–Contour line around 34 m hole.

1030–44 m depth.

Check to ensure the cadets are using the correct symbols for a fix:

1. Arrows away from the object.
2. Circle around the intersection of the LOPs.
3. Four digit time next to the fix.
4. Each fix no larger than the diameter of a quarter.
5. Each track has two DRs 1 M apart

Ensure the cadets scrub the charts at the end of the activity.

SAFETY

Nil.

Distribute the Plot a Fix handout located at Attachment A to each cadet.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

The cadets' plotting a fix during the activity in TP 4 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 423 PC.

CLOSING STATEMENT

Plotting a fix with a track and dead reckoning are fundamentals of navigation. Knowing where you are and where you will be at any given time leads to safe navigation.

INSTRUCTOR NOTES / REMARKS

Nil.

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.

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

C1-170 ISBN 0-9694958-0-3 Saunders, A. E. (1990). *Small craft piloting & coastal navigation*. Halifax, NS: Binnacle Navigation Instrument.

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PLOT A FIX

TERMINOLOGY

Heading. The direction in which the bow of the small craft is pointing. Headings are expressed in degrees (°)—000 through 360.

Bearing. A line of position sighted from a small craft to another object. Only true bearings can be plotted on charts.

Fix. The intersection of two or more LOPs. While a fix can be made with two LOPs, it is considered more accurate to use three LOPs in every fix. An ideal three-bearing fix should have 60-degree angles between the LOPs.

Line of Position (LOP). Bearings that are plotted on a chart and are measured on the outer ring of the compass rose with a parallel ruler. A position can only be located when two or more LOPs cross.

Navigational Track. A line that shows a projected course from a given position. It is commonly referred to as a track (TR).

LABELLING

When a track is drawn on a chart, it must be labelled for future reference. They are always drawn showing a True heading. To label the course on the track, place the course above the track and toward the point of departure. Label the course using three digits (eg, 084°) preceded with an uppercase C (eg, C 084°)

Figure A-1 Labelling a Track

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

DEAD RECKONING

Dead Reckoning (DR) is the continuous plotting of a course and position based on known facts. The facts used when making calculations for a DR include:

- time,
- speed,
- distance, and
- course steered.

Some reasons to maintain a plot of the dead reckoned positions are:

- very rapid determination of your approximate position in the event of an emergency;
- knowledge of approximate position in order to render assistance to another vessel in an emergency;
- to be able to plot the safest and shortest course to a desired destination; and
- to be able to make important decisions as to the proper action in the event of adverse conditions, such as:
    - fog,
    - wind,
    - storm, and
    - equipment failure.

The calculations for plotting a DR are derived through standard speed-time-distance calculations.

A DR is normally made at 6-minute intervals to make calculations simple. A 6-minute interval is equal to 1/10 of an hour; therefore, the distance travelled is 1/10 of your speed.

It is good practice to plot two DRs, one at 6 minutes and one at 12 minutes because it gives a better view into the future safety of the vessel, especially in close navigable waters.

A DR position is indicated by placing a small line across the course and the time alongside. A small cross may be used to originate the DR if a fix or estimated position is not available.

Plotting

To plot a DR on a chart, follow these steps:

1. Determine distance traveled in 6 minutes.

For this example use a speed of 5 knots (kns) and time of 6 minutes (1/10 hour), equalling a distance of 0.5 nautical mile (M).

2. Measure 0.5 M of distance on the latitude scale.

Figure A-2 Plotting a DR Step 2

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

3. Mark the DR position 1 M (6 mins) from the plotted position and then a second DR position 1 M (6 mins) from the first DR.

Figure A-3 Plotting a DR Step 3

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Figure A-4 Plotting a DR Step 3

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Labelling

Each DR drawn on a chart must be labelled for future reference. A DR is labelled with the time in minutes (as illustrated in Figure A-5).

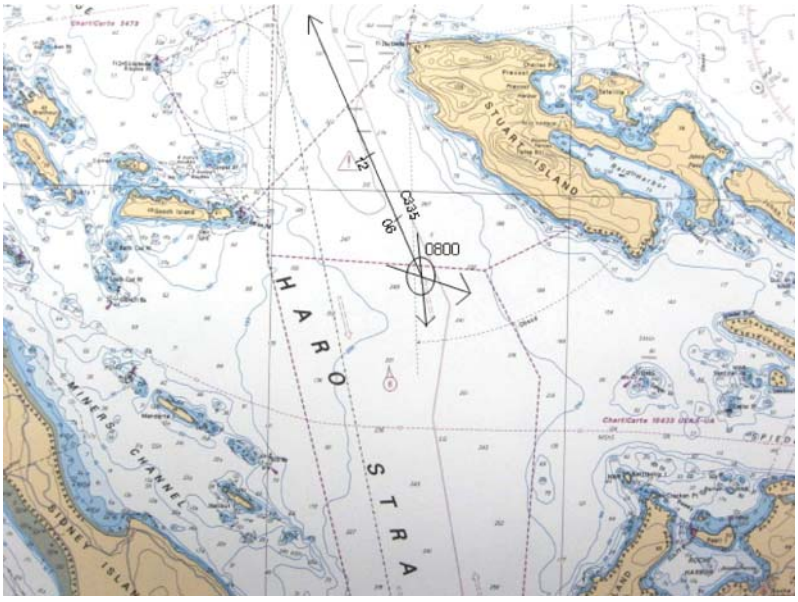

Figure A-5 Labelling a DR

Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 5

EO C423.01 – PLOT A POSITION USING A THREE-BEARING FIX

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

Set up the classroom or training area so that cadets can work in pairs at tables suitable for chartwork.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A demonstration and performance was chosen for TP 1 as it allows the instructor to explain and demonstrate a three-bearing fix while providing an opportunity for the cadet to practice the skills under supervision.

A practical activity was chosen for TP 2 as it is an interactive way for the cadets to plot a position on a chart using a three-bearing fix. This activity contributes to the development of navigation skills in a fun and challenging way.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to plot a position using a three-bearing fix.

IMPORTANCE

It is important for cadets to plot a three-bearing fix as it is an accurate way of fixing a position by a visual means. Plotting a fix ensures the small vessel's safety during navigation.

Teaching Point 1 **Demonstrate and have the cadets plot a position on a chart using a three-bearing fix.**

Time: 25 min Method: Demonstration and Performance

To better understand the principles outlined, it is important to know the following terms:

Heading. The direction in which the bow of the small craft is pointing. Headings are expressed in degrees (°)—000 through 360.

Bearing. A line of position sighted from a small craft to another object. Only true bearings can be plotted on charts.

Lines of Position (LOPs). Lines that are plotted on a chart for the bearings taken of objects.

A fix. The intersection of two or more LOPs. While a fix can be made with two LOPs, it is considered more accurate to use three LOPs in every fix. An ideal three-bearing fix should have 60-degree angles between the LOPs.

True bearings are obtained from a gyrocompass. Small craft are not normally fitted with a gyrocompass due to their weight and size.

If taking bearings from a small craft, a handheld magnetic compass may be used to obtain the bearings. However, these bearings must be converted to true bearings before plotting them on a chart.

Throughout this TP, all bearings given in examples and exercises are to be considered true bearings.

Three-Bearing Fix

In order to plot a three-bearing fix, three LOPs must cross at a specific point.

Cadets will follow along with the instructor as the following bearings are plotted.

Example: Plot the following fix on *Chart 3441*:

	East Pt. light	010°
0800	Skipjack I. light	085°
	Monarch Hd.	326°

1. Align the parallel ruler with the centre of the compass rose and 010° on the outer ring of the compass rose.
2. Roll the ruler along the chart until the edge aligns with East Pt. light.

3. Draw a line from the light along the ruler.

4. Repeat Steps 1–3 for the other two bearings. After the first LOP is plotted, the remaining LOPs are only drawn across the first LOP plotted.

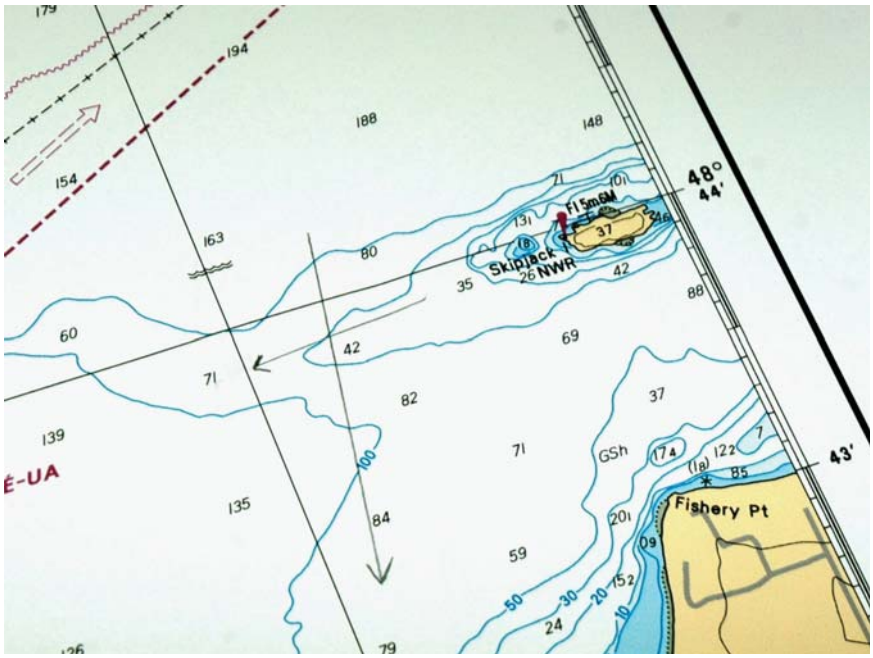

Figure 1 Three-Bearing Fix Step 4

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

5. Once an LOP is drawn it can be shortened to the same size as the diameter of a quarter.

Figure 2 Three-Bearing Fix Step 5

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

6. Draw arrows at the outer ends of the LOPs pointing away from the object. These arrows indicate the direction in which the observer must lie from the observed object.

7. Circle the intersection of the three LOPs and label with the four digit time the bearings were taken next to the fix.

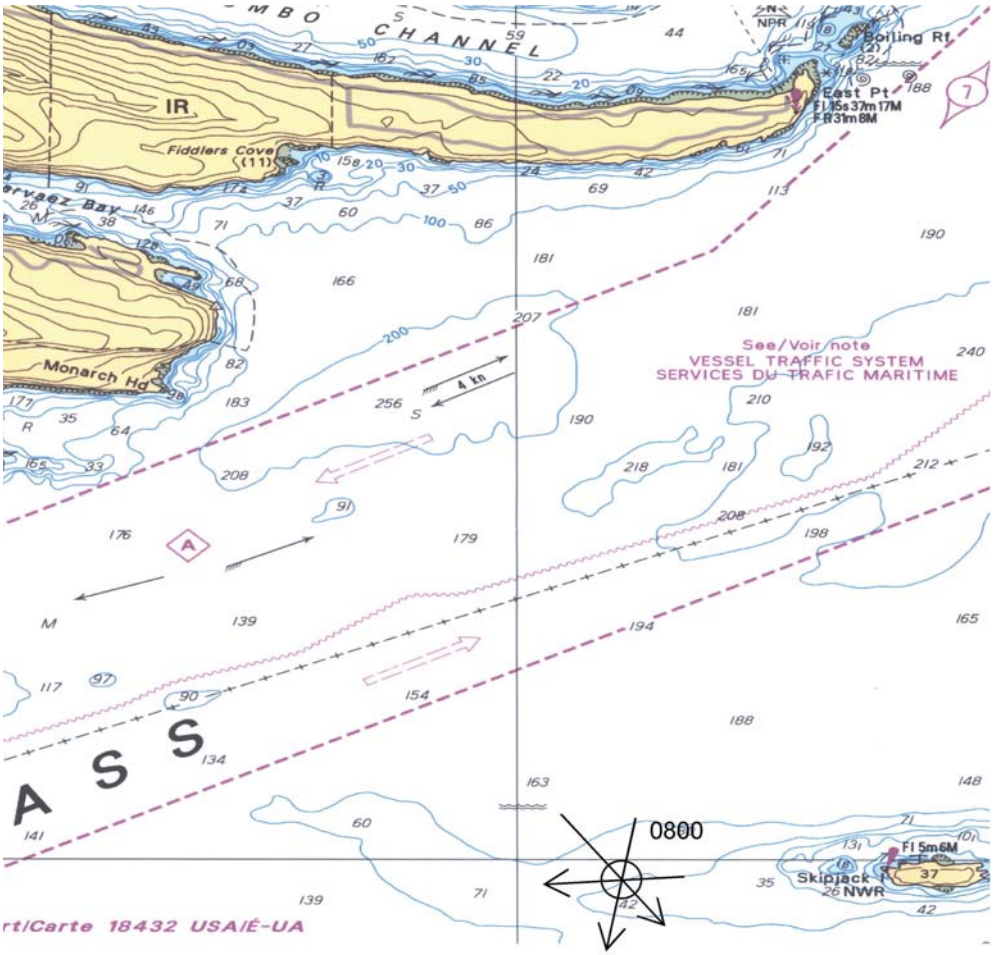

Figure 3 Three-Bearing Fix Step 7

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

When plotting LOPs, plot from the black dot at the bottom of the symbol or from the edge of the points of land.

When referring to edges of land, it is common to use RHE for right-hand edge and LHE for left-hand edge.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. How long are the lines of the fix?

Q2. When drawing the arrows on the LOPs, which way do the arrows point?

Q3. What does LHE and RHE mean?

ANTICIPATED ANSWERS:

A1. The diameter of a quarter.

A2. Away from the object.

A3. Left-hand edge and right-hand edge.

Teaching Point 2 **Conduct an activity where the cadets will plot positions on a chart using three-bearing fixes.**

Time: 25 min Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to familiarize the cadets with using LOPs to plot a position using a three-bearing fix.

RESOURCES

- *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*, and
- Navigation Instruments.

ACTIVITY LAYOUT

1. Place *Chart 3441* and navigation instruments on each table.
2. Have cadets sit in pairs at the tables.

ACTIVITY INSTRUCTIONS

On *Chart 3441*, have the cadets plot the following fixes:

	Gowlland Pt.	025°	0930	Thieves Bay light	050°
0900	Turn Pt.	225°		Canoe Rk. light	181°
	Wallace Pt.	319°		Beaver Pt. light	310°
	RHE Russell I.	000°	1030	Pt. Fairfax light	090°
1000	Isabella I. light	294°		Greig I. day mark	160°
	Kanaka Bluff light	060°		Dock I. light	190°

If the fixes are plotted correctly, the following symbols should be identified:

0900–Border between Canada and USA.

0930–64 m depth.

1000–Contour line around 34 m hole.

1030–44 m depth.

Check to ensure the cadets are using the correct symbol for a fix:

1. Arrows away from the object.
2. Circle around the intersection of the LOPs.
3. Four digit time next to the fix.
4. Each fix no larger than the diameter of a quarter.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

The cadets' completion of the activity in TP2 will serve as the confirmation of this lesson

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Locating a position on a chart is an important skill which cadets can use whenever they navigate small craft. Accurate navigation will allow the cadets to safely navigate and complete their objectives.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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

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ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE

SECTION 6

EO C423.02 – PLOT A POSITION USING A HORIZONTAL ANGLE FIX

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, 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.

Set up the classroom or training area so that cadets can work in pairs at tables suitable for chartwork.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A demonstration and performance was chosen for TP 1 as it allows the instructor to explain and demonstrate plotting a horizontal angle fix while providing an opportunity for the cadet to practice the skills under supervision.

A practical activity was chosen for TP 2 as it is an interactive way for the cadets to plot a position on a chart using a horizontal angle fix. This activity contributes to the development of navigation skills in a fun and challenging way.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have plotted a position using a horizontal angle fix.

IMPORTANCE

It is important for cadets to how to plot a horizontal angle fix as it is an accurate way of fixing a position by a visual means. Knowing how to plot a fix ensures the small vessel's safety during navigation.

Teaching Point 1 **Demonstrate and have the cadets plot a position on a chart using a horizontal angle fix.**

Time: 25 min Method: Demonstration and Performance

THE STATION POINTER

The station pointer was invented in 1801 by Joseph Huddart of the United States Navy (USN). It is a simple tool used to fix, or locate a position on a chart when the relative bearings are known between three visible, fixed objects.

This type of fix is called a horizontal angle fix as it uses the difference in the angles between three points. Although it is not frequently used today, it can give a navigator an accurate fix when electronic position equipment or a gyrocompass is not available.

Parts of a Station Pointer

The following parts are found on a station pointer (as illustrated in Figure 1):

1. **Body.** A graduated circle.
2. **Position hole.** A hole in the centre of the body used to mark a position with the point of a pencil.
3. **Index arm.** Centre arm that is fixed to the body with its measurement line oriented to zero degrees on the circle. This arm is also referred to as the zero arm.
4. **Rotating arms.** Two arms, attached at the position hole that rotate freely around the body. The measurement lines on the arms overlay the graduated circle on the body.
5. **Graduated scale.** Marked in degrees around the circumference of the body.

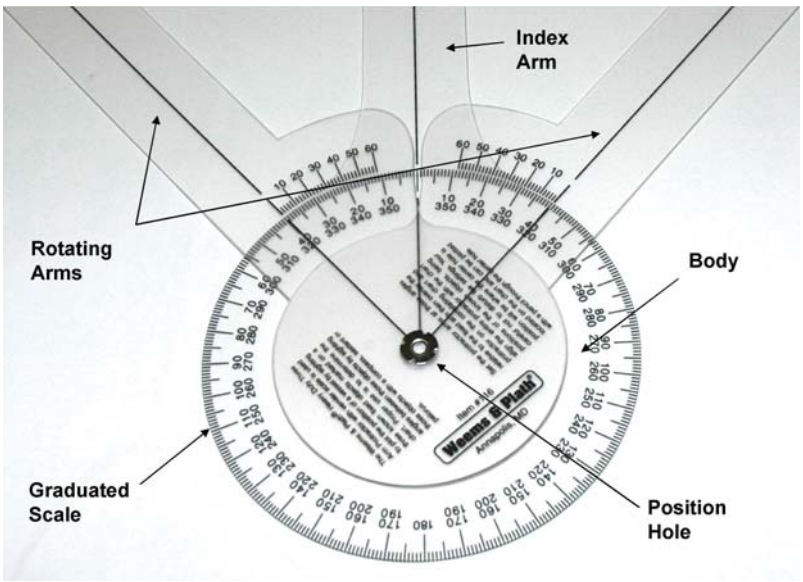

Figure 1 Parts of a Station Pointer

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

To better understand the principles outlined, it is important to know the following terms:

Heading. The direction in which the bow of the small craft is pointing. Headings are expressed in degrees (°)—000 through 360.

Bearing. A line of position sighted from a small craft to another object. Only true bearings can be plotted on charts.

Lines of Position (LOPs). Lines that are plotted on a chart for the bearings taken of objects.

A fix. The intersection of two or more LOPs. While a fix can be made with two LOPs, it is considered more accurate to use three LOPs in every fix. An ideal three-bearing fix should have 60-degree angles between the LOPs.

True bearings are obtained from a gyrocompass. Small craft are not normally fitted with a gyrocompass due to their weight and size.

If taking bearings from a small craft, a handheld magnetic compass may be used to obtain the bearings. However, these bearings must be converted to true bearings before plotting them on a chart.

Throughout this TP, all bearings given in examples and exercises are to be considered true bearings.

HORIZONTAL ANGLE FIX

For the steps listed below, a magnetic compass is used. However, any navigational instrument that measures a bearing of an object can be used.

Use the following directions to plot a position on a chart using a station pointer:

1. Identify three visible, fixed objects that can be found on the chart.

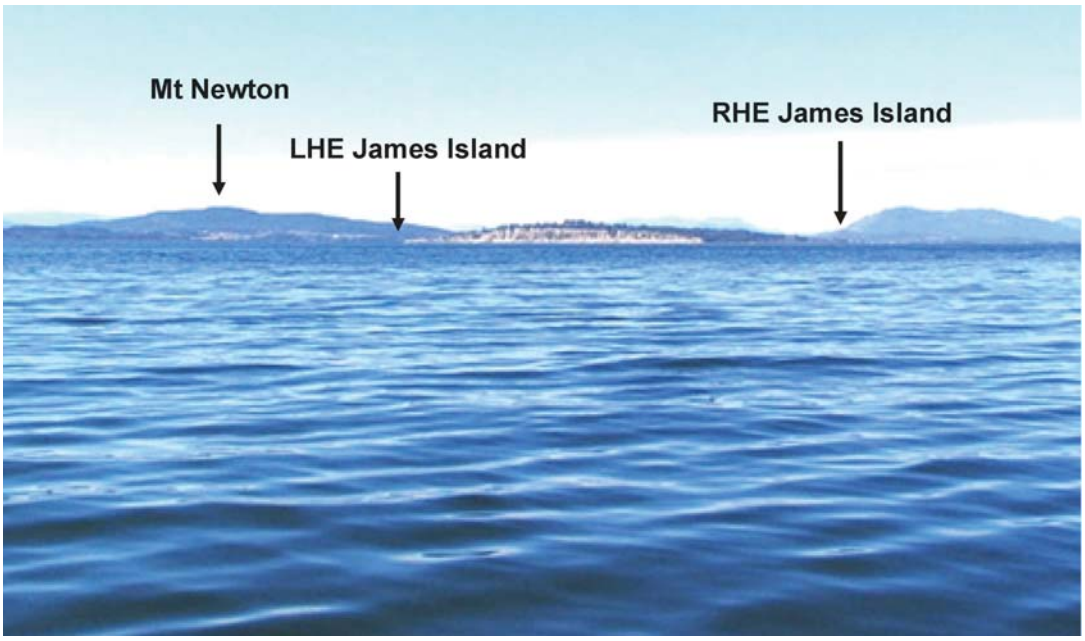

Figure 2 Horizontal Angle Fix Step 1

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

2. Using a hand-held compass, measure the bearing to the objects.

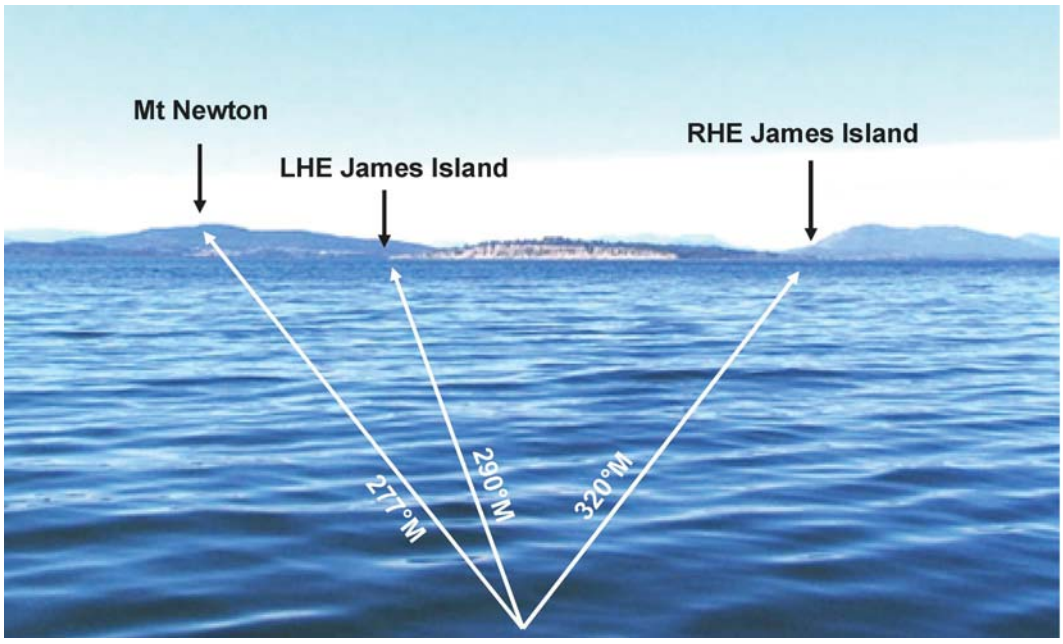

Figure 3 Horizontal Angle Fix Step 2

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

3. The angles for the fix will be written as:

Mt. Newton	277°M
LHE James Island	290°M
RHE James Island	320°M

For the purposes of this TP, the middle bearing will be the index arm of the station pointer.

4. Calculate the two relative bearings between the left and centre and the right and centre objects. These are known as the horizontal angles.

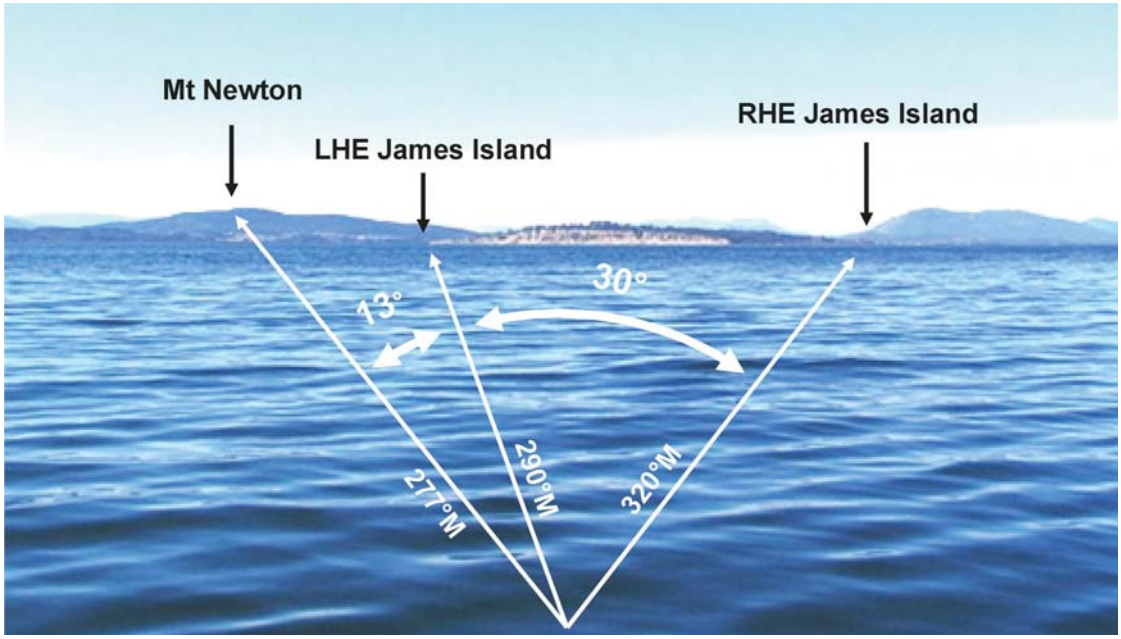

Figure 4 Horizontal Angle Fix Step 4

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

5. Set the rotating arms of the station pointer to the relative bearings, calculated in Step 4, using the graduated scale.

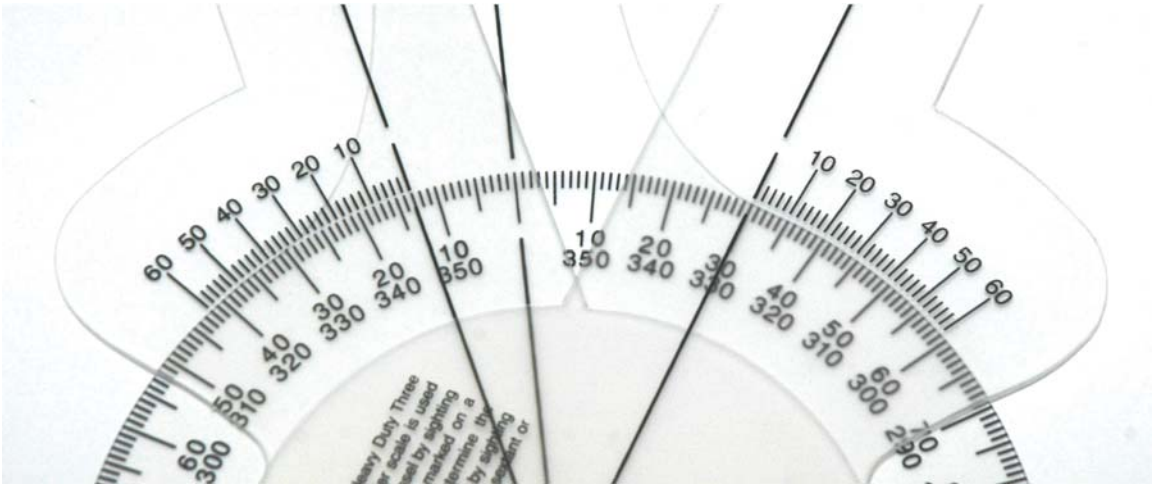

Figure 5 Horizontal Angle Fix Step 5

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

6. Place the station pointer on the chart with the index arm passing through the centre object.

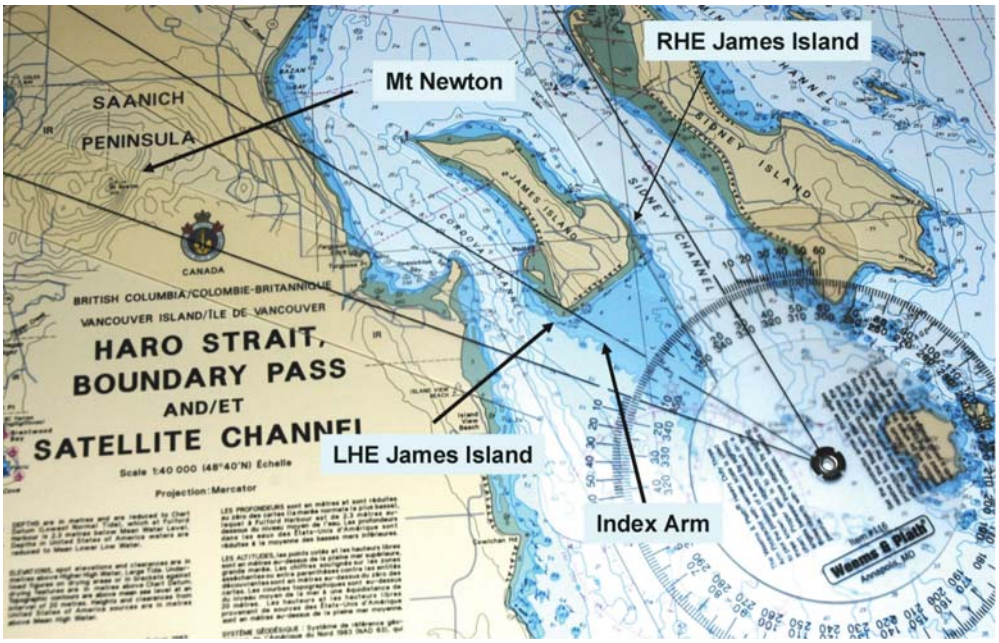

Figure 6 Horizontal Angle Fix Step 6

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

7. Slowly move the station pointer until all three arms are aligned with the three objects.

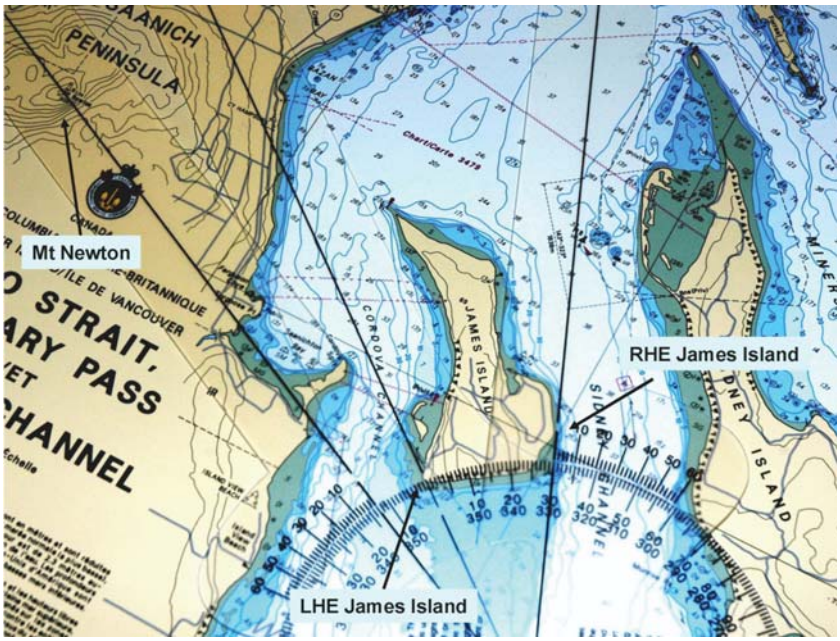

Figure 7 Horizontal Angle Fix Step 7

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

8. Using the point of a pencil, mark the position on the chart through the position hole.

Figure 8 Horizontal Angle Fix Step 8

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

9. Draw a small circle around the pencil mark and label the fix with 'HA' and the time.

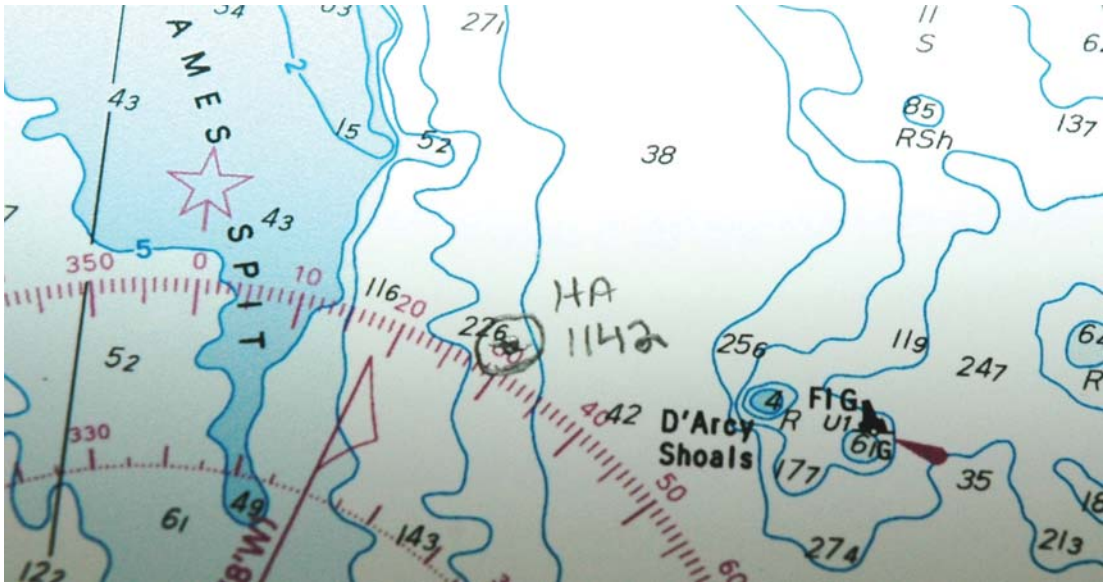

Figure 9 Horizontal Angle Fix Step 9

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

The fix is labelled with 'HA' to describe that the fix was obtained using horizontal angles.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

Q1. What is the label for a horizontal angle fix?

Q2. How many bearings are taken for a horizontal angle fix?

Q3. What do LHE and RHE mean?

ANTICIPATED ANSWERS:

A1. HA.

A2. Three.

A3. Left-hand edge and right-hand edge.

Teaching Point 2 **Conduct an activity where the cadets will plot positions on a chart using Horizontal Angle fixes.**

Time: 25 min Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to familiarize the cadets with using LOPs to plot a position using a Horizontal Angle fix.

RESOURCES

- *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*, and
- Navigation Instruments.

ACTIVITY LAYOUT

1. Place *Chart 3441* and navigation instruments on each table.
2. Have cadets sit in pairs at the tables.

ACTIVITY INSTRUCTIONS

Have the cadets calculate the relative bearings and plot the following horizontal angle fixes (the middle bearing will be the index arm):

	Hay Pt.	300°		Arachne Rf Light	230°
1100	Turn Pt. light	340°	1130	Canoe Rk. light	250°
	Wallace Pt.	358°		Beaver Pt. light	280°
	Turn Pt. light	137°			
1200	Tom Pt. light	197°			
	Arachne Rf. light	247°			

To check the cadets work, the fixes are located at:

1100–Next to 243 degree mark on the compass rose.

1130–In south-bound traffic lane southwest of Gowlland Pt.

1200–Just north of 300 m contour in Swanson Channel.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

The cadets' completion of the activity will serve as the confirmation of this lesson

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Locating a position on a chart is an important skill that can be used when navigating a small craft.

INSTRUCTOR NOTES / REMARKS

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

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.

ROYAL CANADIAN SEA CADETS

INSTRUCTIONAL GUIDE

SECTION 1

SEAMANSHIP INTERDIVISIONAL COMPETITION

Total Time: 2 days

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in the applicable Qualification Standard and Plan(s). 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.

Gather and prepare all resources required for the activities listed in this lesson. Setup stations IAW the activities.

Ensure an assistant instructor is available and prepared for each station to act as the Station OPI.

Photocopy as many copies as there are teams (divisions) of Attachment A to distribute to the Station OPI's.

Photocopy one copy of Attachment B for the Station OPI.

Photocopy, cut out and laminate one copy of the Boatswain's Call Cards located at Attachment C.

Photocopy, cut out and laminate one copy of the Task Cards located at Attachment D.

Photocopy one copy of Attachment E for each team (division).

Photocopy one copy of Attachment F for each cadet.

Photocopy, cut out and laminate one copy of the Secret Code Cards for each team (division).

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

Practical activity was chosen for this lesson as it is an interactive way to allow the cadets to experience seamanship activities in a safe and controlled environment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to participate in a seamanship interdivisional competition. The objective of the competition is to reinforce the following:

- seamanship knowledge and skills learned throughout the corps training;
- interest in seamanship;
- team-building skills;
- the divisional system; and
- leadership skills through various opportunities for the Phase Three, Four and Five cadets.

IMPORTANCE

It is important for cadets to participate in this competition as it will reinforce many areas of skills and knowledge learned throughout the corps training. It will allow an opportunity for instructors to evaluate the cadets' knowledge and skills. It will provide a further opportunity for team-building for all members of the corps as it reinforces the divisional system and ensures all divisions and corps members work together and interact to meet a common goal. This competition is a great way to relieve boredom, lift team spirit, increase morale, re-energize the cadets and accomplish goals.

ACTIVITY ONE—COIL AND HEAVE A LINE

Time: 30 min

OBJECTIVE

The objective of this activity is to have the cadets coil and throw a weighted heaving line to a target.

RESOURCES

- Heaving line,
- Target (two),
- Whistle,
- Scoring sheet located at Attachment A, and
- Pen / pencil.

ACTIVITY LAYOUT

- Place two targets on the ground approximately 30 m (100 feet) apart.
- Mark a line on the ground from which the cadets will heave a line at the opposite target.

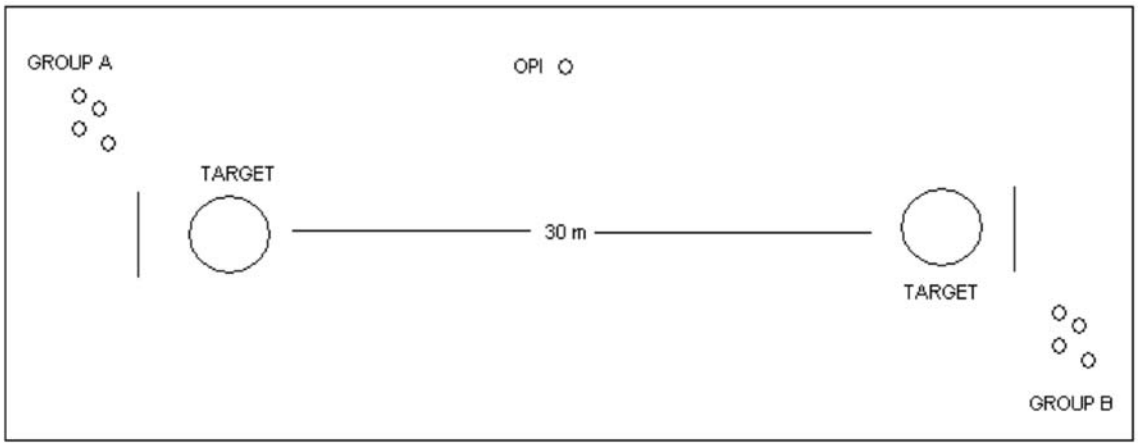

Figure 1 Coil and Heave a Line Activity Layout

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

ACTIVITY INSTRUCTIONS

1. Divide each team (division) into two groups—Group A and Group B.
2. Assign each group a target station and a designated target.
3. Have one cadet from Group A step up to the line and throw a heaving line at the target. If the cadet is unsuccessful, they must retrieve the line and the next cadet from their group will attempt to hit the target.
4. Once Group A has hit the target, Group B must retrieve the line from their side and attempt to throw a heaving line at their assigned target.
5. The team (division) will be awarded one point for every successful target hit. Points will be accumulated until the time has expired or the activity is complete.

A homemade bollard can also be incorporated into this activity. In this situation, once the target has been successfully hit, the cadets would have to cleat the heaving line to the bollard before a point is awarded to the group. By doing this the cadets will be experiencing a small component of securing a ship to a dock or jetty.

SAFETY

Ensure that no cadets are near the targets when the heaving line is being tossed.

ACTIVITY TWO—BOATSWAIN'S CALL

Time: 30 min

OBJECTIVE

The objective of this activity is to have the cadets identify and sound different pipes.

RESOURCES

- Boatswain's Call Cards located at Attachment C,
- Container to hold Boatswain's Call Cards,
- Boatswain's call,
- Cleaning supplies,
- Whistle,
- Scoring sheet located at Attachment A, and
- Pen / pencil.

ACTIVITY LAYOUT

Place the boatswain's call and the Boatswain's Call Cards in a container and lay them near the OPI (as illustrated in Figure 2).

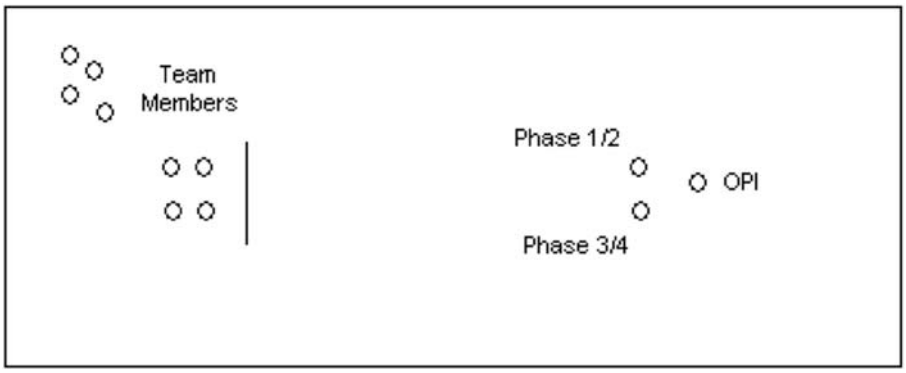

Figure 2 Boatswain's Call Activity Layout

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

ACTIVITY INSTRUCTIONS

1. Divide the team (division) into two groups by phase. The first group will consist of Phase One and Phase Two cadets and the second group will consist of Phase Three and Phase Four cadets.
2. Have each Phase One cadet partner with a Phase Three cadet and each Phase Two cadet with a Phase Four cadet.
3. Have one set of partners approach the station OPI. Have the Phase Three or Phase Four cadet select a boatswain's call card from the container.
4. Have the remainder of the team members stand a distance away to avoid hearing the answers given (as illustrated in Figure 2).
5. Have the Phase Three or Phase Four cadet attempt to sound the pipe. They may be given three attempts to sound the pipe correctly. Once the pipe is sounded correctly, their partner is to attempt to identify the call, its use and where / when it is commonly used at the corps.
6. If the pipe is not sounded correctly after the three attempts, their partner may not identify the pipe and the partners will return to their team. No points will be awarded in this situation.
7. Each set of partners will follow Steps 3–5 until the time has lapsed.
8. Points are awarded as follows:
   a. five points for every pipe sounded correctly;
   b. one point (for a maximum of three) for every cadet who can correctly identify the pipe, explain its purpose and identify where / when used at the corps.

SAFETY

Ensure the boatswain's calls are cleaned between uses.

ACTIVITY THREE—KNOTS, HITCHES AND BENDS

Time: 30 min

OBJECTIVE

The objective of this activity is to have the cadets practice the knots, hitches and bends learned throughout the corps training.

RESOURCES

- Line (1 m [3.5 feet] long),
- Small spar / dowel,
- Six foot table,
- Container,
- Task cards located at Attachment D,
- Whistle,

- Scoring sheet located at Attachment A, and
- Pen / pencil.

ACTIVITY LAYOUT

- Place the station OPI's table approximately 10 m (33 feet) from the starting line (as illustrated in Figure 3).
- Place the container of task cards and the line on the table.

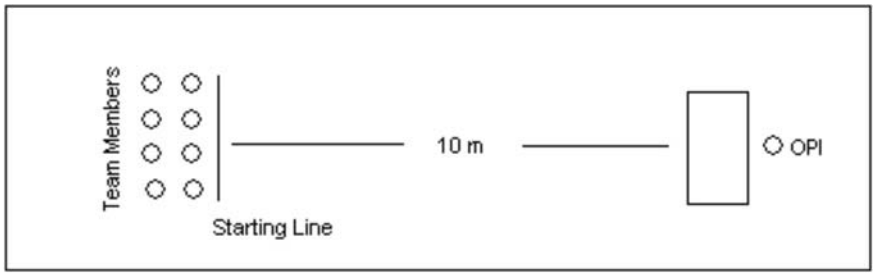

Figure 3 Knots, Bends and Hitches Activity Layout

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

ACTIVITY INSTRUCTIONS

1. One at a time, have each team member run to the station OPI's table and select a task card from the container.
2. Upon selecting a task card, have the cadet attempt to tie the selected knot with no assistance.

Complementary knots and hitches may be added to those listed at Attachment D.

3. Upon successful completion, have the cadet return to the starting line, tag the next cadet who will run to the station OPI's table and complete Steps 1–3 accordingly.
4. Have each cadet complete Steps 1–3 until the time has lapsed.
5. Award points as they appear on the task cards for each successful task completed.

SAFETY

Ensure there are no obstacles in the area the cadets will be running.

ACTIVITY FOUR—WHIPPING AND SPLICING

Time: 30 min

OBJECTIVE

The objective of this activity is to practice whipping and splicing a line.

RESOURCES

- Line (1 m [3.5 feet] per Phase One and Phase Two cadets),
- Three-strand line (1 m [3.5 feet] per Phase Three and Four cadets),
- Whipping twine (one spool),
- Cutting tool,
- Six foot table,
- Whistle,
- Scoring sheet located at Attachment A, and
- Pen / pencil.

ACTIVITY LAYOUT

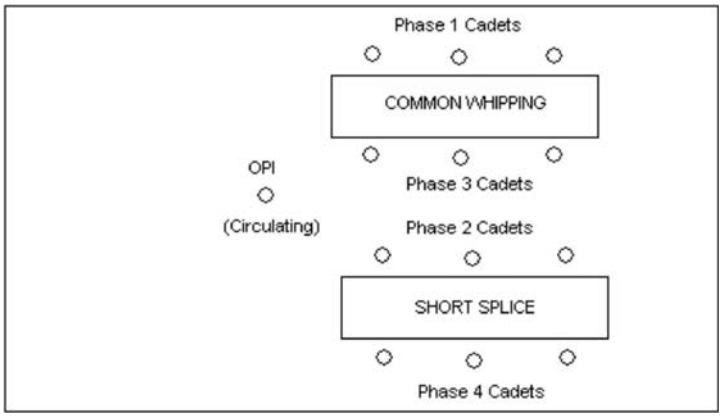

Figure 4 Whipping and Splicing Activity Layout

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups by phase. The first group will consist of Phase One and Phase Three cadets and the second group will consist of Phase Two and Phase Four cadets.
2. Have each Phase One cadet, with the verbal assistance of a Phase Three cadet, whip the end of a line.

The cadets may use a common whipping for this activity. If the corps choose to instruct C121.01 (Whip the End of a Line Using a West Country Whipping) or C121.02 (Whip the End of a Line Using a Sailmaker's Whipping) they may choose to use one of these methods to whip the end of a line for this activity.

3. Have each Phase Two cadet, with the verbal assistance of a Phase Four cadet, complete a short splice.

4. Award points as follows:

   a. two points for each successful whipping;

   b. two points for each successful short splice; and

   c. five points for each Phase Three and Phase Four cadet who displays positive reinforcement, topic knowledge, proper direction and motivation throughout their assistance to the Phase One and Phase Two cadets.

SAFETY

Nil.

ACTIVITY FIVE—TRIVIA

Time: 30 min

OBJECTIVE

The objective of this activity is to reinforce theory knowledge and skills from the cadets' respective phase training through questions and tasks.

RESOURCES

OPTION ONE:

- Six foot table,
- Chairs,
- Whistle,
- List of Suggested Trivia Questions located at Attachment B,
- Scoring sheet located at Attachment A, and
- Pen / pencil.

OPTION TWO:

- Six foot table,
- Chairs,
- Buzzer,
- Question board,
- List of Suggested Trivia Questions located at Attachment B,
- Whistle,
- Scoring sheet located at Attachment A, and
- Pen / pencil.

ACTIVITY LAYOUT

For Option One set up the activity as a stand-alone station that teams will rotate into the same as each other activity. Set up chairs for one team (division), as illustrated in Figure 5.

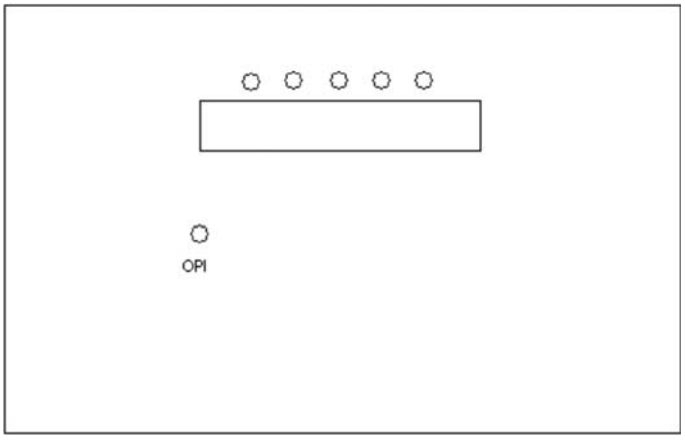

Figure 5 Option One Trivia Activity Layout

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

For Option Two set up the activity as a head-to-head competition between all of the teams (divisions), as illustrated in Figure 6.

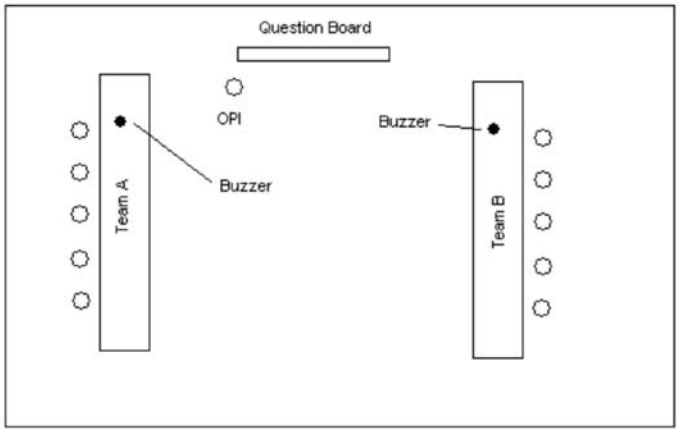

Figure 6 Option Two Trivia Activity Layout

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

ACTIVITY INSTRUCTIONS

Cadets shall not be asked trivia questions from beyond their own year of phase training (eg, Phase One cadets are only asked questions from Phase One but Phase Four cadets can be asked questions from Phase One, Two Three or Four).

OPTION ONE:

1. Ask each cadet questions from the list on the Suggested Trivia Questions located at Attachment B.
2. Ask the questions to each cadet one at a time.
3. Give each team three lifelines to assist them in answering the questions:
   a. ask an officer;
   b. refer to their training materials; and
   c. team vote.
4. Award points as follows:
   a. one point will be awarded for every correct response given with the use of a lifeline;
   b. two points will be awarded for every unassisted correct response; and
   c. five points will be awarded for every bonus question answered correctly.

Lifelines may not be used for bonus questions.

OPTION TWO:

1. Hold a draw to determine where teams (divisions) will be placed in the round robin.
2. Have two teams play against each other to determine a winner.
3. Have the winning teams play off against each other to determine the final winner.
4. Give each team three lifelines to assist them in answering the questions:
   a. ask an officer;
   b. refer to their training materials; and
   c. team vote.
5. Pose a question and have the teams hit their buzzer to determine which team will get the chance to respond to the question.
6. Award points as follows:
   a. one point will be awarded for every correct response given with the use of a lifeline;
   b. two points will be awarded for every unassisted correct response; and
   c. five points will be awarded for every bonus question answered correctly

SAFETY

Nil.

ACTIVITY SIX—SHEER LEGS

Time: 60 min

OBJECTIVE

The objective of this activity is to have the cadets erect a set of sheers.

RESOURCES

GENERAL:

- Hard hat (one per cadet),
- Two wooden spars each approximately 4.5 m (15 feet) long,
- Manila line 12 mm (0.5 inches) in diameter (9 m [30 feet] long),
- Five steel spikes with eyelets at the top (1 m [3.5 feet] long),
- Roll of whipping twine,
- Load of approximately 18 kg (40 pounds), and
- One steel spike with two eyelets (1 m [3.5 feet] long).

TOPPING LIFT:

- Two single blocks,
- Manila line 16 mm (0.6 inches) in diameter (68 m [223 feet] long), and
- Strop.

SPLAY TACKLE:

- One double block,
- One single block c/w becket,
- Manila Line 12 mm (0.5 inches) in diameter (17 m [56 feet] long).
- Two strops.

HEEL TACKLES:

- Four double blocks,
- Four single blocks, and
- Four strops.

LOAD PURCHASE:

- Two double blocks,
- One single block,
- Manila line 12 mm (0.5 inches) in diameter (approximately 30 m [100 feet] long), and
- Strop.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have each team erect a set of sheers. A set of instructions complete with illustrations may be available for the cadets.
2. Have the cadets complete the tasks associated with their respective phase training (eg, Phase One cadets should complete the strops, Phase Two cadets should mouse the hooks, etc).
3. Points will be awarded IAW the Scoresheet located at Attachment A.

SAFETY

- Ensure all cadets wear personal safety equipment at all times throughout this activity.
- Ensure all cadets stay clear of the load as it is raised and lowered.

ACTIVITY SEVEN—MODEL SHIP

240 min (completed throughout the two days and judged at the end of day 2)

OBJECTIVE

The objective of this activity is to have the teams (divisions) each complete a model ship highlighting specific ship characteristics.

RESOURCES

- Black bristol board (one sheet per team),
- Grey bristol board (one sheet per team),
- Scissors (one pair per team),
- Tape (one roll per team),
- Paper clips (one small box per team),
- Large tub of water (to test buoyancy),
- Pictures of ships located at Attachment E,
- Scoresheet located at Attachment A,
- Markers (one package per team), and
- Glue (one per team).

Other resources may be used, if desired, to add creativity to the model ships. Sample resources may include:

- pipe cleaners,
- popsicle sticks, and
- toothpicks, etc.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

- Provide the teams (divisions) with time throughout the two day activity to work on building a model ship.
- Have the teams build a three-dimensional model of a ship, using only the resources provided them.
- The model ship can be any size and type using the given resources.
- Each model ship must contain the following characteristics:
  - bridge,
  - deck,
  - bow,
  - hull,
  - transom,
  - stern,
  - structure,
  - buoyancy, and
  - superstructure.
- Award points IAW the scoresheet located at Attachment A, based on the following:
  - ship type accuracy,
  - use of resources,
  - hull structure,
  - hull design,
  - presentation,
  - buoyancy, and
  - overall appearance.

Teams may add other characteristics to their model ship if they wish. Some additional characteristics may include:

- anchor,
- rudder,
- propellers, and
- port holes, etc.

SAFETY

Nil.

ACTIVITY EIGHT—TEAM-BUILDING (ONGOING THROUGHOUT THE TWO DAYS)

ACTIVITY EIGHT (A) – MOST LIKE ME

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets participate in an icebreaker team-building activity for team members to get to know each other better.

RESOURCES

- Most Like Me activity sheet (one per cadet) located at Attachment F, and
- Pen / pencil (one per cadet).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Most Like Me activity sheet to each cadet.
2. Have the cadets look at the pictures on the activity sheet and place an 'X' in the corner of the pictures that are most like them.
3. Allow the cadets approximately five minutes to complete the activity sheet.
4. Have the cadets come together and share which pictures are most like them with the rest of the cadets.

SAFETY

Nil.

ACTIVITY EIGHT (B) – ACROSS THE RIVER

Time: 30 min

OBJECTIVE

The objective of this activity is to provide the teams the opportunity to solve problems while participating in physical activities.

RESOURCES

Two pieces of line (4 m [14 feet] long).

ACTIVITY LAYOUT

Lay each piece of line across an open space approximately 20 m apart (as illustrated in Figure 7).

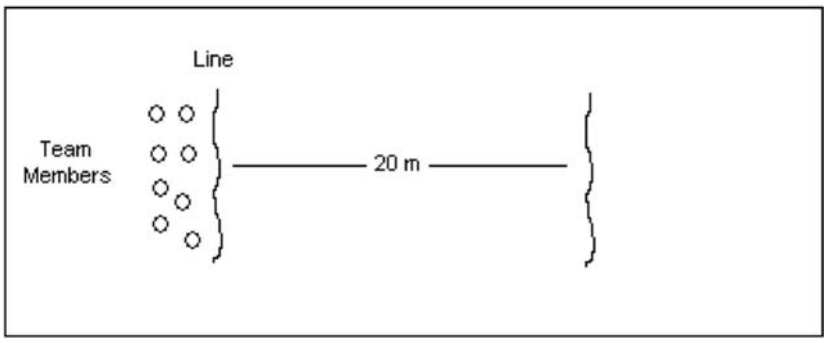

Figure 7 Across the River Activity Layout

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

ACTIVITY INSTRUCTIONS

1. Have the team (division) stand behind one of the lines. This will become the starting point.
2. Explain that the team is to go from one line to the other by only placing a designated number of feet on the ground at one given time (eg, if there are 10 cadets, perhaps only 14 feet may be on the ground at a given time).
3. Explain that the team is to return by only placing a lesser number of designated feet on the ground at one time (eg, the cadets then have to return by placing only 11 feet on the ground at a given time).

SAFETY

Ensure there are no hazards in the area where the activity will be conducted.

ACTIVITY EIGHT (C) – SHERPA WALK

Time: 30 min

OBJECTIVE

The objective of this activity is to have the team, while holding hands, walk through a path while blindfolded.

RESOURCES

Blindfold (one per cadet).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have two cadets volunteer to act as guides.
2. Take the two guides down the path to show them the way. These cadets will become the leaders and guide the remainder of the team through the path.
3. Inform the guides that they will not be permitted to touch or speak to the cadets. The guides are permitted to use sound signals (eg, clap, whistle, snap, etc) as signals to the team.
4. Have the remainder of the cadets arrange themselves in a line and put on their blindfolds.

5. Have one guide at the front of the line and one guide at the rear.

6. Have the guides lead their team through the path using the sound signals.

SAFETY

- Teams must hold hands throughout the activity.
- Ensure the path is free of any major obstacles.

ACTIVITY NINE—FINAL EVENT

Time: 90 min

OBJECTIVE

The objective of this activity is to review all aspects of the seamanship competition.

RESOURCES

- Whistle,
- Boatswain's call (one per division),
- Line (1 m [3.5 feet] per division),
- Task cards located at Attachment D (one set per division),
- Heaving line (on per division),
- Single blocks (per division),
- Double blocks (per division),
- Manila line 12 mm (0.5 inches) in diameter (one 17 m [56 feet] length per division),
- Small box (one per division),
- Target (one per division), and
- Secret message cards located at Attachment G (one set per division).

ACTIVITY LAYOUT

- Set up the activity (as illustrated in Figure 8) if enough resources are available for each team (division) to compete at one time against each other.
- If enough resources are not available for each team (division) to compete at one time, one relay should be set up and each team (division) will compete and be timed.
- Set up four stations as follows:
    - Station 1–Pipes;
    - Station 2–Knots, Hitches and Bends;
    - Station 3–Heaving Line; and
    - Station 4–Luff Purchases.

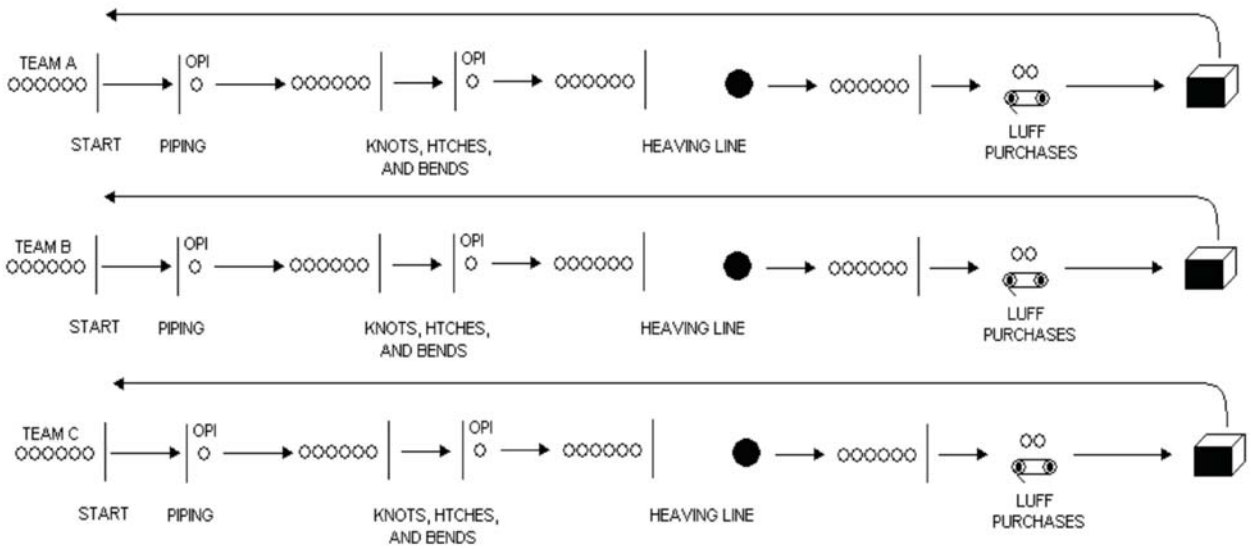

Figure 8 Final Event Layout

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

ACTIVITY INSTRUCTIONS

1. Explain the following rules to the cadets:

   a. each team (division) is to lineup behind the starting point;

   b. each team is to travel as a group (eg, no member can travel to the next station until the previous one has been completed, then the team shall travel together to the next station);

   c. on the start signal the teams will travel through each station in sequence (as illustrated in Figure 8); and

   d. upon completion of each station, the team will be given a secret message card which will be used to decipher a secret message upon completion of the activity.

2. Explain Station 1 to the cadets, to include:

   a. one cadet being given the name of a pipe and having to sound that pipe;

   b. if the cadet is able to correctly sound the pipe, the team will be given one secret message card and will advance as a team to the next station;

   c. if the cadet is unable to correctly sound the pipe, the next cadet should attempt to sound the pipe (this should continue through all of the cadets until the pipe is sounded successfully) and the team will advance to the next station; and

   d. if no cadets on the team are able to successfully sound the pipe, they must wait 15 seconds after the last team has moved to the next station before they may advance to the next station.

3. Explain Station 2 to the cadets, to include:

   a. one cadet from the team (division) at a time will approach the station OPI and select a task card;

   b. the cadet must explain the purpose of the knot, hitch or bend and tie the knot for the OPI;

c. this process shall continue until three cadets have successfully completed this for the team; and

d. when the team is successful three times, they will be given a secret message card for each successful attempt (for a maximum of three) and advance as a team to the next station.

4. Explain Station 3 to the cadets, to include:

a. one cadet at a time advancing to the starting point, retrieving the heaving line, coiling it and tossing it at the target;

b. each successive cadet repeating the process of advancing to the starting point, retrieving the heaving line, coiling it and tossing it at the target until the target has been successfully hit three times; and

c. when the team has been successful three times, they will be given a secret message card for each successful attempt (for a maximum of three) and advance as a team to the next station.

5. Explain Station 4 to the cadets, to include:

a. selecting two members of the team (division) to attempt to properly reeve the lines of a luff;

b. if the initial members are unsuccessful, they must return and two new members will attempt to properly reeve the purchase;

c. this will continue until the team is successful;

d. when the team is successful, they will be given two secret message cards and advance as a team to the finishing point;

e. upon arriving at the finishing point, the cadets must attempt to decipher the secret message.

6. Have the cadets participate in the activity.

7. Points will be awarded IAW the Scoresheet located at Attachment A.

SAFETY

Ensure the area is clear from any major obstacles.

END OF LESSON CONFIRMATION

The cadets' participation in the Seamanship Interdivisional Competition will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important to participate in this competition as it will reinforce many areas of skills and knowledge learned throughout the corps training. It will allow an opportunity for the instructors to evaluate your knowledge and skills.

It will provide a further opportunity for team-building for all members of the corps as it reinforces the divisional system and ensures all divisions and corps members work together and interact to meet a common goal.

INSTRUCTOR NOTES / REMARKS

Nil.

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C1-005 ISBN 0-07-134984-7 West, E. (1999). *The big book of icebreakers: Quick, fun activities for engergizing meetings and workshops*. New York, NY: McGraw-Hill, Inc.

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SCORESHEETS

COIL AND HEAVE A LINE

TEAM NAME:

AWARDING POINTS

Teams will be awarded one point for every successful line tossed into the designated target.

POINTS AWARDED
OVERALL TOTAL:

OPI NAME: **DATE:**

BOATSWAIN CALL

TEAM NAME :

AWARDING POINTS

Teams will be awarded five points for every correctly sounded pipe. For identifying the pipe, explaining the pipes purpose and identifying common areas the pipe is used at the corps, the team will be awarded one point for each.

POINTS AWARDED			
Pipe Sounded Correctly	Correct - 5 pts	Incorrect - 0 pt	
Pipe Identified Correctly	Correct - 1 pt	Incorrect - 0 pt	
Purpose Explained	Correct - 1 pt	Incorrect - 0 pt	
Common Areas Identified	Correct - 1 pt	Incorrect - 0 pt	
			SUBTOTAL:
Pipe Sounded Correctly	Correct - 5 pts	Incorrect - 0 pt	
Pipe Identified Correctly	Correct - 1 pt	Incorrect - 0 pt	
Purpose Explained	Correct - 1 pt	Incorrect - 0 pt	
Common Areas Identified	Correct - 1 pt	Incorrect - 0 pt	
			SUBTOTAL:
Pipe Sounded Correctly	Correct - 5 pts	Incorrect - 0 pt	
Pipe Identified Correctly	Correct - 1 pt	Incorrect - 0 pt	
Purpose Explained	Correct - 1 pt	Incorrect - 0 pt	
Common Areas Identified	Correct - 1 pt	Incorrect - 0 pt	
			SUBTOTAL:
Pipe Sounded Correctly	Correct - 5 pts	Incorrect - 0 pt	
Pipe Identified Correctly	Correct - 1 pt	Incorrect - 0 pt	
Purpose Explained	Correct - 1 pt	Incorrect - 0 pt	
Common Areas Identified	Correct - 1 pt	Incorrect - 0 pt	
			SUBTOTAL:
Pipes Sounded Correctly	Correct - 5 pts	Incorrect - 0 pt	
Pipe Identified Correctly	Correct - 1 pt	Incorrect - 0 pt	
Purpose Explained	Correct - 1 pt	Incorrect - 0 pt	
Common Areas Identified	Correct - 1 pt	Incorrect - 0 pt	
			SUBTOTAL:
			OVERALL TOTAL:

OPI NAME: **DATE:**

KNOTS, HITCHES AND BENDS

TEAM NAME :

AWARDING POINTS

Teams will be awarded points for every task completed correctly. Point value will be IAW the points indicated on the task cards.

POINTS AWARDED					
		TIE KNOTS			
5 pts	5 pts	5 pts	5 pts	5 pts	5 pts
5 pts	5 pts	5 pts	5 pts	5 pts	5 pts
					SUBTOTAL:
		WHO AM I?			
3 pts	3 pts	3 pts	3 pts	3 pts	3 pts
3 pts	3 pts	3 pts	3 pts	3 pts	3 pts
					SUBTOTAL:
		DEFINITION			
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
					SUBTOTAL:
		VISUAL IDENTIFICATION			
1 pt	1 pt	1 pt	1 pt	1 pt	1 pt
1 pt	1 pt	1 pt	1 pt	1 pt	1 pt
					SUBTOTAL:
					OVERALL TOTAL:

OPI NAME: **DATE:**

WHIPPING AND SPLICING

TEAM NAME :

AWARDING POINTS

Teams will be awarded two points for every correct short splice and whipping. The OPI will also assess the phase three and four cadets' ability to provide guidance and assistance. The OPI will look for things such as positive reinforcement, topic knowledge, proper direction and motivation.

POINTS AWARDED					
WHIPPINGS COMPLETED					
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
					SUBTOTAL:
SPLICES COMPLETED					
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
					SUBTOTAL:
LEADERSHIP					
1 pt	2 pts	3 pts	4 pts	5 pts	
6 pts	7 pts	8 pts	9 pts	10 pts	
					SUBTOTAL:
					OVERALL TOTAL:

OPI NAME: **DATE:**

TRIVIA (OPTION ONE)

TEAM NAME :

AWARDING POINTS

Teams will be awarded points for every task completed correctly. Point value will be IAW the points indicated on the task cards.

POINTS AWARDED		
Question # 1:	Correct 2 pts	Incorrect 0 pt
Question # 2:	Correct 2 pts	Incorrect 0 pt
Question # 3:	Correct 2 pts	Incorrect 0 pt
Question # 4:	Correct 2 pts	Incorrect 0 pt
Question # 5:	Correct 2 pts	Incorrect 0 pt
Question # 6:	Correct 2 pts	Incorrect 0 pt
Question # 7:	Correct 2 pts	Incorrect 0 pt
Question # 8:	Correct 2 pts	Incorrect 0 pt
Question # 9:	Correct 2 pts	Incorrect 0 pt
Question # 10:	Correct 2 pts	Incorrect 0 pt
Question # 11:	Correct 2 pts	Incorrect 0 pt
Question # 12:	Correct 2 pts	Incorrect 0 pt
Question # 13:	Correct 2 pts	Incorrect 0 pt
Question # 14:	Correct 2 pts	Incorrect 0 pt
Question # 15:	Correct 2 pts	Incorrect 0 pt
BONUS QUESTION:	Correct 5 pts	Incorrect 0 pt
LIFEFLINES:		
ASK AN OFFICER:	- 1 pt	
REFERENCE MANUALS:	- 1 pt	
TEAM VOTE:	- 1 pt	
		OVERALL TOTAL:

OPI NAME: **DATE:**

TRIVIA (OPTION TWO)

TEAM NAME :

AWARDING POINTS

Teams will be awarded one point for every correct response given with the use of a lifeline, two points for every unassisted correct response and five points for every bonus question answered correctly.

POINTS WARDED	
Question # 1:	Point Value Awarded: _____
Question # 2:	Point Value Awarded: _____
Question # 3:	Point Value Awarded: _____
Question # 4:	Point Value Awarded: _____
Question # 5:	Point Value Awarded: _____
Question # 6:	Point Value Awarded: _____
Question # 7:	Point Value Awarded: _____
Question # 8:	Point Value Awarded: _____
Question # 9:	Point Value Awarded: _____
Question # 10:	Point Value Awarded: _____
Question # 11:	Point Value Awarded: _____
Question # 12:	Point Value Awarded: _____
Question # 13:	Point Value Awarded: _____
Question # 14:	Point Value Awarded: _____
Question # 15:	Point Value Awarded: _____
	OVERALL TOTAL:

OPI NAME: **DATE:**

SHEERS

TEAM NAME :

AWARDING POINTS

Teams will be awarded points IAW the scoring guide.

POINTS AWARDED					
HEAD LASHING–proper, tight, neat and secure.					
Clove Hitch	3 pts	2 pts	1 pt		
Correct Number of Turns	1 pt				
Tight and Secure	2 pts	1 pt			
				SUBTOTAL:	
TOPPING LIFT–Double Whip					
Lines Rove	3 pts	2 pts	1 pt		
Hooks Moused	3 pts	2 pts	1 pt		
Strops	1 pt				
				SUBTOTAL:	
SPLAY TACKLE–Luff					
Lines Rove	3 pts	2 pts	1 pt		
Hooks Moused	3 pts	2 pts	1 pt		
Strops	1 pt				
				SUBTOTAL:	
HEEL TACKLES–Luff (four)					
Lines Rove	5 pts	4 pts	3 pts	2 pts	1 pt
Hooks Moused	5 pts	4 pts	3 pts	2 pts	1 pt
Strops	3 pts	2 pts	1 pt		
				SUBTOTAL:	
LOAD PURCHASE–Double Block					
Lines Rove	5 pts	4 pts	3 pts	2 pts	1 pt
Hooks Moused	5 pts	4 pts	3 pts	2 pts	1 pt
Strops	3 pts	2 pts	1 pt		
				SUBTOTAL:	
OVERALL APPEARANCE					
	5 pts	4 pts	3 pts	2 pts	1 pt
				SUBTOTAL:	
				OVERALL TOTAL:	

OPI NAME: **DATE:**

MODEL SHIP

TEAM NAME :

AWARDING POINTS

Teams will be awarded points IAW the following scoring guide.

POINTS AWARDED				
SHIP TYPE ACCURACY—the ship's model is similar to that of the type chosen by the team.				
1 pt	2 pts	3 pts	4 pts	5 pts
USE OF RESOURCES—the team maximized the use of resources provided.				
1 pt	2 pts	3 pts	4 pts	5 pts
HULL STRUCTURE—the hull structure highlights the areas of the hull, bow, stern and transom.				
1 pt	2 pts	3 pts	4 pts	5 pts
HULL DESIGN—the hull design highlights the areas of the bridge, deck and superstructure.				
1 pt	2 pts	3 pts	4 pts	5 pts
PRESENTATION—the team presentation was clear, confident and involved maximum group participation.				
1 pt	2 pts	3 pts	4 pts	5 pts
BUOYANCY—the model floats even and steady.				
1 pt	2 pts	3 pts	4 pts	5 pts
OVERALL APPEARANCE—the model has many details.				
1 pt	2 pts	3 pts	4 pts	5 pts
				OVERALL TOTAL:

OPI NAME: **DATE:**

FINAL EVENT

TEAM NAME :

AWARDING POINTS

Teams will be awarded points IAW their finishing position.

POINTS AWARDED		
FIRST PLACE TEAM NAME:	Points	50
SECOND PLACE TEAM NAME:	Points	40
THIRD PLACE TEAM NAME:	Points	30
FOURTH PLACE TEAM NAME:	Points	20
FIFTH PLACE TEAM NAME:	Points	10
	OVERALL TOTAL:	

OPI NAME: **DATE:**

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SUGGESTED TRIVIA QUESTIONS

Phase One

Q1. What is the purpose of one of the following knots hitches or bends:

- Reef Knot,
- Figure Eight Knot,
- Sheet Bend,
- Bowline,
- Clove Hitch, or
- Round Turn Two Half Hitches.

A1. The following answers apply:

- Reef Knot: to tie together two ropes of equal diameter.
- Figure Eight Knot: stopper knot.
- Sheet Bend: to tie together two ropes of unequal diameter.
- Bowline: to create a temporary eye in the end of a line.
- Clove Hitch: to secure a line to a spar.
- Round Turn Two Half Hitches: to secure a line to a ring or eye.
- Common Whipping: to finish the end of a line to prevent it from fraying or unravelling.

Q2. Define one of the following naval terms:

- Gash can,
- Stand easy,
- Secure,
- Heads,
- Duty watch,
- Out pipes,
- Scran locker,
- Pipe,
- Colours,
- Liberty boat,
- Bulkhead,
- Deck,
- Ship’s company,
- Sunset,
- Gangway,
- Galley,
- Boatswain’s stores,
- Pipe down,
- Kye,

- Aye Aye, Sir / Ma'am,
- Port,
- Starboard,
- Ship's Office,
- Gangway, and
- Brow.

A2. Answers:

- Gash can: garbage can.
- Stand easy: a break.
- Secure: to close up and put away gear.
- Heads: toilet(s).
- Duty watch: a division that is selected on a rotational basis that is responsible for corps preparation and cleanup.
- Out pipes: a pipe indicating the commencement of classes or the end of stand easy.
- Scran locker: lost and found.
- Pipe: sound produced from a boatswain's call. The notes played have a specific meaning / message.
- Colours: the ceremony of hoisting the national flag, usually in the morning or at the beginning of the training day.
- Liberty boat: when all personnel are dismissed for the day and may go ashore;
- Bulkhead: a wall.
- Deck: a floor.
- Ship's company: the complement of a ship (this would include a sea cadet corps).
- Sunset: the ceremony of lowering the national flag at the end of a training day.
- Gangway: any recognized entrance to, passageway or traffic route within a ship.
- Galley: the ship's kitchen.
- Boatswain's stores: a storeroom for cleaning gear.
- Pipe down: an order meaning to keep quiet.
- Kye: a hot chocolate drink.
- Aye Aye, Sir / Ma'am: order understood that will be obeyed, an appropriate response to an order from an officer.
- Port: left side of a ship.
- Starboard: right side of a ship.
- Ship's Office: administration office.
- Brow: entrance / exit of a ship where personnel must salute when coming aboard or going ashore.

Q3. What pipe is used to gain the attention of a ship's company before passing an order?

A3. General Call.

Q4. What pipe is used to bring the ship's company to attention?

A4. The Still.

Q5. What pipe is sounded after the reason for the still is complete?

A5. Carry On.

Q6. How many times do you ring a ship's bell for Colours / Sunset?

A6. The bell is rung as follows:

- Colours: eight times, and
- Sunset: four times.

Phase Two

Q1. What are the three steps involved in bringing a naval vessel into service?

A1. The three steps involved in bringing a naval vessel into service are:

- keel laying;
- naming and launching; and
- commissioning.

Q2. What is the draught of a ship?

A2. The depth of the keel below the waterline at any point along the hull.

Q3. Identify the following splice (present the cadets with a pre-tied short splice).

A3. Short Splice.

Q4. What type of blocks does a luff consist of?

A4. One double block and one single block.

Q5. What tackle consists of two double blocks?

A5. Two-fold purchase.

Q6. What should you do to prevent a load from falling off a hook?

A6. Mouse the hook.

Q7. What part of the sailboat is used to hoist the sails?

A7. Halyards.

Q8. What helps prevent a sailboat from capsizing?

A8. Centreboard / Daggerboard.

Q9. What are sheets used for?

A9. To control the mainsail and jib sail.

Q10. What are some ways to determine wind direction?

A10. Flags, tall grass, smoke, small waves, wind sock, moored boats and low altitude clouds.

Q11. What times are associated with the first dog watch?

A11. 1600–1800 hours.

Q12. What times are associated with the forenoon watch?

A12. 0800-1200 hours.

Q13. What is the purpose of the dog watches?

A13. The dog watches are only half the time of the others to create a seventh watch, ensuring that personnel do not stand the same watch every day.

Phase 3

Q1. What ship is currently operating in _____ (the OPI should select a current deployment)?

A1. Depends on current deployments.

Q2. What are three safety precautions to consider when using lifting devices?

A2. Wear a helmet, do not enter the safety zone and do not walk under the load.

Q3. What is the purpose of a splay tackle?

A3. To prevent the legs of a sheer from separating.

Q4. How many turns should a head lashing consist of?

A4. Eleven to fifteen.

Q5. What part attaches to the load on sheers?

A5. Main purchases.

Q6. The bottom of a sail is known as what?

A6. Foot.

Q7. What part of the sailboat houses the centreboard?

A7. Centreboard trunk.

Q8. What should the crew of a sailboat do to help prevent heeling?

A8. Hike.

Q9. What does PFD stand for?

A9. Personal floatation device.

Phase Four

Q1. Name one civilian maritime organization.

A1. Department of Fisheries and Oceans, Canadian Coast Guard, etc.

Q2. What is turning a sailboat so its bow passes through head to wind known as?

A2. Tacking.

Q3. The side the boat that the wind passes over first is known as what?

A3. Windward side.

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BOATSWAIN'S CALL CARDS

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TASK CARDS

VISUAL

1 Pt.

1 Pt.

VISUAL

VISUAL

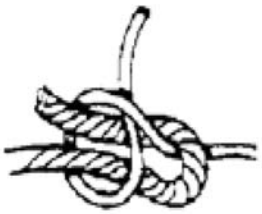
1 Pt.

1 Pt.

VISUAL

VISUAL

1 Pt.



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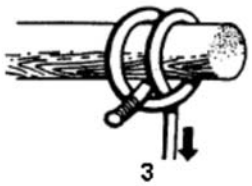

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VISUAL

1 Pt.

1 Pt.

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TIE KNOTS

5 Pts.

BOWLINE

TIE KNOTS 5 Pts.

TIE KNOTS

5 Pts.

FIGURE 8

TIE KNOTS 5 Pts.

TIE KNOTS

5 Pts.

SHEET BEND

TIE KNOTS 5 Pts.

TIE KNOTS

5 Pts.

REEF KNOT

TIE KNOTS 5 Pts.

TIE KNOTS

5 Pts.

CLOVE HITCH

TIE KNOTS 5 Pts.

TIE KNOTS

5 Pts.

ROUND TURN 2 HALF HITCHES

TIE KNOTS 5 Pts.

WHO AM I?

3 Pts.

Stop the line from running all the way out the fairleads

WHO AM I?

3 Pts.

WHO AM I?

3 Pts.

Start tying me by making a six somewhere in the line

WHO AM I?

3 Pts.

WHO AM I?

3 Pts.

You can use me to temporarily tie up a small boat

WHO AM I?

3 Pts.

WHO AM I?

3 Pts.

Lines different diameters? I think I can help.

WHO AM I?

3 Pts.

WHO AM I?

3 Pts.

I am often used as the start when tying your shoes

WHO AM I?

3 Pts.

WHO AM I?

3 Pts.

My hitches should always be made with the running end going in the same direction.

WHO AM I?

3 Pts.

DEFINITION

2 Pts.

REEF KNOT

DEFINITION

2 Pts.

DEFINITION

2 Pts.

SHEET BEND

DEFINITION

2 Pts.

DEFINITION

2 Pts.

BOWLINE

DEFINITION

2 Pts.

DEFINITION

2 Pts.

FIGURE 8

DEFINITION

2 Pts.

DEFINITION

2 Pts.

CLOVE HITCH

DEFINITION

2 Pts.

DEFINITION

2 Pts.

ROUND TURN
2 HALF HICTHES

DEFINITION

2 Pts.

TYPES OF SHIPS

Figure 1 HMCS Algonquin

Note. From Department of National Defence, 2006. Retrieved March 11, 2006, from *http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/283/ETD02-0081-30_l.jpg*

Figure E-2 HMCS Brandon

Note. From Department of National Defence, 2006. Retrieved on March 11, 2006, from *http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/710/cx2003-0152-22c.jpg*

Figure E-3 HMCS Regina

Note. From Department of National Defence, 2006. Retrieved on March 11, 2006, from *http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/334/Sailpast.jpg*

Figure E-4 HMCS Protecteur

Note. From Department of National Defence, 2006. Retrieved on March 11, 2006, from *http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/509/prot11.jpg*

Figure E-5 Cargo Vessel

Note. From JCOMMOPS, 2001-2008 Retrieved on March 11, 2006, from *http://www.jcommops.org/ graph_ref/cargo_ship-3.jpg*

Figure E-6 Cruise Ship

Note. From CBS News. Retrieved on March 11, 2006, from *http:// www.cbsnews.com/images/2006/03/24/imageSJU10103232114.jpg*

Figure E-7 Car Ferry

Note. From Newfoundland Photo Gallery. Retrieved on March 11, 2006, from *http://www.geocities.com/Heartland/Pointe/5181/nfld/smallwood.jpg*

Figure E-8 Tanker

Note. From CMT Consulting Management Technology Retrieved on March 11, 2006, from *http://www.cmt-gmbh.de/tanker%20ship.jpg*

Figure E-9 Tug Handling Supply Vessel

Note. Retrieved on March 11, 2006, from *http://ei4hq.shacknet.nu/corkHarbour/tugs/original/Gerry%20O'Sullivan%201.jpg*

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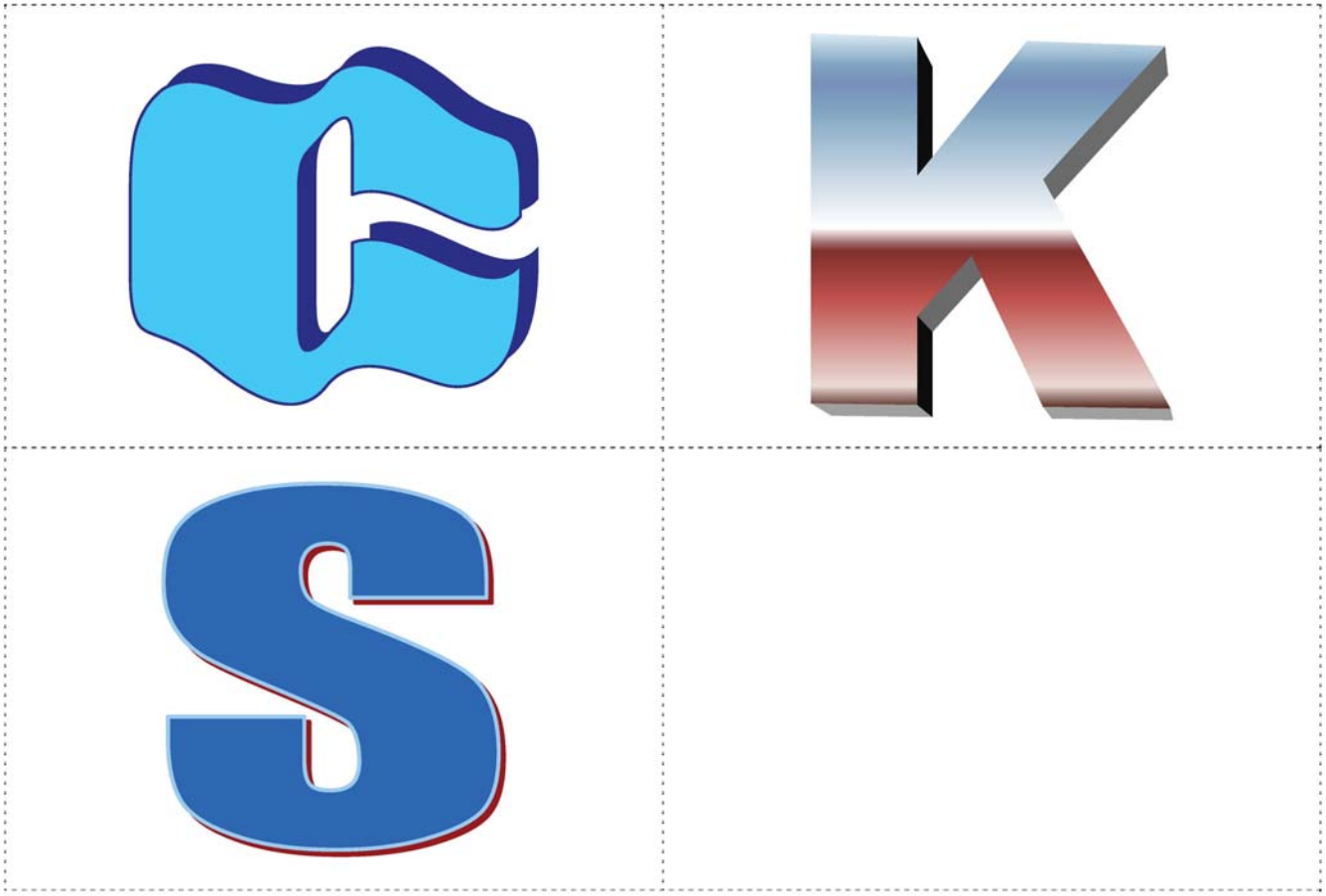
SECRET MESSAGE CARD



Secret Message—"NAVY ROCKS"