



ROYAL CANADIAN SEA CADETS

PHASE ONE – QUALIFICATION STANDARD AND PLAN

(ENGLISH)

Cette publication est disponible en français sous le numéro A-CR-CCP-601/PG-002.

Issued on Authority of the Chief of the Defence Staff

Canada



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OPI: D Cdts 3 – Senior Staff Officer Youth Programs Development

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FOREWORD AND PREFACE

1. **Issuing Authority.** This Qualification Standard and Plan (QSP) A-CR-CCP-601/PG-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers (D Cdts and JCR) in accordance with Cadet Administrative and Training Order (CATO) 11-03, *Cadet Program Mandate*, CATO 11-04, *Cadet Program Outline*, and CATO 31-03, *Sea Cadet Program Outline*, and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this QSP was in accordance with the performance oriented concept of training outlined in the Canadian Forces Individual Training and Education System A-P9-050 Series, *Manual of Individual Training and Education*, with modifications to meet the needs of the Canadian Cadet Organizations (CCO).
3. **Purpose of the IG.** The QSP is to be used by Royal Canadian Sea Cadet Corps to conduct Phase One, as outlined in CATO 11-04, *Cadet Program Outline*, and CATO 31-03, *Sea Cadet Program Outline*.
4. **Effective Date.** This publication is effective upon receipt. Subsequent changes are effective upon receipt.
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 email to sea.dev@cadets.gc.ca. Suggested changes shall be in tabular format with three columns to capture; the page number, the paragraph / sub-paragraph number and suggested text amendment.

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CHAPTER 1

GENERAL

AIMS

1. The aim of the Cadet Program (CP) 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 (CF).
2. The aim of Phase One is to provide a Sea Cadet with the basic theoretical knowledge and practical experience required to participate in cadet corps activities as a member of a team.

PROGRAM MISSION AND PARTICIPANT OUTCOMES

3. The mission of the CP is to contribute to the development and preparation of youth for the transition from adolescence to adulthood, enabling cadets to meet the challenges of modern society, through a dynamic, community-based program.
4. CP participant outcomes are the benefits for the cadet during and / or after their involvement with the program that relate to knowledge, skills, attitudes, values, behaviour, condition and status. The five outcomes of the CP are:
 - a. emotional and physical well-being;
 - b. social competence;
 - c. cognitive competence;
 - d. proactive citizenship; and
 - e. understanding the CF.
5. The program mission and participant outcomes are explained in greater detail in CATO 11-03, *Cadet Program Mandate*.

OUTLINE OF TRAINING

6. Phase One is a directed program carried out at the corps focused on giving all cadets instruction and opportunities to develop knowledge and skills in a variety of subject areas while introducing them to specialized activities. This program is divided into five levels of training. Normally a cadet will only attempt one phase in a given training year.
7. Each phase is composed of performance objectives (POs) subdivided into enabling objectives (EOs).

PROGRAM DESIGN

8. Phase One has been designed:
 - a. assuming that the majority of Phase One cadets are between 12 and 14 years of age;
 - b. using age appropriate learning strategies;
 - c. using 30 minutes as a standard period of instruction;
 - d. by providing a programming mix consisting of fixed mandatory and flexible complementary training;

- e. including training which is experiential and skills-based, with a lesser focus on theoretical knowledge; and
- f. assuming that learning will take place through a combination of programmed periods of instruction, unstructured discussions, teachable moments, and coaching / mentoring opportunities.

PERFORMANCE OBJECTIVES

9. The following are summaries of the POs common to all elements of the Cadet Program (allocated POs numbered 100 to 111) and the POs specific to Phase One:

- a. **Positive Social Relations for Youth.** PO 100 – Participate in Positive Social Relations for Youth Training
 - (1) The aim of Positive Social Relations for Youth is to prepare the cadet to interact comfortably within the cadet community, interact positively with others, exercise sound judgement, accept personal responsibility for actions and choices, deal with interpersonal conflict, and seek assistance from available resources when needed.
 - (2) Positive Social Relations for Youth contributes directly to the achievement of the program aim of developing in youth the attributes of good citizenship and leadership and the participant outcome of social competence.
- b. **Citizenship.** PO 101 – Perform Individual Acts That Better the Community
 - (1) The aim of Phase One Citizenship is to help cadets be good citizens by encouraging them to perform simple, individual acts in everyday life that will better the lives of others in the community and, by extension, better the community as a whole.
 - (2) Phase One citizenship contributes directly to the achievement of the program aim of developing the attributes of good citizenship and the participant outcome of proactive citizenship.
- c. **Community Service.** PO 102 – Perform Community Service
 - (1) The aim of Phase One Community Service is to encourage cadets to become more active in their communities through participation in a community service activity as a member of a group.
 - (2) Phase One Community Service contributes directly to the achievement of the program aim of developing the attributes of good citizenship, and the participant outcome of proactive citizenship.
- d. **Leadership.** PO 103 – Participate as a Member of a Team
 - (1) The aim of Phase One Leadership is for the individual cadet to understand the role of a follower while participating in activities as a member of a team.
 - (2) Phase One Leadership contributes directly to the achievement of the program aim of developing the attributes of leadership and the participant outcome of social competence.
- e. **Personal Fitness and Healthy Living.** PO 104 – Track Participation in Physical Activities
 - (1) The aim of Phase One Personal Fitness and Healthy Living is to encourage cadets to be more physically active in their daily lives.

- (2) Phase One Personal Fitness and Healthy Living contributes directly to the achievement of the program aim of promoting physical fitness, and the participant outcome of physical well-being.
- f. **Physical Activities.** PO 105 – Participate in Physical Activities
 - (1) The aim of Phase One Physical Activities is for cadets to have fun participating in physical activities.
 - (2) Phase One Physical Activities contributes directly to the achievement of the program aim of promoting physical fitness and the participant outcome of physical well-being.
- g. **Air Rifle Marksmanship.** PO 106 – Fire the Cadet Air Rifle
 - (1) The aim of Phase One Air Rifle Marksmanship is to familiarize the cadet with range operations and the firing of the cadet air rifle.
 - (2) Phase One Air Rifle Marksmanship contributes indirectly to the achievement of the program aim of developing the attributes of good citizenship and leadership through the use of competitive marksmanship as a network for the development of self-discipline and teamwork. It also contributes indirectly to the participant outcome of emotional and physical well-being through building of self-esteem and promotion of an active lifestyle.
- h. **General Cadet Knowledge.** PO 107 – Serve in a Sea Cadet Corps
 - (1) The aim of Phase One General Cadet Knowledge is to provide the cadet with background knowledge regarding opportunities inherent in the Cadet Program and the basic skills to integrate comfortably as members of the cadet team.
 - (2) Phase One General Cadet Knowledge contributes directly to the achievement of the program aim of stimulating an interest in the air activities of the CF and the participant outcome of understanding the CF.
- i. **Drill.** PO 108 – Perform Drill Movements During an Annual Ceremonial Review
 - (1) The aim of Phase One Drill is to provide the cadet with the skills required to competently participate during an ACR parade.
 - (2) Phase One Drill contributes directly to the achievement of the program aim of stimulating an interest in the air activities of the CF and the participant outcome of social competence through participation in a team activity.
- j. POs 109 and 110 – Not Allocated
- k. **Biathlon.** PO 111 – Participate in Recreational Summer Biathlon Activities
 - (1) The aim of Phase One Biathlon is to provide the cadet with an opportunity to enhance individual marksmanship skills and personal fitness through participation in the sport of biathlon.
 - (2) Phase One biathlon contributes directly to the achievement of the program aim of promoting physical fitness and the participant outcome of physical well-being.
- l. POs 112 to 119 – Not Allocated

- m. **Canadian Navy and Maritime Community.** PO 120 – Become Familiar With the Sea Element of the Canadian Forces and Maritime Community
 - (1) The aim of Phase One Canadian Navy and Maritime Community is to introduce the cadet to the Canadian Navy and its role in the Canadian Forces as well as introducing them to Canada as a maritime nation.
 - (2) Phase One Canadian Navy and Maritime Community contributes directly to the program aim of stimulating an interest in the sea activities of the CF and the participant outcome of understanding the CF.
- n. **Ropework.** PO 121 – Perform Basic Ropework
 - (1) The aim of Phase One Ropework training is to provide the cadet with basic ropework skills to enable them to participate in seamanship activities such as small craft operation and sailing.
 - (2) Phase One Ropework training supports Sea Cadet on-water operations by providing the basic skill set required to carry out seamanship tasks while acting as crew aboard various types of vessels. Sea Cadet on-water operations combine skills developed under Ropework, Small Craft Operation, Ship's Operations, and Sailing, and contribute directly to the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.
- o. **Small Craft Operation.** PO 122 – Participate in a Small Craft Operation Weekend
 - (1) The aim of Phase One Small Craft Operation training is to introduce basic knowledge and skills that will allow a cadet to assist in the operation of a small craft as a crew member.
 - (2) Phase One Small Craft Operation training supports Sea Cadet on-water operations by providing the basic skill set required to carry out seamanship tasks while acting as crew aboard various types of small craft. Sea Cadet on-water operations combine skills developed under Ropework, Small Craft Operation, Ship's Operations and Sailing, which contributes directly to the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.
- p. **Ship's Operations.** PO 123 – Respond to Basic Forms of Naval Communications
 - (1) The aim of Phase One Ship's Operations training is to provide the cadet with the basic knowledge required to communicate in a naval or nautical environment.
 - (2) Phase One Ship's Operations training supports Sea Cadet on-water operations by providing the basic skill set required to carry out seamanship tasks while acting as crew aboard various types of vessels. Sea Cadet on-water operations combine skills developed under Ropework, Small Craft Operation, Ship's Operations, and Sailing, and contribute directly to the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.

- q. **Nautical Training.** PO 125 – Participate in a Nautical Training Weekend
- (1) The aim of Phase One nautical training is to provide the cadet with an opportunity to participate in a nautical activity that:
 - (a) reinforces mandatory and / or complementary training;
 - (b) allows the cadet to participate in naval aspects of the CF or maritime community; and
 - (c) provides a hands-on opportunity that introduces new skills / knowledge.
 - (2) Phase One nautical training supports Sea Cadet on-water operations by providing the basic skill set required to carry out seamanship tasks while acting as crew aboard various types of small craft. Sea Cadet on-water operations combine skills developed under ropework, small craft operation, ship's operations, and sailing, and contribute directly to the program aim of developing in youth the attributes of good citizenship and leadership. They also contribute to the promotion of physical fitness, and the participant outcomes of emotional and physical well-being, social competence, cognitive competence, and proactive citizenship.

METHOD OF ACHIEVING OBJECTIVES

10. The majority of Phase One POs are skills-related. Skills are acquired through practical periods of instruction and practice. In order to achieve the POs, a hands-on learning approach is essential. The following guidance may assist in the implementation of training:

- a. Teach some theory as it is required for safety purposes and for introducing new material. However, most material can be taught using hands-on practical methods.
- b. Ensure training sessions are well organized and planned in advance to allow instructors adequate time to prepare for the delivery and conduct of training. This includes reviewing lesson specifications and instructional guides and creating instructional materials as required.
- c. Schedule training such that the material is presented in a manner that ensures a smooth flow from one activity to the next.
- d. Take adequate time to allow cadets to reflect upon and be debriefed on experiential training activities, to include future applications of the experience.

TRAINING PREREQUISITES

11. To participate in Phase One, youths must be members of a cadet corps, as specified in A-CR-CCP-950/PT-001, *Queen's Regulations and Orders for the Canadian Cadet Organization*, art 4.01.

12. Cadets participating in Phase One shall normally be between 12 and 14 years of age.

USE OF THE QSP

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

14. Phase One shall be conducted using this QSP as the training control document in conjunction with A-CR-CCP-601/PF-001, Royal Canadian Sea Cadets, Phase One Instructional Guides.

15. This QSP shall be used as the primary reference by D Cdts & JCR for validation of Phase One.

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CHAPTER 2

TRAINING MANAGEMENT DETAILS

RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

1. The Managing Authority for the Sea Cadet Phase Training Program is D Cdts & JCR. The conduct of said program is the responsibility of the Regional Cadet Support Units (RCSUs) through authorized Training Establishments (TEs). These TEs include:

- a. Royal Canadian Sea Cadet Corps (RCSCC); and
- b. Technical TEs, such as:
 - (1) Regional Cadet Sailing Schools (RCSS) or Sail Centres; and
 - (2) other zone, detachment or regional TEs as authorized by the RCSU Commanding Officer (CO).

TRAINING DETAILS

2. In accordance with CATO 11-04, *Cadet Program Outline*, and CATO 31-03, *Sea Cadet Program Outline*, Phase One is conducted between 1 September and 30 June of each training year through a combination of training sessions and supported training days / weekends. Phase One is divided into two compulsory components that must be completed by all cadets. These components are:

- a. **Mandatory Training.** Mandatory training is a scheme of activities that is requisite for corps and, in some instances, specialized TEs to conduct and for cadets to accomplish in order to complete the Phase Training Program; and
- b. **Complementary Training.** Complementary training is a scheme of activities that is requisite for corps and, in some instances, specialized TEs to conduct and for cadets to accomplish in order to complete the Phase Training Program. These activities complement mandatory activities and form an integral part of the Phase Training Program. COs have the discretion to choose activities from a range of possibilities, thus allowing them flexibility to tailor the Phase Training Program to match the corps' interests and resources.

3. **Phase One Outline.** The distribution of mandatory and complementary training in Phase One is as follows:

- a. Mandatory Training:
 - (1) Sixty periods of instruction to be conducted during twenty training sessions (three periods per session);
 - (2) Eighteen periods of instruction to be conducted during mandatory training days (nine periods per day) for a total of two days;
 - (3) Two days for an inter-divisional seamanship competition; and
 - (4) One weekend of small craft operation.
- b. Complementary Training:
 - (1) thirty periods of instruction to be conducted during training sessions (three periods per session);

- (2) eighteen periods of instruction to be conducted during complementary training days (nine periods per day) for a total of two days; and
- (3) one weekend of small craft operation.

4. **Period Allocation.** Periods are 30 minutes in duration. A detailed period allocation can be found at Annex A. Total period allocation by PO is as follows:

Topic	PO No.	Performance Objective	Mandatory Periods	Mandatory Training Days	Mandatory Training Weekends	Complementary Periods	Complementary Training Weekend
Positive Social Relations for Youth	100	Participate in Positive Social Relations for Youth Training	6	-	-	-	-
Citizenship	101	Perform Individual Acts That Better the Community	1	-	-	10	-
Community Service	102	Perform Community Service	9	-	-	18	-
Leadership	103	Participate as a Member of a Team	3	-	-	4	-
Personal Fitness and Healthy Living	104	Track Participation in Physical Activities	3	-	-	5	-
Physical Activities	105	Participate in Physical Activities	9	-	-	18	-
Air Rifle Marksmanship	106	Fire the Cadet Air Rifle	8	-	-	4	-
General Cadet Knowledge	107	Serve in an Sea Cadet Corps	7	-	-	4	-
Drill	108	Perform Drill Movements During an Annual Ceremonial Review	14	-	-	9	-
Biathlon	111	Participate in Recreational Summer Biathlon Activities	0	-	-	9	-
Royal Canadian Navy and Maritime Community	120	Become Familiar with the Sea Element of the Canadian Forces and Maritime Community	4	-	-	4	-
Ropework	121	Perform Basic Ropework	8	-	-	5	-
Small Craft Operation	122	Participate in a Small Craft Operation Weekend	1	-	1		-
Ship's Operations	123	Respond to Basic Forms of Naval Communications	4	-	-	8	-
Nautical Training	125		0		-	1	1
Inter-Divisional Seamanship Competition	N/A		1	2	-	-	-
Total			78	2	1	98	1

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

6. Training Staff Requirements

- a. Corps Training Officer (Trg O):

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

- b. Corps Senior Instructor: Coach and advise instructional staff (senior cadets and junior officers) at the cadet corps on matters related to instruction and instructional supervision. Qualification: CIC Occupational Specialty Senior Instructor Qualification.

- c. Phase One Course Officer (Crse O):

RANK	MOSID	NUMBER	QUALIFICATION
A/SLt / SLt	00232-01	1	Minimum: Basic Officer Qualification; or CIC Basic Military Officer Qualification and Basic Military Occupational Qualification Preferred: Military Occupation Course (Sea) / Sea Environmental Training Course (SETC).

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

- d. Instructors:

RANK	MOSID	NUMBER	QUALIFICATION
PO2 and above	N/A	1 per 10 cadets	Minimum: Phase Four Preferred: Cadet Summer Training Centre (CSTC) specialties appropriate for activity requirements (eg, Air Rifle Marksmanship Instructor to instruct Marksmanship, PO 106)

7. **Technical Specialists.** Technical specialists possess specific specialty qualifications. The number of technical specialists required is influenced by policy documentation specific to the activity (eg, CATOs, Water Safety Orders, etc) and by local circumstances, which will also influence the structure for instructional or training support cadre(s). The technical specialists required in support of Phase One are:

- a. Specialist Instructors:
 - (1) Range Safety Officer (Air Rifle) (RSO [AR]) in support of PO 106 and PO 111; and
 - (2) Unit Cadet Conflict Management Advisor (UCCMA) in support of PO 100;
- b. Specialist Cadet Instructors:
 - (1) Fitness and Sports Instructor(s) as available in support of POs 104 and 105;
 - (2) Air Rifle Marksmanship Instructor(s) as available in support of PO 106 and 111;
 - (3) Drill and Ceremonial Instructor(s) as available in support of PO 108; and
 - (4) Sail and SCOP Instructors support of POs 122 and 125, as required; and
- c. Guest speaker(s) as required.

8. **Resource Requirements.** RCSU COs are responsible for ensuring that required equipment and supplies are available. A detailed list of material, audiovisual equipment and training / learning aids required to conduct the training is located at Chapter 2, Annex C.

TRAINING ADMINISTRATION

9. **Cadets Joining at 14 Years or Older.** COs may combine Phase One and Two training to accelerate training for a cadet joining at 14 years or older. These cadets represent the exception and a case-by-case decision is to be made by the CO. The training shall be carried out in accordance with CATO 31-03, *Sea Cadet Program Outline*. With the exception of cadets joining at age 14 or older, no other phases may be combined.

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

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

QUALIFICATION

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

RELATED DOCUMENTS

13. This QSP is to be used in conjunction with:
- a. Cadet Administration and Training Orders (CATOs); and
 - b. A-CR-CCP-601/PF-001, *Royal Canadian Sea Cadets, Phase One – Instructional Guides*.

SPECIAL INSTRUCTIONS

14. **Scheduling.** When planning training, the lesson specifications found in Chapter 4 shall be consulted for detailed information. While a sample schedule has been provided at Annex B, it does not account for the many variables corps face when developing annual training schedules. Some things to consider when developing the annual training schedule are:

- a. the training environment required for each activity;
- b. the availability of a technical specialist to conduct the activity, if required;
- c. the logical grouping and sequencing of EOs to take advantage of interrelationships that exist within the instructional material; and
- d. the scheduling of training during sessions relative to weekend training, eg, identifying EOs that must be delivered just prior to a training day or weekend to prepare the cadets for the event.

15. **Training Days / Weekends.**

- a. The planning and conduct of training days is the responsibility of the corps. Day training shall be conducted at the corps parade location or, where suitable facilities do not exist at the corps parade location, within the local community.
- b. The conduct of the nautical and / or sail training weekends are normally the responsibility of Technical TEs. The planning of these activities is to be done in conjunction with the Area Cadet Detachment / RCSU and the applicable Technical TE.
- c. In accordance with CATO 11-04, *Cadet Program Outline*, weekend training shall normally be conducted within three hundred kilometres of the cadet corps parade location.
- d. Where support of mandatory or complementary days / weekends is required, requests shall be forwarded to the appropriate RCSU. Refer to CATO 31-03, *Sea Cadet Program Outline* and regional orders for amplified information on support available from RCSUs.
- e. Training days and weekends shall be structured, unless otherwise specified in the individual phase QSP, to include cadets from all levels of Phase Training.

REFERENCES

16. A list of references used in this QSP is found at Annex D.

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ANNEX A

PHASE ONE TRAINING SUMMARY AND TIME ALLOCATION

PERIOD ALLOCATION

PO	Performance Objective	EO	Enabling Objective	No. of Pd		
100	Participate in <i>Positive Social Relations for Youth Training</i>	N/A	Sub-Module 1—What We Expect From You as a Cadet	2		
		N/A	Sub-Module 2—What Can Happen When Behaviours Exceed or Do Not Meet Expectations	1		
		N/A	Sub-Module 3—What Harassment, Criminal Offences and Child Abuse Are and Where You Can Go for Help	1		
		N/A	Sub-Module 4—What Conflict Is and How You Can Deal With It	2		
					PO 100 – Total Mandatory	6
			PO 100 – Total Complementary	-		
101	Perform Individual Acts That Better the Community	M101.01	Perform Individual Acts That Better the Community	1		
		C101.01	Tour a Community Institution	6		
		C101.02	Participate in a Presentation Given by a Community Organization	4		
					PO 101 - Total Mandatory	1
					PO 101 - Total Complementary	10
102	Perform Community Service	M102.01	Perform Community Service	9		
		C102.01	Perform Community Service	18		
					PO 102 - Total Mandatory	9
			PO 102 - Total Complementary	18		
103	Participate as a Member of a Team	M103.01	Identify the Responsibilities of a Follower in a Team	1		
		M103.02	Map a Personal Goal for the Training Year	1		
		M103.03	Participate in Team Building Activities	1		
		C103.01	Participate in Icebreaker Activities	1		
		C103.02	Participate in Self-Introductions	1		
		C103.03	Participate in Teambuilding Activities	2		
					PO 103 - Total Mandatory	4
			PO 103 - Total Complementary	3		
104	Track Participation in Physical Activities	M104.01	Describe Physical Activity and Sedentary Behaviour Guidelines	1		
		M104.02	Track Participation in Physical Activities	1		
		M104.03	Identify Strategies to Improve Participation in Physical Activities	1		
		C104.01	Participate in the Cadet Fitness Assessment	3		
		C104.02	Identify Methods to Manage Stress	1		
		C104.03	Identify the Food Groups	1		

PO	Performance Objective	EO	Enabling Objective	No. of Pd
			PO 104 - Total Mandatory	3
			PO 104 - Total Complementary	5
105	Participate in Physical Activities	M105.01	Participate in Physical Activities	9
		C105.01	Participate in Physical Activities	9
		C105.02	Participate in a Tournament	9
			PO 105 - Total Mandatory	9
			PO 105 - Total Complementary (Max 9 Pd allowed)	18
106	Fire the Cadet Air Rifle	M106.01	Identify the Parts and Characteristics of the Daisy 853C Air Rifle	1
		M106.02	Carry out Safety Precautions on the Cadet Air Rifle	1
		M106.03	Apply Basic Marksmanship Techniques	2
		M106.04	Follow Rules and Commands on an Air Rifle Range	1
		M106.05	Participate in Marksmanship Familiarization Using the Cadet Air Rifle	3
		C106.01	Participate in a Recreational Marksmanship Activity	3
		C106.02	Clean and Store the Cadet Air Rifle	1
			PO 106 - Total Mandatory	8
			PO 106 – Total Complementary	4
107	Serve in a Sea Cadet Corps	M107.01	Participate in Discussion on Phase One Training	1
		M107.02	Identify Sea Cadet Ranks and Naval Officer Ranks	1
		M107.03	Observe Rules and Procedures for the Paying of Compliments	1
		M107.04	State the Aim and Motto of the Sea Cadet Program	1
		M107.05	Wear the Sea Cadet Uniform	2
		M107.06	Identify Year One Summer Training Opportunities	1
		C107.01	Maintain the Sea Cadet Uniform	2
		C107.02	Participate in a Tour of the Corps	1
		C107.03	Participate in an Activity on the History of the Corps	1
			PO 107 - Total Mandatory	7
	PO 107 - Total Complementary	4		
108	Perform Drill Movements During an Annual Ceremonial Review	M108.01	Adopt the Positions of Attention, Stand at Ease, and Stand Easy	1
		M108.02	Execute a Salute at the Halt Without Arms	1
		M108.03	Execute Turns at the Halt	1
		M108.04	Close to the Right and Left	1
		M108.05	Execute Paces Forward and to the Rear	1

PO	Performance Objective	EO	Enabling Objective	No. of Pd
		M108.06	Execute the Movements Required for a Right Dress	1
		M108.07	Execute an Open Order and Close Order March	1
		M108.08	March and Halt in Quick Time	1
		M108.09	Execute Marking Time, Forward, and Halting in Quick Time	1
		M108.10	Execute a Salute on the March	1
		M108.11	Pay Compliments with a Squad on the March	1
		M108.12	Perform Drill Movements During an Annual Ceremonial Review	3
		C108.01	Execute Supplementary Drill Movements	6
		C108.02	Participate in a Drill Competition	3
			PO 108 - Total Mandatory	14
			PO 108 - Total Complementary	9
111	Participate in Recreational Summer Biathlon Activities	C111.01	Participate in a Biathlon Briefing	1
		C111.02	Run Wind Sprints	1
		C111.03	Simulate firing the Cadet Air Rifle Following Physical Activity	1
		C111.04	Participate in a Recreational Summer Biathlon Activity	6
			PO 111 – Total Mandatory	-
			PO 111 – Total Complementary	9
120	Become Familiar with the Sea Element of the Canadian Forces and Maritime Community	M120.01	Participate in a Discussion on the Royal Canadian Navy and Maritime Community	2
		M120.02	Participate in a Battle of the Atlantic Discussion / Presentation	1
		M120.03	Participate in a Discussion on the Three Elements of the Canadian Forces	1
		C120.01	Explore Canadian Naval Websites	2
		C120.02	Identify Types of Civilian Vessels	1
		C120.03	Explore Canadian Naval History	1
			PO 120 - Total Mandatory	4
			PO 120 - Total Complementary	4
121	Perform Basic Ropework	M121.01	Tie Knots, Bends and Hitches	4
		M121.02	Whip the End of a Line Using a Common Whipping	2
		M121.03	Coil and Heave a Line	2
		C121.01	Whip the End of a Line Using a West Country Whipping	1
		C121.02	Whip the End of a Line Using a Sailmaker's Whipping	2
		C121.03	Complete a Rolling Hitch	1
		C121.04	Complete a Marlin Hitch	1
			PO 121 - Total Mandatory	8
			PO 121 - Total Complementary	5

PO	Performance Objective	EO	Enabling Objective	No. of Pd	
122	Participate in a Small Craft Operation Weekend	M122.01	Participate in a Discussion on a Small Craft Operation Weekend	1	
		M122.01	Participate in a Small Craft Operation Weekend	N/A	
		PO 122 - Total Mandatory			1
		PO 122 - Total Complementary			N/A
123	Respond to Basic Forms of Naval Communications	M123.01	Define Basic Naval Terminology	2	
		M123.02	Identify Pipes and the Correct Responses	1	
		M123.03	Participate in a Review of Ship's Operations	1	
		C123.01	Read the 24-hour Clock	1	
		C123.02	Recite the Phonetic Alphabet	2	
		C123.03	Participate in a Semaphore Exercise	5	
		C123.04	Ring the Ship's Bell	1	
		PO 123 - Total Mandatory			4
PO 123 - Total Complementary			9		
125	Participate in a Nautical Training Weekend	C125.01	Prepare for a Nautical Training Weekend	1	
		C125.01A	Perform Small Craft / Vessel Duties While Underway	N/A (Wknd)	
		C125.01B	Participate in a Nautical Training Weekend	N/A (Wknd)	
		PO 125 - Total Mandatory			0
PO 125 - Total Complementary			1		
N/A	Preparation for Seamanship Inter-divisional Competition	1		1	
		Total Mandatory			78
		Total Complementary			95

TRAINING DAY/WEEKEND ALLOCATION

MANDATORY		
Activity	Description	Time
Mandatory Training Periods	Eighteen periods of instruction (nine per day) chosen from the mandatory EOs to be delivered during a full day of training. PO 102 (Community Service), PO 105 (Physical Activities), or PO 106 (Air Rifle Marksmanship) are best suited for delivery during training days; however, the flexibility does exist for corps to deliver the POs that best suit their circumstances (e.g. infrastructure, resource availability, etc.).	2 Days
Small Craft Operation	One weekend of on-water training to be conducted in accordance with EO M122.02. Note: Should sailing dinghies be the small craft of choice, the weekend will be conducted IAW EO C124.06, which is mandatory training in Phase Two.	1 Weekend
Seamanship Inter-divisional Competition	A two-day competition in support of POs 103 and POs 120 to 123. This activity is to be conducted over two full days IAW the associated lesson specification and instructional guide.	1 Weekend
	Total Mandatory	6 Days

COMPLEMENTARY		
Activity	Description	Time
Complementary Training Periods	Eighteen periods of instruction (nine per day) chosen from the complementary EOs to be delivered during a full day of training. PO 102, PO 105 and/or PO 106 are best suited for delivery during training days; however, the flexibility does exist for corps to deliver the POs that best suit their circumstances (i.e. infrastructure, resource availability, etc.).	2 Days
Nautical Training	One weekend of nautical training to be conducted IAW PO 125. Note: Should sailing dinghies be the small craft of choice, the weekend will be conducted in accordance with PO X24.	1 Weekend
	Total Complementary	4 Days

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ANNEX B
SAMPLE TRAINING SCHEDULE

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 1	EO	M107.01 Participate in a Discussion on Year One Training	M103.01 Identify the Responsibilities of a Follower in a Team	M108.01 Adopt the Positions of Attention, Stand at Ease and Stand Easy
	Instructor			
	Location			
Session 2	EO	M106.01 Identify the Parts and Characteristics of the Daisy 853C Air Rifle	M108.02 Execute a Salute at the Halt Without Arms	M107.02 Identify Sea Cadet Ranks and Naval Officer Ranks
	Instructor			
	Location			
Session 3	EO	M108.03 Execute Turns at the Halt	M106.02 Carry Out Safety Precautions on the Cadet Air Rifle	M103.02 Map Personal Goals for the Training Year
	Instructor			
	Location			
Session 4	EO	M121.01 Tie Knots, Bends and Hitches	M121.01 Tie Knots, Bends and Hitches	M101.01 Perform Individual Acts That Better the Community
	Instructor			
	Location			
Session 5	EO	M108.04 Close to the Right and Left	M103.03 Participate in Team Building Activ.	C103.03 Participate in Team Building Activ.
	Instructor			
	Location			
Session 6	EO	M108.05 Execute Paces Forward and to the Rear	M121.02 Whip the End of a Line Using a Common Whipping	M108.06 Execute the Movements Required for a Right Dress
	Instructor			
	Location			
Session 7	EO	<i>Positive Social Relations for Youth Training (Sub-Module 1)</i>	<i>Positive Social Relations for Youth Training (Sub-Module 1)</i>	<i>Positive Social Relations for Youth Training (Sub-Module 2)</i>
	Instructor			
	Location			
Session 8	EO	M123.01 Define Basic Naval Terminology	M123.01 Define Basic Naval Terminology	M104.01 Identify Activities That Will Help Achieve a Healthy Active Lifestyle
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 9	EO	M120.01 Participate in a Discussion on the Royal Canadian Navy and Maritime Community	C104.01 Create Team Goals	M108.07 Execute an Open Order and Close Order March
	Instructor			
	Location			
Session 10	EO	M106.03 Apply Basic Marksm. Techniques	M106.03 Apply Basic Marksm. Techniques	M121.06 Identify Environmental Injuries
	Instructor			
	Location			
Session 11	EO	M106.04 Follow Rules and Commands on an Air Rifle Range	M107.05 Wear the Sea Cadet Uniform	M107.05 Wear the Sea Cadet Uniform
	Instructor			
	Location			
Session 12	EO	M122.02 Identify Marginal Information and Conventional Signs	M122.02 Identify Marginal Information and Conventional Signs	C106.02 Clean and Store the Cadet Air Rifle
	Instructor			
	Location			
Session 13	EO	C102.01 Participate in a Ceremonial Parade	C102.01 Participate in a Ceremonial Parade	C102.01 Participate in a Ceremonial Parade
	Instructor			
	Location			
Session 14	EO	M108.08 March and Halt in Quick Time	C107.03 Participate in an Activity on the History of the Cadet Corps	C107.03 Participate in an Activity on the History of the Cadet Corps
	Instructor			
	Location			
Session 15	EO	C121.02 Participate in a Discussion on Cold Climate Exposure	M104.02 Develop a Personal Activity Plan	M122.03 Interpret Contour Lines
	Instructor			
	Location			
Session 16	EO	C121.03 Select Cold Weather Clothing	C121.04 Recognize the Effects of Cold Weather	C121.04 Recognize the Effects of Cold Weather
	Instructor			
	Location			
Session 17	EO	M105.01 Participate in Organized Recreational Team Sports	M105.01 Participate in Organized Recreational Team Sports	M105.01 Participate in Organized Recreational Team Sports
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 18	EO	C101.01 Tour a Municipal, Provincial, or Federal Political Institution	C101.01 Tour a Municipal, Provincial, or Federal Political Institution	C101.01 Tour a Municipal, Provincial, or Federal Political Institution
	Instructor			
	Location			
Session 19	EO	M107.03 Observe Rules and Procedures for the Paying of Compliments	M108.09 Execute Marking Time, Forward and Halting in Quick Time	M107.06 Participate in a Discussion on Year One Summer Training Opportunities
	Instructor			
	Location			
Session 20	EO	M108.10 Execute a Salute on the March	M104.03 Participate in a Discussion on Hygienic Practices During Physical Activity	M107.04 State the Aim and Motto of the Sea Cadet Program
	Instructor			
	Location			
Session 21	EO	M105.01 Participate in Organized Recreational Team Sports	M105.01 Participate in Organized Recreational Team Sports	M105.01 Participate in Organized Recreational Team Sports
	Instructor			
	Location			
Session 22	EO	M122.04 Orient a Map by Inspection	M120.01 Participate in a Discussion of the Roles of the Canadian Forces	M123.01 Select Trekking Gear
	Instructor			
	Location			
Session 23	EO	M122.05 Determine a Grid Reference	M122.05 Determine a Grid Reference	M108.11 Pay Compliments With a Squad on the March
	Instructor			
	Location			
Session 24	EO	C101.02 Watch <i>Historica Minutes</i> Videos	C107.01 Maintain the Sea Cadet Uniform	C107.01 Maintain the Sea Cadet Uniform
	Instructor			
	Location			
Session 25	EO	C120.02 Identify Current and Past Uniforms of the Canadian Army	C120.02 Identify Current and Past Uniforms of the Canadian Army	C120.02 Identify Current and Past Uniforms of the Canadian Army
	Instructor			
	Location			

TRAINING SESSIONS		Period 1	Period 2	Period 3
Session 26	EO	M120.02 Describe the History and Traditions of the Affiliated Unit	C108.01 Execute Supplementary Drill Movements	C108.01 Execute Supplementary Drill Movements
	Instructor			
	Location			
Session 27	EO	C108.02 Participate in a Drill Competition	C108.02 Participate in a Drill Competition	C108.02 Participate in a Drill Competition
	Instructor			
	Location			
Session 28	EO	M121.03 Tie Knots and Lashings	M121.03 Tie Knots and Lashings	C103.03 Participate in Team-Building Activities
	Instructor			
	Location			
Session 29	EO	C120.03 Participate in a Discussion of a Soldier's Experience	C120.03 Participate in a Discussion of a Soldier's Experience	C120.03 Participate in a Discussion of a Soldier's Experience
	Instructor			
	Location			
Session 30	EO	M108.12 Participate in an Annual Ceremonial Review Parade	M108.12 Participate in an Annual Ceremonial Review Parade	M108.12 Participate in an Annual Ceremonial Review Parade
	Instructor			
	Location			

TRAINING DAYS		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Mandatory Training Periods										
Day 1	EO	Marksmanship Familiarization	M106.05	Positive Social Relations for Youth Training (Sub-Modules 3 and 4)					M105.01	Participate in Organized Recreational Team Sports
	Instructor									
	Location									
Day 2	EO			M102.01	Perform Community Service					
	Instructor									
	Location									

TRAINING DAYS		Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9
Complementary Training Periods										
Weekend Day 1	EO	C102.01	Perform Community Service	C102.01	Perform Community Service				C102.01	Perform Community Service
	Instructor									
	Location									
Weekend Day 2	EO									
	Instructor									
	Location									

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ANNEX C
RESOURCE REQUIREMENTS

Note: Actual sports equipment required will be dependent upon the sports chosen by the Corps

Mandatory Training

<u>Item</u>	<u>Qty</u>	<u>PO / EO</u>
Projector	1	100
First Aid Kit	1	105
Insect Repellent	1	105
Physical Activities - Pilates - DVD - Pilates for Beginners With Kristin McGee. Kristen McGee, Pilates Master Instructor. 2009.	1	105
Physical Activities - Active Games - Pool Noodle	2	105
Physical Activities - Active Games - Rubber Chicken	1	105
Physical Activities - Aerobics - Aerobic Step	30	105
Physical Activities - Aerobics - DVD - Cardio Explosion. Billy Banks, Certified Tae Bo Instructor. 2010.	1	105
Physical Activities - Aerobics - DVD - Jazzercise Core: Target & Tone Muscle, Fat Burning, Strength Building. Judi Sheppard Missett, Certified Jazzercise Instructor. 2009.	1	105
Physical Activities - Aerobics - DVD - Jazzercise: Live. Judi Sheppard Missett, Certified Jazzercise Instructor. 2008	1	105
Physical Activities - Aerobics - DVD - This is Tae Bo. Billy Banks, Certified Tae Bo Instructor. 2010.	1	105
Physical Activities - Balance Ball Exercises - Balance Ball	1	105
Physical Activities - Balance Ball Exercises - DVD - The Firm: Core Stability Ball. Allie DelRio Pointer, Firm Master Instructor. 2006.	1	105
Physical Activities - Balance Ball Exercises - DVD - <i>Winsor Pilates Ball Workout</i> . Mari Winsor, Certified Pilates Instructor. 2005.	1	105
Physical Activities - Instructor-Led Dance - DVD - Dance and be Fit: Latin Groove. Desiree Bartlett, Certified Fitness Instructor. 2008.	1	105
Physical Activities - Instructor-Led Dance - DVD - Dance off the Inches: Country Line Dance. Amy Blackburn, Certified Fitness Instructor. 2008.	1	105
Physical Activities - Instructor-Led Dance - DVD - Dance off the Inches: Dance it off Ballroom. Kristina Milova, Certified Fitness Instructor. 2008.	1	105

Physical Activities - Instructor-Led Dance - DVD - Dance off the Inches: Hip Hop Party. Jennifer Galardi, Certified Fitness Instructor. 2007.	1	105
Physical Activities - Martial Arts - DVD - Crunch: Super-Charged Kickbox Party. Jeanette Jenkins, Certified by the Thai Boxing Association of Canada. 2007.	1	105
Physical Activities - Mat - Gym	30	105
Physical Activities - Orienteering - Control Marker	10	105
Physical Activities - Orienteering - Hand-Held Radios	6	105
Physical Activities - Orienteering - Magnetic Compass	15	105
Physical Activities - Orienteering - Map (Local Operating Area) - Scale Between 1: 5000 and 1 : 20000	15	105
Physical Activities - Orienteering - Punch	10	105
Physical Activities - Orienteering - Scorecard	15	105
Physical Activities - Orienteering - String / Twine	1	105
Physical Activities - Orienteering - Whistle	30	105
Physical Activities - Pilates - DVD - Crunch: Pick Your Spot Pilates. Ellen Barret, Certified Pilates and Fitness Instructor. 2002.	1	105
Physical Activities - Resistance Exercises Using Bands - DVD - <i>Paul Katami's A.S.A.P. Band Camp</i> . Paul Katami, Certified Fitness Instructor. 2009.	1	105
Physical Activities - Resistance Exercises Using Bands - DVD - The Firm: Pilates Band. Alison Davis-McLain, Certified Group Fitness Instructor. 2006.	1	105
Physical Activities - Resistance Exercises Using Bands - Resistance Bands (Heavy)	15	105
Physical Activities - Resistance Exercises Using Bands - Resistance Bands (Light)	15	105
Physical Activities - Resistance Exercises Using Bands - Resistance Bands (Medium)	15	105
Physical Activities - Skipping Rope - Skipping Ropes	30	105
Physical Activities - Snowshoeing - Snowshoes	30	105
Physical Activities - Snowshoeing - Telescoping Trekking Poles	30	105
Physical Activities - Sports - Baseball	3	105
Physical Activities - Sports - Baseball Base	4	105

Physical Activities - Sports - Baseball Bat	2	105
Physical Activities - Sports - Baseball Glove - Left Handed	8	105
Physical Activities - Sports - Baseball Glove - Right Handed	4	105
Physical Activities - Sports - Basketball	2	105
Physical Activities - Sports - Batter's Helmet	2	105
Physical Activities - Sports - Field Crosse	24	105
Physical Activities - Sports - Floor Hockey Ball	2	105
Physical Activities - Sports - Floor Hockey Goalie Equipment	2	105
Physical Activities - Sports - Floor Hockey Goalie Stick	2	105
Physical Activities - Sports - Floor Hockey Net	2	105
Physical Activities - Sports - Floor Hockey Stick	12	105
Physical Activities - Sports - Football	2	105
Physical Activities - Sports - Goalkeeper's Crosse	2	105
Physical Activities - Sports - Goalkeeper's Face Mask (Lacrosse)	2	105
Physical Activities - Sports - Goalkeeper's Face Mask (Ringette)	2	105
Physical Activities - Sports - Goalkeeper's Helmet (Lacrosse)	2	105
Physical Activities - Sports - Goalkeeper's Stick (Ringette)	2	105
Physical Activities - Sports - Goalkeeper's Throat and Chest Protector (Lacrosse)	2	105
Physical Activities - Sports - Lacrosse Ball	2	105
Physical Activities - Sports - Lacrosse Net	2	105
Physical Activities - Sports - Mouthguard	30	105
Physical Activities - Sports - Plastic Disk (Frisbee)	2	105
Physical Activities - Sports - Pylon - Safety 18"	30	105
Physical Activities - Sports - Ringette Net	2	105
Physical Activities - Sports - Ringette Stick	30	105
Physical Activities - Sports - Rubber Ring (Ringette)	2	105
Physical Activities - Sports - Soccer Ball	2	105
Physical Activities - Sports - Soccer Net	2	105
Physical Activities - Sports - Softball	3	105

Physical Activities - Sports - Touch Football Flag	18	105
Physical Activities - Sports - Volleyball	2	105
Physical Activities - Sports - Volleyball Net	1	105
Physical Activities - Sports - Whistle	1	105
Physical Activities - Stopwatch	1	105
Physical Activities - Swimming - DVD - Aqua Combo Splash. Karen Westfall, Aqua Fitness Expert.	1	105
Physical Activities - Tabloids - Bean Bag	30	105
Physical Activities - Tabloids - Hoola Hoop	30	105
Physical Activities - Tai Chi - DVD - Element: Tai Chi for Beginners. Samuel Barnes, Certified Tai Chi Instructor. 2008.	1	105
Physical Activities - Weighted Ball Exercises - DVD - Patrick Goudreau's Play Ball. Patrick Goudrea, National Academy of Sport Medicine Certified Trainer. 2008.	1	105
Physical Activities - Weighted Ball Exercises - Medicine Ball	30	105
Physical Activities - Weighted Bar Exercises - DVD - Body Bar: Deep Definition. Rob Glick, Bachelor of Science in Exercise Science. 2003.	1	105
Physical Activities - Weighted Bar Exercises - Weighted Bar	30	105
Physical Activities - Yoga - DVD - Element: AM & PM Yoga for Beginners. Elena Brower, Certified Yoga Instructor. 2008.	1	105
Physical Activities - Yoga - DVD - Element: Yoga for Beginners. Elena Brower, Certified Yoga Instructor. 2007.	1	105
Physical Activities - Yoga - DVD - <i>Rodney Yee's Yoga for Beginners</i> . Colleen Saidman & Rodney Yee, Certified Yoga Instructors. 2009.	1	105
Physical Activities - Yoga - Yoga Mat	30	105
Sunscreen - SPF 30 (minimum)	30	105
Cadet Air Rifle - Five-shot clip	45	106
Cadet Air Rifle - Rifle	15	106
Cadet Air Rifle - Safety Rod	15	106
Cadet Air Rifle - Single Pellet Adaptor	15	106
Marksmanship mats	15	106
Pellets - .177 calibre Air Rifle (250 Pack)	6	106

Pellets - .177 calibre Cleaning Pellets (80 Pack)	1	106
Pellet container	15	106
Safety goggles/glasses	15	106
Target - Grouping Target CCT2000GRTD	150	106
Target Frame	15	106
Badges - Sea Cadet	1 set	107
Index cards - 100 Pack	1 pkg	107
Markers - Coloured Set	2 pkgs	107
Scissors	15	107
Slip-Ons - Navy Officer Set	1 set	107
Slip-Ons - Sea Cadet Set	1 set	107
Tape - Masking 1 inch	6	107
Transparency Film	1 pkg	107
Twine	1	107
Video Cassette Recorder	1	107
Map - Canada	1	120
Rope - Double Braid Line - 1.5"	60 m	121
Rope - Nylon Braided 1/4 inch	60 m	121
Rope Cutter	6	121
Whipping Twine	3 rolls	121
Boatswain's Call	5	123
Paper - Blue 8.5 inch by 11 inch	1 ream	123
Ship's Bell	1	123
DVD Player	1	120
Knife	5	121

Complementary Training

<u>Item</u>	<u>Quantity</u>	<u>PO / EO</u>
First aid kit	1	PO 111
Notice board	1	PO 111
Pellets - .177 calibre Air rifle (250 Pack)	3	PO 111
Safety glasses / goggles	All participants and personnel	PO 111
Target - Biathlon Air Rifle Target (BART) – BT - 100	1 per firing point	PO 111
Biathlon target frame	1 per firing point	PO 111
Cadet air rifle sling	1 per firing point	C106.01
Marksmanship glove	1 per firing point	C106.01
Marksmanship hat	1 per firing point	C106.01
Marksmanship jacket	1 per firing point	C106.01
Cadet air rifle – Cleaning kit	15	C106.02

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CHAPTER 3

CADET EVALUATION

PURPOSE

1. The purpose of this chapter is to outline the specific evaluation requirements for achievement of Phase One qualification.

LEARNER EVALUATION

2. A-P9-050-000/PT-Z01, Manual of Individual Training and Education, Volume 1 defines learner evaluation as, “the assessment of progress made by participants during an instructional programme (formative evaluation) and of their achievement at the end of the programme (summative evaluation).”

CADET EVALUATION DESIGN AND DEVELOPMENT

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

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

CP DEVELOPMENTAL PERIODS (DPs)

5. The CP is designed across adolescent DPs adapted to suit the CP target population. Outlined in each DP are specific philosophies and approaches to learning and assessment that influence design, development and conduct of cadet training and assessment.

6. A DP is a time frame, during a cadet’s progression through the CP, in which the cadet participates in training and is provided opportunities to develop desired knowledge, skills and attitudes that support the aim of the CP and contribute to the achievement of the CP outcomes.

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

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

CADET ASSESSMENT OF LEARNING

9. The intent of Phase One cadet evaluation is to measure the extent of cadet participation in the scheduled mandatory and complementary training and make an assessment by comparing the level of participation to the minimum standard required for qualification.

ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES

10. All cadets must successfully complete the Cadet Air Rifle Handling Test, located at Annex C to this chapter, prior to participating in familiarization or recreational marksmanship activities.

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

PHASE ONE QUALIFICATION STANDARD

12. The minimum standard for Phase One qualification is:
- a. Sixty percent attendance in all scheduled mandatory and complementary training once becoming a member of the corps, as calculated by the cadet corps.
 - b. Successful completion of each PO as outlined in the Phase One Qualification Record located at Chapter 3, Annex B.

CADETS NOT MEETING THE QUALIFICATION STANDARD

13. Cadets who do not meet the minimum qualification standard shall be given a reasonable opportunity to complete the training missed. If, by the end of the training year, the cadet still has not successfully attained any PO, the corps CO may waive the minimum qualification standard. When waiving any PO requirement, the corps CO shall consider:

- a. the legitimacy of the cadet's reason for failing to attain the PO;
- b. the cadet's mandatory and complementary training attendance; and
- c. the cadet's overall behaviour and performance.

14. Any cadet for whom a waiver has been issued will not be granted a Phase One Qualification. However, they will progress to Phase Two in the second year of their corps membership. If a CO has decided to not grant a waiver based on attendance and / or behaviour, a cadet may be held back to repeat Phase One.

15. Cadets who have been granted a waiver of the minimum qualification standard of Phase One and have progressed to Phase Two in the second year of their corps membership are expected to achieve the missing Phase One Qualification PO requirements. To facilitate this, cadets can concurrently receive credit for activities completed in Phase Two as part of also achieving Phase One.

RECORDING AND REPORTING ACHIEVEMENT

16. The progress of each cadet shall be reported using the Phase One Qualification Record, Annex B, which is also used to determine successful completion of the Phase One Qualification. The results shall be recorded on, and placed in, the cadet's DND 2399, Cadet Personnel Record.

PHASE ONE CERTIFICATE OF QUALIFICATION

17. The Cadet Certificate of Qualification, CF 558 (NSN 7530-21-870-7685), shall be awarded to each cadet upon successful completion of the Phase One Qualification. Until cadets who have been waived from the minimum qualification standard have attained said standard, they shall not be granted the Cadet Certificate of Qualification.

MONITORING CADET PROGRESS

18. Cadets must meet the standard of behaviour and conduct expected from all cadets. The course officer during cadet interviews and personal counselling should adopt a proactive approach towards difficulties.

19. The course officer is encouraged to meet formally and informally with cadets throughout the training year to discuss the cadet's progress towards Phase One qualification and to provide feedback on overall performance. At a minimum, it is expected that the course officer will meet with each cadet at the end of the training year to review the completed Chapter 3, Annex B, Phase One Qualification Record. Guidelines for conducting cadet interviews are located at Chapter 3, Annex D.

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

TRAINING COUNSELLING SESSION

21. A training counselling session is used when a cadet is having difficulties progressing toward Phase One qualification and an intervention is required to set goals for corrective action and / or remedial instruction. These counselling sessions focus on training related issues. The Trg O is responsible for conducting training counselling sessions. Guidelines for conducting training counselling sessions are located in Chapter 3, Annex E and the Training Counselling Session Form is located at Chapter 3, Annex E, Appendix 1.

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ANNEX A

CHARACTERISTICS OF CADET PROGRAM DEVELOPMENTAL PERIODS

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

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ANNEX B
PHASE ONE QUALIFICATION RECORD

Cadet's Name: _____ Corps: _____

Topic	PO No.	Performance Statement	PO Assessment		CO's Waiver
			Complete	Incomplete	
Positive Social Relations for Youth	100	Participate in Positive Social Relations for Youth Training			
Citizenship	101	Perform Individual Acts That Better the Community			
Community Service	102	Perform Community Service			
Leadership	103	Participate as a Member of a Team			
Personal Fitness and Healthy Living	104	Track Participation in Physical Activities			
Physical Activities	105	Participate in Physical Activities			
Air Rifle Marksmanship	106	Fire the Cadet Air Rifle			
General Cadet Knowledge	107	Serve in an Sea Cadet Corps			
Drill	108	Perform Drill Movements During an ACR			
Royal Canadian Navy and Maritime Community	120	Become Familiar with the Sea Element of the Canadian Forces and Maritime Community			
Ropework	121	Perform Basic Ropework			
Small Craft Operation	122	Participate in a Small Craft Operation Weekend			
Ship's Operations	123	Respond to Basic Forms of Naval Communications			
Nautical Training	125	Participate in a Nautical Training Weekend			
Inter-Divisional Seamanship Competition		Prepare for Inter-Divisional Seamanship Competition			

Note: The CO's waiver section requires initialling from the Cadet Corps CO when being applied.

Qualification Achieved	Yes	Trg O Signature: _____	Date: _____
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ANNEX C
CADET AIR RIFLE HANDLING TEST
ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment instructions and the Cadet Air Rifle Handling Test Assessment Checklist, and become familiar with the material prior to conducting the assessment.

Photocopy the Cadet Air Rifle Handling Test Assessment Checklist for each cadet.

PRE-ASSESSMENT ASSIGNMENT

Nil.

ASSESSMENT METHOD

Performance assessment was chosen as it allows the assessor to observe the cadet's ability to handle the cadet air rifle.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this enabling check is to have the cadets complete the Cadet Air Rifle Handling Test.

RESOURCES

- Cadet air rifle,
- Pellet guide,
- Marksmanship mat,
- Safety glasses / goggles, and
- Cadet Air Rifle Handling Test Assessment Checklist.

ASSESSMENT ACTIVITY LAYOUT

Area where the rifles can be pointed in a safe direction.

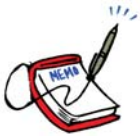
ASSESSMENT ACTIVITY INSTRUCTIONS



After observing each action, make a judgement and indicate on the Assessment Checklist whether it was:

- **Incomplete.** The action was performed incorrectly or in an unsafe manner; or
- **Completed.** The action was performed correctly and in a safe manner.

Make notes of observations to provide descriptive post-assessment feedback.



This enabling check shall be conducted before cadets may fire the cadet air rifle.



When the cadet receives the cadet air rifle for the loading procedure, the cadet air rifle shall be set with the bolt open, safety catch in the ON position, and the pump lever open (5 to 8 cm).

The loading, firing and unloading and preparing for inspection procedures shall be conducted in the prone position in sequence with loading and unloading being simulated (without the use of air rifle pellets).

1. Divide the cadets into relays of no more than four cadets.
2. Conduct the Cadet Air Rifle Handling Test during dry firing with a relay.
3. Repeat Step 2 with each relay until all relays have completed the Cadet Air Rifle Handling Test.
4. Fill out the Assessment Checklist as the cadets complete the Cadet Air Rifle Handling Test.



Ensure safety precautions for operating the rifle are enforced at all times.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the cadet's overall performance on the Cadet Air Rifle Handling Test Overall Assessment table as:
 - a. **Incomplete.** The cadet has not achieved the performance standard. One or more actions were incomplete; or
 - b. **Completed.** The cadet has achieved the performance standard. All actions were complete.
2. Record notes made in the assessor's feedback section of the Cadet Air Rifle Handling Test Assessment Checklist.
3. Sign and date the Cadet Air Rifle Handling Test Assessment Checklist.
4. Attach a copy of the Cadet Air Rifle Handling Test Assessment Checklist to the cadet's training file.

PROVIDING ASSESSMENT FEEDBACK

During the feedback session, tell the cadet what they did well, where they could improve, and if applicable, what they need to complete to be successful on this enabling check.

ANNEX C, APPENDIX 1
CADET AIR RIFLE HANDLING TEST ASSESSMENT CHECKLIST

Cadet's Name: _____

Date: _____

	Incomplete The action was performed incorrectly or in an unsafe manner.	Complete The action was performed correctly and in a safe manner.
Upon the instruction to carry out Individual Safety Precautions, did the cadet:		
1. Ensure the bolt was fully open and to the rear.		
2. Ensure the safety catch was in the ON position.		
3. Ensure the pump lever was partially open (5-8 cm).		
4. Ensure the safety rod was inserted in the barrel and visible in the feed track.		
Upon the command " Relay Load, Commence Firing, " did the cadet:		
5. Ensure the safety catch was in the ON position.		
6. Pump the cadet air rifle, observing a three second pause.		
7. Simulate loading a pellet (flat end forward).		
8. Close the bolt.		
9. Place the safety catch in the OFF position.		
10. Aim the cadet air rifle at the target.		
11. Squeeze the trigger.		
12. Place the safety catch in the ON position.		
13. Open the bolt.		
14. Open the pump lever (5–8 cm).		
15. Lay down the cadet air rifle.		
Upon the command " Relay, Unload and Prepare for Inspection, " did the cadet:		
16. Remove the five pellet clip, if used.		
17. Pump the cadet air rifle, observing a three second pause.		

18.	Close the bolt.		
19.	Place the safety catch in the OFF position.		
20.	Aim the cadet air rifle at the target.		
21.	Squeeze the trigger.		
22.	Open the bolt.		
23.	Place the safety catch in the ON position.		
24.	Open the pump lever (5–8 cm).		
25.	Place the air rifle on shoulder, muzzle pointed down range.		
26.	Wait to be cleared by the RSO.		
27.	Lay down the cadet air rifle once cleared by the RSO.		

Assessor's Feedback:

Cadet Air Rifle Handling Test Overall Assessment		
Check One	Incomplete	Completed
Overall Performance	The cadet has not achieved the performance standard. One or more actions were incomplete.	The cadet has achieved the performance standard. All actions were complete.

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

This form shall be reproduced locally.

ANNEX D CADET INTERVIEW GUIDELINES

PREPARATION FOR AN INITIAL INTERVIEW

PRE-INTERVIEW INSTRUCTIONS

Review the interview guidelines and the Cadet Interview Form located at Appendix 1 and become familiar with the material prior to conducting the interview.

Make copies of the training schedule and make it available to each cadet a day prior to the interview.

Schedule interviews to allow approximately 10-15 minutes per cadet.

PRE-INTERVIEW ASSIGNMENT

Have the cadets review the training schedule and come to the interview prepared to discuss this aspect of the course and expectations and personal goals they may have for the course.

CONDUCT OF AN INITIAL INTERVIEW

PURPOSE

The purpose of the initial interview is to discuss course objectives, schedule and assessment activities. This is also an opportunity to get to know the cadet and help the cadet set personal goals.

RESOURCES

- Cadet interview form,
- Pen / pencil, and
- Suitable interview location.

INTERVIEW LAYOUT

Set up the interview location so that both the interviewer and cadet will be comfortable.

INTERVIEW INSTRUCTIONS



Tips for a successful interview:

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

1. Have the cadet enter the area of the interview.
2. Ask the cadet the questions in the Cadet Interview Form, located at Appendix 1.

3. Have the cadet sign the Cadet Interview Form.
4. Sign the Cadet Interview Form.

POST-INTERVIEW INSTRUCTIONS

Meet with the cadet throughout the training year to discuss their progress towards achieving the qualification and to revise their action plan.

PREPARATION FOR FINAL INTERVIEW

PRE-INTERVIEW INSTRUCTIONS

Review the interview guidelines and Cadet Interview Form and become familiar with the material prior to conducting the interview.

Review the cadet's completed Qualification Record and related assessment instruments as well as the completed Section 1 and 2 of any Cadet Interview Forms.

Schedule interviews to allow approximately 10 - 15 minutes per cadet.

PRE-INTERVIEW ASSIGNMENT

Have the cadets review the personal goals they established at the beginning of the training year, any action plans, and come to the interview prepared to discuss their success in reaching those goals. Have the cadet think about their personal goals for the summer and following training year.

CONDUCT OF FINAL INTERVIEW

PURPOSE

The purpose of the final interview is to discuss the completed Qualification Record, the cadet's goals that were discussed during the initial interview, and new goals for the summer and following training year.

RESOURCES

- Cadet Interview Form,
- Pen / pencil, and
- Suitable interview location.

INTERVIEW LAYOUT

Set up the interview location so that both the cadet and the interviewer will be comfortable.

INTERVIEW INSTRUCTIONS



Tips for a successful interview:

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

1. Ask the cadet some questions in Section 3 of the Cadet Interview Form.
2. Provide the cadet with a copy of their completed Qualification Record and discuss their learning progress towards course objectives. Where a cadet has been granted a waiver explain to the cadet what this means and what they will be required to do in the following year to meet the current qualification requirements.
3. Ask the cadet the remaining questions on the Cadet Interview Form.
4. Have the cadet sign the final interview form.
5. Sign the final interview form.

POST-INTERVIEW INSTRUCTIONS

Ensure the CF 558, *Cadet Certificate of Qualification*, (NSN 7530-21-870-7685), is awarded to cadets who successfully complete the qualification. This should be done in a manner that highlights the cadet's achievement, eg, a graduation parade or other formal event.

Ensure the completed Qualification Record for each cadet is placed in the cadet's DND 2399, *Cadet Personnel Record*.

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**ANNEX D, APPENDIX 1
 CADET INTERVIEW FORM**

SECTION 1 – CADET PARTICULARS		
Surname:	Name:	
Phase:	Division:	Rank:
SECTION 2 – PERFORMANCE INTERVIEW		
CADET'S RESPONSES	OFFICER'S NOTES	
<p>1. How do you feel about your progress in the Phase? Are there any areas of excitement or concern you would like to highlight?</p>	<p>Note any gaps between the cadet's perception of their performance and observed performance.</p>	
<p>2. What are some areas you would like to improve during the training year? What personal goals would you like to establish for the Phase?</p>	<p>Work with the cadet to develop an action plan, listing the steps that will help the cadet meet both the training requirements and their personal goals.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	
Cadet's Signature:		
Phase Officer's Signature:		Date:

SECTION 3 – FINAL INTERVIEW

<p>1. How did you enjoy the Phase?</p> <p>2. What were some of your likes and dislikes about the training activities?</p> <p>Likes:</p> <p>Dislikes:</p> <p>3. How can you apply what you have learned this training year in the future inside and outside of cadets?</p> <p>4. What are some new personal goals you will establish for your CSTC training (if applicable) or for the next training year?</p> <p>5. What training opportunities are you interested in for the next training year?</p>	<p>ADDITIONAL COMMENTS</p>
<p>Cadet's Signature:</p>	
<p>Phase Officer's Signature:</p>	<p>Date:</p>

ANNEX E TRAINING COUNSELLING SESSION GUIDELINES

PREPARATION

PRE-COUNSELLING SESSION INSTRUCTIONS

Review the counselling instructions and Training Counselling Session Form and become familiar with the material prior to conducting the training counselling session.

CONDUCT OF TRAINING COUNSELLING SESSION

PURPOSE

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

RESOURCES

- Training Counselling Session Form,
- Pen / pencil, and

COUNSELLING SESSION LAYOUT

Set up a table with chairs for the cadet, Phase Officer and Training Officer.

COUNSELLING SESSION INSTRUCTIONS



Tips for a successful interview:

Ask questions that will provoke thought; in other words avoid questions with a yes or no answer.

Manage time by ensuring the cadet stays on topic.

Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.

Give the cadet time to respond to your questions.

1. Have the cadet enter the counselling room.
2. Inform the cadet of the situation; the cadet is not achieving and / or maintaining qualification standards.
3. Determine the following:
 - a. the seriousness of the failure,
 - b. areas of difficulty,
 - c. exceptional circumstances affecting the training progress,
 - d. the behaviour of the cadet,
 - e. the effort and motivation of the cadet, and
 - f. whether or not sufficient training support was provided.

4. Create an action plan with the cadet that addresses the reasons for the failure and the action the cadet should take to be successful.



The action plan must be achievable for the cadet, address the reasons for the failure and provide the cadet with guidelines on the action they must take to be successful.

5. Brief the cadet on the consequences should no improvement be noticed.
6. Have the cadet sign the Training Counselling Form.
7. Sign the Training Counselling Form.

POST-COUNSELLING INSTRUCTIONS

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

The CO shall contact the parent to open the lines of dialogue and include them in the action plan.

ANNEX E, APPENDIX 1
TRAINING COUNSELLING SESSION FORM

SECTION 1 – CADET PERS INFORMATION	
Surname:	Name:
Division:	Phase:
Circumstances requiring TCS convening:	
SECTION 3 – SESSION FINDINGS	
(To include training progression to date, effort and motivation of cadet, training support provided, exceptional circumstances, etc.)	
Seriousness of failure:	
Performance in related POs:	
Previous difficulties and action taken:	
Overall course performance:	
Exceptional circumstances affecting training progress:	
Behaviour of cadet:	

SECTION 4 – SESSION RECOMMENDATIONS (ACTION PLAN)	
Cadet's Signature:	
Training Officer's Signature:	Date:
SECTION 5 – Commanding Officer Review	
<ul style="list-style-type: none">Record any discussion with parents regarding the progress of the cadet.	
Commanding Officer's Signature:	Date:

CHAPTER 4
PERFORMANCE OBJECTIVES AND LESSON SPECIFICATIONS
SECTION 1
PERFORMANCE OBJECTIVES (POs) AND TRAINING PLAN

PURPOSE

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

PERFORMANCE OBJECTIVES

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

- a. a performance statement;
- b. a conditions statement; and
- c. a standard.

3. This chapter also details the training plan that is designed to assist cadets to achieve the required POs using EOs and Lesson Specifications (LS) that are the key reference used for development of A-CR-CCP-601/PF-001, *Phase One Instructional Guides*.

ENABLING OBJECTIVES

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

- a. a performance statement;
- b. a conditions statement; and
- c. a standard.

LESSON SPECIFICATIONS

5. LSs describe the instructional strategy to be applied to each EO, and include:

- a. supporting teaching points;
- b. references;
- c. learning activities (methods, media and environment);
- d. estimated timings;
- e. assessment directions; and
- f. any remarks that further clarify the design intent.

ASSESSMENT FOR LEARNING

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

PO 100

1. **Performance:** Participate in *Positive Social Relations for Youth Training*
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** IAW A-CR-CCP-915/PG-001, *Positive Social Relations for Youth Training Facilitator's Package*, the cadet will participate in Module 1—Building Positive Social Relations.
4. **Remarks:** Nil.

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PO 101

1. **Performance:** Perform Individual Acts That Better the Community
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will perform individual acts that better the community.
4. **Remarks:** Nil.
5. **Complementary Material:** Complementary material associated with this PO is designed to enhance the cadet's knowledge of citizenship through a number of activities:
 - a. EO C101.01 (Tour a Community Institution), and
 - b. EO C101.02 (Participate in a Presentation Given by a Community Organization).

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EO M101.01

1. **Performance:** Perform Individual Acts That Better the Community
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall perform an individual act that better the community.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Have the cadets identify characteristics of a good citizen.	In-Class Activity	10 min	C0-523
TP2	Have the cadets identify simple individual acts they can perform in everyday life that better the community, such as: <ol style="list-style-type: none"> a. opening a door for someone; b. writing a note to someone who has had a positive effect on you; c. helping someone with their homework; d. teaching a skill to others; e. sharing a snack with someone who forgot theirs; and f. donating clothes / books / money / etc. to a charity. 	In-Class Activity	15 min	C0-523 C0-524

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. In-Class Activity: 25 min
 - c. Total: 30 min
6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest among cadets about how they can better their community.
7. **References:**
 - a. C0-523 Learn to Give. (2012). *Characterizing philanthropic people*. Retrieved February 22, 2012, from <http://www.learningtogive.org/lessons/npd/6-8%20-%20NPD%20Lesson.pdf>

- b. C0-524 Corporation for National and Community Service. (2012). *Generating a list of 100 ways teens can serve their communities*. Retrieved February 22, 2012, from <http://www.nationalservicerresources.org/practices/17441>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
- b. Pictures of famous people who have taken action to better their communities, and
- c. Self-stick notes.

9. **Learning Aids:**

- a. Self-stick notes, and
- b. Pencils / pens.

10. **Test Details:** Nil.

11. **Remarks:** Challenge the cadets to perform an individual act that betters the community within the next week.

EO C101.01

1. **Performance:** Tour a Community Institution
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Dependent on the community service activity chosen.
3. **Standard:** The cadet shall tour a community institution to recognize its role in the community and reflect on how the institution affects them personally.
4. **Teaching Points:**
 - a. Conduct a tour briefing by describing:
 - (1) the community organization,
 - (2) the role of the organization in the community, and
 - (3) expected behaviour during the tour.
 - b. Have the tour guide:
 - (1) describe aspects of the community institution during the tour, such as:
 - (a) history,
 - (b) how citizens can become involved,
 - (c) role within the community, and
 - (d) examples of activities; and
 - (2) facilitate a question and answer period.
 - c. Have the cadets reflect on how the community institution affects them personally by participating in an activity, which may include, but is not limited to:
 - (1) discussing their experiences as a group or in pairs;
 - (2) writing a journal entry; or
 - (3) creating a visual representation of their experience.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Field Trip:	80 min
c. Total:	90 min
6. **Substantiation:** A field trip was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of communities.

7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Examples of community institutions include:
 - (1) Museum,
 - (2) Municipal, provincial, or federal institution,
 - (3) Municipal services facility,
 - (4) Emergency services facility,
 - (5) Hospital, and
 - (6) Local food bank.
 - b. There is no instructional guide for this EO.
 - c. This EO may be conducted twice during the training year.

EO C101.02

1. **Performance:** Participate in a Presentation Given by a Community Organization
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. participate in a presentation given by a community organization that explains its role in the community;
 - b. recognize the community organization's role in the community; and
 - c. reflect on how the community organization affects them personally.
4. **Teaching Points:**
 - a. Have the cadets participate in a presentation by a community organization, to include:
 - (1) a description of aspects of the community organization, such as:
 - (a) history,
 - (b) how citizens can become involved,
 - (c) role within the community, and
 - (d) examples of activities; and
 - (2) a question and answer period.
 - b. Have the cadets reflect on how the community organization affects them personally by participating in an activity, which may include, but is not limited to:
 - (1) discussing their experiences as a group or in pairs;
 - (2) writing a journal entry; or
 - (3) creating a visual representation of their experience.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Interactive Lecture:	50 min
c. Total:	60 min
6. **Substantiation:** An interactive lecture was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of communities.
7. **References:** Nil.

8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Examples of community organizations include:
 - (1) Alzheimer Society of Canada,
 - (2) Arthritis Society of Canada,
 - (3) Big Brothers Big Sisters of Canada,
 - (4) Canadian Cancer Society,
 - (5) Canadian Red Cross,
 - (6) Children's Wish Foundation of Canada,
 - (7) Emergency services,
 - (8) Hospital,
 - (9) Lions Clubs International,
 - (10) Local environmental groups,
 - (11) Local food bank,
 - (12) Kinsmen Club,
 - (13) Kiwanis Club,
 - (14) Municipal, provincial, or federal governments,
 - (15) Museum,
 - (16) Rotary Club,
 - (17) Royal Canadian Legion, and
 - (18) United Way of Canada.
 - b. There is no instructional guide for this EO.
 - c. This EO may be conducted twice during the training year.

PO 102

1. **Performance:** Perform Community Service
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance.
 - b. Denied: Nil.
 - c. Environmental: Dependent on the community service activity chosen.
3. **Standard:** As a member of a team, the cadet will:
 - a. conduct a personal inventory of skills, talents, and interests;
 - b. identify a community need to address;
 - c. investigate the underlying problem;
 - d. assist with the preparation and planning of community service, to include:
 - (1) collaborating with community partners;
 - (2) defining the goal of the community service;
 - (3) describing anticipated results;
 - (4) identifying how to measure the effects;
 - (5) identifying how progress will be monitored;
 - (6) defining roles and responsibilities of all involved;
 - (7) creating a timeline for all tasks; and
 - (8) identifying required resources;
 - e. perform community service that provides a direct benefit to the community;
 - f. monitor progress;
 - g. reflect on the community service, to include:
 - (1) describing what happened;
 - (2) examining the difference made;
 - (3) discussing thoughts and feelings; and
 - (4) considering activity improvements;
 - h. prepare and plan a public demonstration of their community service and the effect it has had on them and the community; and

- i. conduct their demonstration by:
 - (1) giving a public presentation;
 - (2) writing an article;
 - (3) publishing on a website or in another publication;
 - (4) creating a work of art; or
 - (5) completing another appropriate demonstration.

4. **Remarks:**

- a. The aim of this PO is for cadets to participate in meaningful community service that:
 - (1) has value, purpose, and meaning;
 - (2) uses previously learned and newly acquired skills and knowledge;
 - (3) offers unique learning experiences;
 - (4) has real consequences; and
 - (5) offers a safe environment to learn, to make mistakes, and to succeed.
- b. Youth voice is key to developing cadets as leaders. Cadets need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Community service enables cadets to take initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened.
- c. Community service shall be conducted using the five stages of service learning, to include:
 - (1) inventory and investigation,
 - (2) preparation and planning,
 - (3) action,
 - (4) reflection, and
 - (5) demonstration.
- d. The community service activity shall not have any partisan political association or support any single religious denomination or belief system.
- e. The community service activity shall not directly benefit the cadet corps or the sponsor.

5. **Complementary Material:** The complementary material associated with this PO is EO C102.01 (Perform Community Service); it is designed to provide opportunities for cadets to perform community service through a number of activities.

EO M102.01

1. **Performance:** Perform Community Service
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance.
 - b. Denied: Nil.
 - c. Environmental: Dependent on the community service activity chosen.
3. **Standard:** As a member of a team, the cadet shall:
 - a. conduct a personal inventory of skills, talents, and interests;
 - b. identify a community need to address;
 - c. investigate the underlying problem;
 - d. assist with the preparation and planning of community service, to include:
 - (1) collaborating with community partners;
 - (2) defining the goal of the community service;
 - (3) describing anticipated results;
 - (4) identifying how to measure the effects;
 - (5) identifying how progress will be monitored;
 - (6) defining roles and responsibilities of all involved;
 - (7) creating a timeline for all tasks; and
 - (8) identifying required resources;
 - e. perform community service that provides a direct benefit to the community;
 - f. monitor progress;
 - g. reflect on the community service, to include:
 - (1) describing what happened;
 - (2) examining the difference made;
 - (3) discussing thoughts and feelings; and
 - (4) considering activity improvements;
 - h. prepare and plan a public demonstration of their community service and the effect it has had on them and the community; and

- i. conduct their demonstration by:
 - (1) giving a public presentation;
 - (2) writing an article;
 - (3) publishing on a website or in another publication;
 - (4) creating a work of art; or
 - (5) completing another appropriate demonstration.

4. Teaching Points:

- a. Divide the cadets into pairs and have them complete a personal inventory by interviewing each other.
- b. Identify a community need to address.
- c. Have the cadets investigate the underlying problem.
- d. Have the cadets assist in the preparation and planning of community service, to include:
 - (1) collaborating with community partners
 - (2) defining the goal of the community service;
 - (3) describing anticipated results;
 - (4) identifying how to measure the effects;
 - (5) identifying how progress will be monitored;
 - (6) defining roles and responsibilities of all involved;
 - (7) creating a timeline for all tasks; and
 - (8) identifying required resources;
- e. Have the cadets perform community service that provides a direct benefit to the community and monitor their progress.
- f. Have the cadets reflect on the community service, to include:
 - (1) describing what happened;
 - (2) examining the difference made;
 - (3) discussing thoughts and feelings; and
 - (4) considering activity improvements.
- g. Have the cadets prepare and plan a public demonstration of their community service and the effect it has had on them and the community.
- h. Have the cadets conduct their demonstration by:
 - (1) giving a public presentation;
 - (2) writing an article;

- (3) publishing on a website or in another publication;
- (4) creating a work of art; or
- (5) completing another appropriate demonstration.

5. **Time:**

a. Introduction / Conclusion:	5 min
b. Practical Activity:	25 min
c. Subtotal:	30 min
d. Total (9 periods):	270 min

6. **Substantiation:** Practical activity was chosen for this lesson as it allows the cadets to interact with their peers while providing a service to the community.

7. **References:** C0-522 Kaye, Cathryn B. (2010). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, & social action*. Minneapolis, MN: Free Spirit Publishing Inc.

8. **Training Aids:** Nil.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

a. The aim of this lesson is for cadets to participate in meaningful community service that:

- (1) has value, purpose, and meaning;
- (2) uses previously learned and newly acquired skills and knowledge;
- (3) offers unique learning experiences;
- (4) has real consequences; and
- (5) offers a safe environment to learn, to make mistakes, and to succeed.

b. Youth voice is key to developing cadets as leaders. Cadets need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Community service enables cadets to take initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened.

c. Community service shall be conducted using the five stages of service learning, to include:

- (1) inventory and investigation,
- (2) preparation and planning,
- (3) action,
- (4) reflection, and
- (5) demonstration.

- d. More than one community service activity may be chosen to complete the required training time.
- e. If additional time is required to complete all five stages of service learning, periods from EO C102.01 (Perform Community Service) may be used.
- f. The community service activity shall not have any partisan political association or support any single religious denomination or belief system.
- g. The community service activity shall not directly benefit the cadet corps or the sponsor.

EO C102.01

1. **Performance:** Perform Community Service
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance.
 - b. Denied: Nil.
 - c. Environmental: Dependent on the community service activity chosen.
3. **Standard:** As a member of a team, the cadet shall:
 - a. conduct a personal inventory of skills, talents, and interests;
 - b. identify a community need to address;
 - c. investigate the underlying problem;
 - d. assist with the preparation and planning of community service, to include:
 - (1) collaborating with community partners;
 - (2) defining the goal of the community service;
 - (3) describing anticipated results;
 - (4) identifying how to measure the effects;
 - (5) identifying how progress will be monitored;
 - (6) defining roles and responsibilities of all involved;
 - (7) creating a timeline for all tasks; and
 - (8) identifying required resources;
 - e. perform community service that provides a direct benefit to the community;
 - f. monitor progress;
 - g. reflect on the community service, to include:
 - (1) describing what happened;
 - (2) examining the difference made;
 - (3) discussing thoughts and feelings; and
 - (4) considering activity improvements;
 - h. prepare and plan a public demonstration of their community service and the effect it has had on them and the community; and

- i. conduct their demonstration by:
 - (1) giving a public presentation;
 - (2) writing an article;
 - (3) publishing on a website or in another publication;
 - (4) creating a work of art; or
 - (5) completing another appropriate demonstration.

4. Teaching Points:

- a. Divide the cadets into pairs and have them complete a personal inventory by interviewing each other.
- b. Identify a community need to address.
- c. Have the cadets investigate the underlying problem.
- d. Have the cadets assist in the preparation and planning of community service, to include:
 - (1) collaborating with community partners
 - (2) defining the goal of the community service;
 - (3) describing anticipated results;
 - (4) identifying how to measure the effects;
 - (5) identifying how progress will be monitored;
 - (6) defining roles and responsibilities of all involved;
 - (7) creating a timeline for all tasks; and
 - (8) identifying required resources;
- e. Have the cadets perform community service that provides a direct benefit to the community and monitor their progress.
- f. Have the cadets reflect on the community service, to include:
 - (1) describing what happened;
 - (2) examining the difference made;
 - (3) discussing thoughts and feelings; and
 - (4) considering activity improvements.
- g. Have the cadets prepare and plan a public demonstration of their community service and the effect it has had on them and the community.
- h. Have the cadets conduct their demonstration by:
 - (1) giving a public presentation;
 - (2) writing an article;

- (3) publishing on a website or in another publication;
- (4) creating a work of art; or
- (5) completing another appropriate demonstration.

5. **Time:**

a. Introduction / Conclusion:	5 min
b. Practical Activity:	25 min
c. Subtotal:	30 min
d. Total (18 periods):	540 min

6. **Substantiation:** Practical activity was chosen for this lesson as it allows the cadets to interact with their peers while providing a service to the community.

7. **References:** C0-522 Kaye, Cathryn B. (2010). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, & social action*. Minneapolis, MN: Free Spirit Publishing Inc.

8. **Training Aids:** Nil.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

a. The aim of this lesson is for cadets to participate in meaningful community service that:

- (1) has value, purpose, and meaning;
- (2) uses previously learned and newly acquired skills and knowledge;
- (3) offers unique learning experiences;
- (4) has real consequences; and
- (5) offers a safe environment to learn, to make mistakes, and to succeed.

b. Youth voice is key to developing cadets as leaders. Cadets need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Community service enables cadets to take initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened.

c. Community service shall be conducted using the five stages of service learning, to include:

- (1) inventory and investigation,
- (2) preparation and planning,
- (3) action,
- (4) reflection, and
- (5) demonstration.

- d. The community service activity shall not have any partisan political association or support any single religious denomination or belief system.
- e. The community service activity shall not directly benefit the cadet corps or the sponsor.

PO 103

1. **Performance:** Participate as a Member of a Team
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will participate as a member of a team, to include:
 - a. explaining the responsibilities of a follower in a team;
 - b. mapping personal goals for the training year; and
 - c. participating in teambuilding activities with other members of the corps in order to improve communication skills, enhance teamwork and build trust and mutual support.
4. **Remarks:** Nil.
5. **Complementary Material:** Complementary material associated with PO 103 is designed to enhance the cadets' knowledge of being a member of a team through a number of activities:
 - a. EO C103.01 (Participate in Icebreaker Activities),
 - b. EO C103.02 (Participate in Self-Introductions), and
 - c. EO C103.03 (Participate in Teambuilding Activities).

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EO M103.01

1. **Performance:** Identify the Responsibilities of a Follower in a Team
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify the responsibilities of a follower in a team environment.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the following four responsibilities of a follower, to include: <ol style="list-style-type: none"> a. respect the leader and other team members; b. cooperate with others; c. admit mistakes and learn from experience; and d. accept constructive feedback. 	Interactive Lecture	10 min	C3-038
TP2	Explain the following five responsibilities of a follower in a team, to include: <ol style="list-style-type: none"> a. assume responsibility; b. be honest; c. accept other team members for who they are; d. know the job and be prepared; and e. communicate clearly with others. 	Interactive Lecture	15 min	C3-038

5. **Time:**

a. Introduction / Conclusion:	5 min
b. Interactive Lecture:	25 min
c. Total:	30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to identify responsibilities of a follower in a team and generate interest.
7. **References:** C3-038 Campbell, R. (2006). *Leadership: Getting it done*. Retrieved 16 March 2006, from <http://www.ssu.missouri.edu/faculty/rcampbell/leadership/chapter5.htm>

8. **Training Aids:** Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for classroom/training area.
9. **Learning Aids:**
 - a. Scrambled words handout, and
 - b. Container.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

EO M103.02

1. **Performance:** Map a Personal Goal for the Training Year

2. **Conditions:**

a. Given:

- (1) Supervision, and
- (2) Assistance as required.

b. Denied: Nil.

c. Environmental: Any.

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

- a. identify goals using SMART; and
- b. map a personal goal for the training year.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the concept of goal setting, to include: <ul style="list-style-type: none"> a. the definition of a goal, b. the difference between short-term and long-term goals, c. how to develop goals, and d. how to set goals using the SMART (specific, measurable, attainable, realistic, and timely) method. 	Interactive Lecture	10 min	C0-021 C0-022 C0-431
TP2	Conduct a goal mapping activity.	In-Class Activity	15 min	

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TP1 as it is an effective way to generate interest and motivate the cadets to set personal goals for themselves.
- b. An in-class activity was chosen for TP2 as it is an interactive way to provoke thought and stimulate interest among cadets.

7. **References:**

- a. C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The Everything Leadership Book*. Avon, MA: Adams Media.
- b. C0-022 ISBN 0-02864-207-4 Cole, K. (2002). *The Complete Idiot's Guide to Clear Communication*. Indianapolis, IN: Alpha Books.
- c. C0-431 Health Canada. (2011). *Eat Well and Be Active Education Toolkit*. Retrieved September 29, 2011, from <http://hc-sc.gc.ca/fn-an/food-guide-aliment/educ-comm/toolkit-trousse/plan-3a-eng.php>

8. **Training Aids:**

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

9. **Learning Aids:** SMART worksheet.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO M103.03

1. **Performance:** Participate in Teambuilding Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in teambuilding activities and discuss the characteristics and advantages of a successful team.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct the teambuilding activity “the Human Knot.”	In-Class Activity	10 min	C0-003 (p. 88)
TP2	Conduct the teambuilding activity “Memory.”	In-Class Activity	10 min	C0-005 (p. 27)
TP3	Conduct the teambuilding activity “Silent Birthdays.”	In-Class Activity	10 min	C0-003 (p. 95)
TP4	<p>Lead a discussion on the characteristics of a successful team, to include:</p> <ol style="list-style-type: none"> a. strong communication, b. mutual cooperation and support, c. sharing a common goal, and d. high esprit de corps. <p>Have the cadets discuss the advantages of a successful team, to include:</p> <ol style="list-style-type: none"> a. including everyone; b. producing a better outcome; c. making the task easier to complete because more people are involved; and d. develops communication skills. 	Group Discussion	20 min	C0-004 (pp. 114-118)

5. **Time:**

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

6. **Substantiation:**

- a. An in-class activity was chosen for TPs 1–3 as it is an interactive way to present team building activities and the learning objective.
- b. A group discussion was chosen for TP4 as it allows the cadet to interact with their peers and share their knowledge, opinions and feelings about the advantages and characteristics of a successful team.

7. **References:**

- a. C0-003 ISBN 0-943210-44-5 Pike, B. & Busse, C. (1995). *101 more games for trainers*. Minneapolis, MN: Lakewood Publishing.
- b. C0-004 ISBN 1-58062-577-0 McClain, G. & Romaine, D. S. (2002). *The everything managing people book*. Avon, MA: Adams Media.
- c. C0-005 ISBN 0-07-046414-6 Scannell, E.E. & Newstrom, J. W. (1994). *Even more games trainers play*. New York: McGraw-Hill.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area; and
- b. Collage provided in Annex A of the Instructional Guide.

9. **Learning Aids:**

- a. Collage found in Annex A of the Instructional Guide,
- b. Paper and pens, and
- c. Flip chart markers.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C103.01

1. **Performance:** Participate in Icebreaker Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in icebreaker activities in order to become familiar with other cadets in the group.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct the icebreaker activity "True Confession Toothpicks."	In-Class Activity	5 min	C0-003 (p.18)
TP2	Conduct the icebreaker activity "Two Truths and a Lie."	In-Class Activity	5 min	C0-029 (p. 331)
TP3	Conduct the icebreaker activity "Self Disclosure Introductions."	In-Class Activity	5 min	C0-028 (p.15)
TP4	Lead a group discussion on the effectiveness of the icebreakers in introducing themselves to each other.	Group Discussion	10 min	

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. In-Class Activity: 15 min
 - c. Group Discussion: 10 min
 - d. Total: 30 min
6. **Substantiation:**
 - a. An in-class activity was chosen for TPs 1 to 3 as it is an interactive way to present icebreaker activities and the learning objective.
 - b. A group discussion was chosen for TP 4 as it allows the cadets to interact with their peers and share their knowledge, opinions and feelings about icebreaker activities.

7. **References:**

- a. C0-028 ISBN 0-07-046513-4 Newstrom, J and Scannell, E. (1998). *The big book of teambuilding games*. New York, NY: McGraw-Hill.
- b. C0-003 ISBN 0-943210-44-5 Pike, B and Busse, C. (1995) *101 more games for trainers*. Minneapolis, MN: Lakewood Books.
- c. C0-029 ISBN 0-7872-4532-1 Cain, J and Jolliff, B. (1998). *Teamwork and teamplay*. Brockport, NY: Kendall/Hunt.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for classroom/training area, and
- b. Toothpicks.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C103.02

1. **Performance:** Participate in Self-Introductions
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall introduce themselves to the group.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct a self-introduction activity by having the cadets: <ol style="list-style-type: none"> a. prepare notes before the introductions begin; and b. introduce themselves, to include: <ol style="list-style-type: none"> (1) name, (2) what school they attend, (3) what grade they are in, (4) why they joined cadets, (5) hobbies, (6) interests, (7) in general, career ambitions, and (8) any other information they wish to share with the group. 	In-Class Activity	15 min	C0-021 (pp. 2 and 3)
TP2	Lead a discussion on the importance of the self-introduction activity in regards to developing communication skills.	Group Discussion	10 min	

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. In-Class Activity: 15 min
 - c. Group Discussion: 10 min
 - d. Total: 30 min

6. **Substantiation:**
 - a. An in-class activity was chosen for TP 1 as it is an interactive way to reinforce self-introductions and to provoke thought and stimulate interest among cadets.
 - b. A group discussion was chosen for TP2 as it allows the cadets to interact with their peers and share their knowledge, opinions and feelings about self-introductions.
7. **References:** C0-021 ISBN 1-58062-513-4 Adams, B. (2001). *The everything leadership book*. Avon, MA: Adams Media.
8. **Training Aids:** Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for classroom/training area, and
9. **Learning Aids:**
 - a. White board and markers, and
 - b. Paper and pens.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

EO C103.03

1. **Performance:** Participate in Teambuilding Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in teambuilding activities and discuss the characteristics and advantages of a successful team.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct the teambuilding activity "Jigsaw."	In-Class Activity	5 min	C0-028 (pp. 67-68)
TP2	Lead a discussion on how the cadets viewed the Jigsaw game in terms of how it fostered teamwork.	Group Discussion	5 min	
TP3	Conduct the teambuilding activity "Alphabetically."	In-Class Activity	10 min	C0-029 (p. 74)
TP4	Lead a discussion on how the cadets viewed the Alphabetically game in terms of how it demonstrated the need for teamwork.	Group Discussion	5 min	

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. In-Class Activity: | 15 min |
| c. Group Discussion: | 10 min |
| d. Total: | 30 min |

6. **Substantiation:**

- a. An in-class activity was chosen for TPs 1 and 3 as it is an interactive way to present team building activities and the learning objective.
- b. A group discussion was chosen for TPs 2 and 4 as it allows the cadet to interact with their peers and share their knowledge, opinions and feelings about teamwork.

7. **References:**

- a. C0-028 ISBN 0-07-046513-4 Newstrom, J and Scannell, E. (1998). *The big book of teambuilding games*. New York, NY: McGraw-Hill.
- b. C0-029 ISBN 0-7872-4532-1 Cain, J and Jolliff, B. (1998). *Teamwork and teamplay*. Brockport, NY: Kendall/Hunt.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area, and
- b. Picture puzzle, and
- c. CD player and cds (optional).

9. **Learning Aids:** Picture puzzle.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

PO 104

1. **Performance:** Track Participation in Physical Activities
2. **Conditions:**
 - a. Given:
 - (1) Physical Activity Tracker,
 - (2) *Canadian Physical Activity Guidelines*,
 - (3) Canadian Sedentary Behaviour Guidelines,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will:
 - a. describe the time guidelines for physical activity outlined in the *Canadian Physical Activity Guidelines*;
 - b. describe the time limitations for sedentary behaviour outlined in the *Canadian Sedentary Behaviour Guidelines*;
 - c. track moderate- to vigorous-intensity physical activity time for four weeks using the Physical Activity Tracker;
 - d. use the Physical Activity Tracker to compare participation in physical activities to the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*;
 - e. identify areas for improvement; and
 - f. identify strategies to improve participation in physical activities.
4. **Remarks:** The purpose of this PO is to encourage cadets to be more physically active in their daily lives.
5. **Complementary Material:** Complementary material associated with this PO is designed to enhance the cadet's knowledge of citizenship through a number of activities:
 - a. EO C104.01 (Participate in the Cadet Fitness Assessment),
 - b. EO C104.02 (Identify Methods to Manage Stress), and
 - c. EO C104.03 (Identify the Food Groups).

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EO M104.01

1. **Performance:** Describe Physical Activity and Sedentary Behaviour Guidelines
2. **Conditions:**
 - a. Given:
 - (1) *Canadian Physical Activity Guidelines*,
 - (2) *Canadian Sedentary Behaviour Guidelines*,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall describe:
 - a. the time guidelines for physical activity outlined in the *Canadian Physical Activity Guidelines*, and
 - b. the time limitations for sedentary behaviour outlined in the *Canadian Sedentary Behaviour Guidelines*.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Introduce the <i>Canadian Physical Activity Guidelines</i> , focusing on the recommended daily time for physical activities.	Interactive Lecture	5 min	C0-509
TP2	Introduce the <i>Canadian Sedentary Behaviour Guidelines</i> , focusing on the recommended daily limit for recreational screen time.	Interactive Lecture	5 min	C0-508
TP3	Conduct an activity where the cadets will become familiar with the <i>Canadian Physical Activity Guidelines</i> and the <i>Canadian Sedentary Behaviour Guidelines</i> by: <ol style="list-style-type: none"> a. dividing the cadets into two teams; b. having one cadet from each team randomly choose a physical activity / sedentary behaviour; c. having the cadets silently act out their physical activity / sedentary behaviour and giving their teams a time limit to guess what behaviour they are mimicking; and d. reinforcing how each physical activity / sedentary behaviour relates to the guidelines. 	In-Class Activity	15 min	C0-508 C0-509

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1 and 2 to orient the cadets to the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines* and generate interest.
- b. An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest in physical activity among cadets.

7. **References:**

- a. C0-508 Canadian Society for Exercise Physiology. (2011). *Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>
- b. C0-509 Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. *Canadian Physical Activity Guidelines*, and
- c. *Canadian Sedentary Behaviour Guidelines*.

9. **Learning Aids:**

- a. *Canadian Physical Activity Guidelines*, and
- b. *Canadian Sedentary Behaviour Guidelines*.

10. **Test Details:** Nil.

11. **Remarks:** Colour copies of the *Canadian Physical Activity Guidelines* and the *Canadian Sedentary Behaviour Guidelines* can be accessed and printed at www.csep.ca/guidelines.

EO M104.02

1. **Performance:** Track Participation in Physical Activities
2. **Conditions:**
 - a. Given:
 - (1) *Canadian Physical Activity Guidelines,*
 - (2) *Canadian Sedentary Behaviour Guidelines,*
 - (3) Physical Activity Tracker,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. identify moderate- to vigorous-intensity physical activities (MVPA) participated in;
 - b. observe the duration of physical activities; and
 - c. track daily MVPA for four weeks using the Physical Activity Tracker.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain how to use the Physical Activity Tracker.	Interactive Lecture	5 min	
TP2	Conduct an activity where the cadets will, in pairs, practice completing the Physical Activity Tracker using scenarios based on potential physical activities and sedentary behaviours for 12–13 year old cadets.	In-Class Activity	20 min	

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the Physical Activity Tracker and generate interest.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest in tracking physical activity among cadets.

7. **References:**

- a. C0-508 Canadian Society for Exercise Physiology. (2011). *Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>
- b. C0-509 Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. *Canadian Physical Activity Guidelines*,
- c. *Canadian Sedentary Behaviour Guidelines*, and
- d. Physical Activity Tracker.

9. **Learning Aids:**

- a. *Canadian Physical Activity Guidelines*,
- b. *Canadian Sedentary Behaviour Guidelines*, and
- c. Physical Activity Tracker.

10. **Test Details:** Nil.

11. **Remarks:** Over the next four weeks, check in with the cadets regularly, reminding them to track their participation in physical activities and assisting them with any difficulties they encounter.

EO M104.03

1. **Performance:** Identify Strategies to Improve Participation in Physical Activities
2. **Conditions:**
 - a. Given:
 - (1) *Canadian Physical Activity Guidelines,*
 - (2) *Canadian Sedentary Behaviour Guidelines,*
 - (3) Physical Activity Tracker,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. use the Physical Activity Tracker to compare participation in moderate- to vigorous-intensity physical activities (MVPA) to the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*;
 - b. identify areas for improvement; and
 - c. identify strategies to improve participation in physical activities.
4. **Teaching Points:** Conduct an activity where the cadets will:
 - a. review their Physical Activity Tracker and compare results to the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*;
 - b. identify areas for improvement pertaining to time spent participating in MVPA; and
 - c. identify strategies to improve participation in physical activities, such as:
 - (1) identifying more enjoyable activities;
 - (2) finding an activity partner;
 - (3) joining a community or school recreational program;
 - (4) trying a new physical activity;
 - (5) building physical activity into daily routine; and
 - (6) planning for physical activity.
5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. In-Class Activity: 25 min
 - c. Total: 30 min

6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest in improving participation in physical activities among cadets.
7. **References:**
 - a. C0-508 Canadian Society for Exercise Physiology. (2011). *Guidelines*. Retrieved May 1, 2011, from <http://www.csep.ca>
 - b. C0-509 Health Canada. (2011). *Physical activity*. Retrieved May 1, 2011 from <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>
 - c. C0-511 ParticipACTION. (2011). *Get moving*. Retrieved November 28, 2011 from www.participaction.com/en-us/Get-Moving/Easy-Ways-To-Start.aspx
8. **Training Aids:**
 - a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
 - b. *Canadian Physical Activity Guidelines*,
 - c. *Canadian Sedentary Behaviour Guidelines*, and
 - d. Physical Activity Tracker.
9. **Learning Aids:**
 - a. *Canadian Physical Activity Guidelines*,
 - b. *Canadian Sedentary Behaviour Guidelines*, and
 - c. Physical Activity Tracker.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

EO C104.01

1. **Performance:** Participate in the Cadet Fitness Assessment
2. **Conditions:**
 - a. Given:
 - (1) *Individual Score Sheet for the 20-m Shuttle Run Test,*
 - (2) *Cadet Fitness Assessment and Incentive Level Results,*
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Training area large enough to accommodate the entire group and suitable for conducting the Cadet Fitness Assessment.
3. **Standard:** The cadet shall participate in the Cadet Fitness Assessment IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*, to include:
 - a. the cardiovascular component,
 - b. the muscular strength component, and
 - c. the muscular flexibility component.
4. **Teaching Points:**
 - a. Have the cadets participate in a warm-up session, composed of light cardiovascular exercises and stretches, meant to:
 - (1) gradually increase respiratory action and heart rate;
 - (2) expand the muscles' capillaries to accommodate the increase in blood circulation;
 - (3) raise muscle temperature to facilitate reactions in muscle tissue; and
 - (4) stretch the muscles.
 - b. IAW CATO 14-18, have the cadets perform and score:
 - (1) one of the following:
 - (a) the 20-m Shuttle Run Test, or
 - (b) the 1600-m run;
 - (2) the curl-up,
 - (3) the push-up, and
 - (4) two of the following:
 - (a) the trunk lift,
 - (b) the shoulder stretch, and
 - (c) the back-saver sit and reach.

- c. Have the cadets participate in a cool-down session, composed of light cardiovascular exercises and stretches, meant to:
 - (1) allow the body to slowly recover from physical activity and help to prevent injury;
 - (2) prepare the respiratory and cardiovascular systems to return to their normal state; and
 - (3) stretch the muscles.
- d. Have the cadets:
 - (1) review their Cadet Fitness Assessment results to identify which components of fitness they need to improve the most;
 - (2) brainstorm physical activities they would like to do regularly that would help improve those components of fitness; and
 - (3) make a four-week activity plan for participating in those physical activities.

5. **Time:**

- a. Introduction / Conclusion: 10 min
- b. Practical Activity: 80 min
- c. Total (three periods): 90 min

6. **Substantiation:** 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.

7. **References:**

- a. A0-191 CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.
- b. C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- c. 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.
- d. C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.

8. **Training Aids:**

- a. CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,
- b. Leger 20-m Shuttle Run Test CD,
- c. Measuring tape,
- d. CD player,
- e. Pylons,
- f. Gym mats,
- g. 12-cm measuring strip,
- h. Stopwatches,

- i. Paper,
- j. Metre sticks,
- k. Coins,
- l. Back-saver sit and reach test apparatuses,
- m. Individual Score Sheet for the 20-m Shuttle Run Test,
- n. Individual Score Sheet for the 1600-m Run Test,
- o. Cadet Fitness Assessment and Incentive Level Results, and
- p. Strategies to Improve My Personal Fitness handout.

9. **Learning Aids:**

- a. Gym mats,
- b. 12-cm measuring strip,
- c. Stopwatches,
- d. Paper,
- e. Metre sticks,
- f. Coins,
- g. Back-saver sit and reach test apparatuses,
- h. Individual Score Sheet for the 20-m Shuttle Run Test,
- i. Individual Score Sheet for the 1600-m Run Test,
- j. Cadet Fitness Assessment and Incentive Level Results, and
- k. Strategies to Improve My Personal Fitness handout.

10. **Test Details:** Nil.

11. **Remarks:**

- a. The purpose of the Cadet Fitness Assessment is to have cadets measure their personal fitness to help them set individual goals for improvement. Each of the three components of fitness (cardiovascular, muscular strength, and muscular flexibility) are measured, and cadets are assessed using criterion-referenced standards as to whether they are in the healthy fitness zone (HFZ) within each of these components.
- b. The HFZ is the level of fitness needed for good health. Cadets who do not fall within the HFZ for certain components should be coached and encouraged to set goals that will help them improve towards achieving the HFZ in the future.
- c. The Cadet Fitness Assessment shall be set up prior to conducting this EO.
- d. Assistant instructors will be required for this lesson.
- e. The Cadet Fitness Assessment shall be conducted IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*.

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EO C104.02

1. **Performance:** Identify Methods to Manage Stress
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify methods to manage stress, to include:
 - a. participating in physical activity;
 - b. resting in a quiet place;
 - c. reducing breathing rate;
 - d. reducing mental activity;
 - e. reducing muscle tension;
 - f. participating in relaxation exercises;
 - g. identifying the stressor;
 - h. tackling one thing at a time;
 - i. trying to solve the problem;
 - j. managing time effectively;
 - k. accepting what cannot be changed;
 - l. thinking positively;
 - m. not masking problems;
 - n. trying not to be concerned with little problems; and
 - o. being flexible.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct a group discussion on the definition of stress.	Group Discussion	5 min	C0-091
TP2	Describe methods to manage stress, to include: <ol style="list-style-type: none"> a. participating in physical activity; b. resting in a quiet place; c. reducing breathing rate; 	Interactive Lecture	10 min	C0-091 C0-512

TP	Description	Method	Time	Refs
	d. reducing mental activity; e. reducing muscle tension; f. participating in relaxation exercises; g. identifying the stressor; h. tackling one thing at a time; i. trying to solve the problem; j. managing time effectively; k. accepting what cannot be changed; l. thinking positively; m. not masking problems; n. trying not to be concerned with little problems; and o. being flexible.			
TP3	Demonstrate and have the cadets perform relaxation exercises for managing stress, to include: a. rag doll, b. neck roll, c. body board, and d. jaw stretch.	Demonstration and Performance	10 min	C0-091

5. **Time:**

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

6. **Substantiation:**

- a. A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about stress. A group discussion helps the cadets improve their listening skills and develop as members of a team.
- b. An interactive lecture was chosen for TP 2 to orient the cadets to methods to manage stress.
- c. A demonstration and performance was chosen for TP 3 as it allows the instructor to demonstrate relaxation exercises while providing an opportunity for the cadets to practice under supervision.

7. **References:**

- a. C0-091 ISBN 978-0-7360-6675-4 Corbin, C., & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. Windsor, ON: Human Kinetics.
- b. C0-512 ISBN 978-0-316-11350-2 Ratey, J. MD. (2008). *Spark: The revolutionary new science of exercise and the brain*. New York, NY: Little, Brown and Company.

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

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EO C104.03

1. **Performance:** Identify the Food Groups
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. participate in a discussion on the importance of healthy eating; and
 - b. identify the food groups listed in *Eating Well With Canada's Food Guide*, to include:
 - (1) vegetables and fruit,
 - (2) grain products,
 - (3) milk and alternatives, and
 - (4) meat and alternatives.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Have the cadets participate in a group discussion on the importance of healthy eating, to include: <ol style="list-style-type: none"> a. better overall health, b. lower risk of disease, c. healthy body weight, d. feeling and looking better, e. more energy, and f. stronger muscles and bones. 	Group Discussion	10 min	C0-100
TP2	Have the cadets participate in an activity where they will identify the four food groups, to include: <ol style="list-style-type: none"> a. vegetables and fruit, b. grain products, c. milk and alternatives, and d. meat and alternatives. 	In-Class Activity	15 min	C0-100

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Group Discussion: | 10 min |
| c. In-Class Activity: | 15 min |
| d. Total: | 30 min |

6. **Substantiation:**

- a. A group discussion was chosen for TP 1 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about healthy eating. A group discussion helps the cadets improve their listening skills and develop as members of a team.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest in healthy eating among cadets.

7. **References:** C0-100 ISBN 0-662-44467-1 Health Canada. (2007). *Eating well with Canada's food guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area, and
- b. *Eating Well With Canada's Food Guide*.

9. **Learning Aids:** *Eating Well With Canada's Food Guide*.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

PO 105

1. **Performance:** Participate in Physical Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Sports field, gymnasium or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will participate in physical activities, such as:
 - a. cardiovascular activities, such as:
 - (1) aerobics,
 - (2) cross-country skiing,
 - (3) hiking,
 - (4) ice skating,
 - (5) instructor-led dancing,
 - (6) orienteering,
 - (7) rollerblading,
 - (8) running,
 - (9) skipping rope,
 - (10) snowshoeing, and
 - (11) swimming;
 - b. muscular strength activities, such as:
 - (1) balance ball exercises,
 - (2) Pilates,
 - (3) resistance exercises using bands,
 - (4) resistance exercises using the body,
 - (5) weighted ball exercises, and
 - (6) weighted bar exercises;

c. muscular flexibility activities, such as:

- (1) stretching,
- (2) tai chi, and
- (3) yoga;

d. recreational team sports, such as:

- (1) baseball,
- (2) basketball,
- (3) floor hockey,
- (4) football (flag or touch),
- (5) lacrosse,
- (6) ringette,
- (7) soccer,
- (8) soccer baseball,
- (9) ultimate Frisbee, and
- (10) volleyball; and

e. other physical activities, such as:

- (1) active games, such as:
 - (a) active video games,
 - (b) battleship, and
 - (c) tag;
- (2) circuit training,
- (3) martial arts, and
- (4) tabloids.

4. Remarks:

- a. The aim of this PO is for cadets to have fun participating in physical activities. Choose activities the cadets will enjoy. Survey cadets to determine those physical activities in which they are interested.
- b. Several physical activities may be conducted concurrently. Choice is an important factor when it comes to enjoying physical activity. The more varying types of physical activities cadets are exposed to, the more likely they are to find an activity they will be interested in pursuing on a regular basis.
- c. Choose activities based on human and material resources accessible to the corps.
- d. Fitness videos (conducted by a certified trainer), certified trainers and Canadian Forces Personnel Support Programs (PSP) staff may be used to conduct this training.

- e. Activities chosen for this training are not limited to the list presented above but must be age appropriate, safe, and in-line with the aim of promoting physical fitness.
5. **Complementary Material:** Complementary material associated with this PO is designed to enhance the cadet's knowledge of personal fitness and healthy living through a number of activities:
- a. EO C105.01 (Participate in Physical Activities), and
 - b. EO C105.02 (Participate in a Tournament).

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EO M105.01

1. **Performance:** Participate in Physical Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Sports field, gymnasium or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. attend a briefing on the selected physical activity;
 - b. participate in a warm-up session;
 - c. participate in the selected physical activity; and
 - d. participate in a cool-down session.
4. **Teaching Points:**
 - a. Introduce the cadets to the selected physical activity, to include:
 - (1) which component(s) of fitness are improved through participation in the selected physical activity, and
 - (2) techniques for participating in the selected physical activity.
 - b. Have the cadets participate in a safety briefing, to include:
 - (1) rules / regulations of the selected physical activity,
 - (2) requirement for safety equipment for the selected physical activity,
 - (3) location of first aid post, and
 - (4) boundaries or route information.
 - c. Have the cadets participate in a warm-up session, composed of light cardiovascular activities and stretches, meant to:
 - (1) gradually increase respiratory action and heart rate;
 - (2) expand the muscles' capillaries to accommodate the increase in blood circulation;
 - (3) raise the muscle temperature to facilitate reactions in muscle tissue; and
 - (4) stretch the muscles.
 - d. Have the cadets participate in the selected physical activity.

- e. Have the cadets participate in a cool-down session, composed of light cardiovascular activities and stretches, meant to:
 - (1) allow the body to slowly recover from physical activity and help to prevent injury;
 - (2) prepare the respiratory and cardiovascular systems to return to their normal state; and
 - (3) stretch the muscles.

5. **Time:**

a. Introduction / Conclusion:	5 min
b. Practical Activity:	25 min
c. Subtotal:	30 min
d. Total (9 periods):	270 min

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

7. **References:**

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- t. C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
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8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Equipment for the selected physical activity, and
- c. First aid kit.

9. **Learning Aids:** Equipment for the selected physical activity.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Cardiovascular activities selected for this lesson may include, but are not limited to:
 - (1) aerobics,
 - (2) cross-country skiing,
 - (3) hiking,
 - (4) ice skating,
 - (5) instructor-led dancing,
 - (6) orienteering,
 - (7) rollerblading,
 - (8) running,
 - (9) skipping rope,
 - (10) snowshoeing, and
 - (11) swimming.
- b. Muscular strength activities selected for this lesson may include, but are not limited to:
 - (1) balance ball exercises,
 - (2) Pilates,
 - (3) resistance exercises using bands,
 - (4) resistance exercises using the body,
 - (5) weighted ball exercises, and
 - (6) weighted bar exercises.

- c. Muscular flexibility activities selected for this lesson may include, but are not limited to:
 - (1) stretching,
 - (2) tai chi, and
 - (3) yoga.
- d. Recreational team sports selected for this lesson may include, but are not limited to:
 - (1) baseball,
 - (2) basketball,
 - (3) floor hockey,
 - (4) football (flag or touch),
 - (5) lacrosse,
 - (6) ringette,
 - (7) soccer,
 - (8) soccer baseball,
 - (9) softball,
 - (10) ultimate Frisbee, and
 - (11) volleyball.
- e. Other physical activities selected for this lesson may include, but are not limited to:
 - (1) active games, such as:
 - (a) active video games,
 - (b) battleship, and
 - (c) tag;
 - (2) circuit training,
 - (3) martial arts, and
 - (4) tabloids.
- f. The aim of this EO is for cadets to have fun participating in physical activities. Choose activities the cadets will enjoy. Survey cadets to determine those physical activities in which they are interested.
- g. Several physical activities may be conducted concurrently. Choice is an important factor when it comes to enjoying physical activity. The more varying types of physical activities cadets are exposed to, the more likely they are to find an activity they will be interested in pursuing on a regular basis.
- h. Choose activities based on human and material resources accessible to the corps.
- i. Fitness videos (conducted by a certified trainer), certified trainers and Canadian Forces Personnel Support Programs (PSP) staff may be used to conduct this training.

- j. Activities chosen for this training are not limited to the lists presented above but must be age appropriate, safe, and in-line with the aim of promoting physical fitness.
- k. Physical activity periods may be conducted consecutively to provide the cadets an opportunity to participate in longer, varied physical activities.

EO C105.01

1. **Performance:** Participate in Physical Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Sports field, gymnasium or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. attend a briefing on the selected physical activity;
 - b. participate in a warm-up session;
 - c. participate in the selected physical activity; and
 - d. participate in a cool-down session.
4. **Teaching Points:**
 - a. Introduce the cadets to the selected physical activity, to include:
 - (1) which component(s) of fitness are improved through participation in the selected physical activity, and
 - (2) techniques for participating in the selected physical activity.
 - b. Have the cadets participate in a safety briefing, to include:
 - (1) rules / regulations of the selected physical activity,
 - (2) requirement for safety equipment for the selected physical activity,
 - (3) location of first aid post, and
 - (4) boundaries or route information.
 - c. Have the cadets participate in a warm-up session, composed of light cardiovascular activities and stretches, meant to:
 - (1) gradually increase respiratory action and heart rate;
 - (2) expand the muscles' capillaries to accommodate the increase in blood circulation;
 - (3) raise the muscle temperature to facilitate reactions in muscle tissue; and
 - (4) stretch the muscles.
 - d. Have the cadets participate in the selected physical activity.

- e. Have the cadets participate in a cool-down session, composed of light cardiovascular activities and stretches, meant to:
 - (1) allow the body to slowly recover from physical activity and help to prevent injury;
 - (2) prepare the respiratory and cardiovascular systems to return to their normal state; and
 - (3) stretch the muscles.

5. **Time:**

a. Introduction / Conclusion:	5 min
b. Practical Activity:	25 min
c. Subtotal:	30 min
d. Total (9 periods):	270 min

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

7. **References:**

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- hh. C2-103 ISBN 0-89886-427-5 Graydon, D., & Hanson, K. (Eds.). (2001). *Mountaineering: The freedom of the hills* (6th ed.). Seattle, WA: The Mountaineers.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area,
- b. Equipment for the selected physical activity, and
- c. First aid kit.

9. **Learning Aids:** Equipment for the selected physical activity.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Cardiovascular activities selected for this lesson may include, but are not limited to:
 - (1) aerobics,
 - (2) cross-country skiing,
 - (3) hiking,
 - (4) ice skating,
 - (5) instructor-led dancing,
 - (6) orienteering,
 - (7) rollerblading,
 - (8) running,
 - (9) skipping rope,
 - (10) snowshoeing, and
 - (11) swimming.
- b. Muscular strength activities selected for this lesson may include, but are not limited to:
 - (1) balance ball exercises,
 - (2) Pilates,
 - (3) resistance exercises using bands,
 - (4) resistance exercises using the body,
 - (5) weighted ball exercises, and
 - (6) weighted bar exercises.

- c. Muscular flexibility activities selected for this lesson may include, but are not limited to:
 - (1) stretching,
 - (2) tai chi, and
 - (3) yoga.
- d. Recreational team sports selected for this lesson may include, but are not limited to:
 - (1) baseball,
 - (2) basketball,
 - (3) floor hockey,
 - (4) football (flag or touch),
 - (5) lacrosse,
 - (6) ringette,
 - (7) soccer,
 - (8) soccer baseball,
 - (9) softball,
 - (10) ultimate Frisbee, and
 - (11) volleyball.
- e. Other physical activities selected for this lesson may include, but are not limited to:
 - (1) active games, such as:
 - (a) active video games,
 - (b) battleship, and
 - (c) tag;
 - (2) circuit training,
 - (3) martial arts, and
 - (4) tabloids.
- f. The aim of this EO is for cadets to have fun participating in physical activities. Choose activities the cadets will enjoy. Survey cadets to determine those physical activities in which they are interested.
- g. Several physical activities may be conducted concurrently. Choice is an important factor when it comes to enjoying physical activity. The more varying types of physical activities cadets are exposed to, the more likely they are to find an activity they will be interested in pursuing on a regular basis.
- h. Choose activities based on human and material resources accessible to the corps.
- i. Fitness videos (conducted by a certified trainer), certified trainers and Canadian Forces Personnel Support Programs (PSP) staff may be used to conduct this training.

- j. Activities chosen for this training are not limited to the lists presented above but must be age appropriate, safe, and in-line with the aim of promoting physical fitness.
- k. Physical activity periods may be conducted consecutively to provide the cadets an opportunity to participate in longer, varied physical activities.
- l. There is no instructional guide provided for this EO. Refer to the instructional guide for M105.01 (Participate in Physical Activities).

EO C105.02

1. **Performance:** Participate in a Tournament
2. **Conditions:**
 - a. Given:
 - (1) Sports equipment,
 - (2) Safety equipment,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Sports field, gymnasium or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall:
 - a. attend a briefing on the rules of the tournament;
 - b. participate in a warm-up;
 - c. participate in a tournament; and
 - d. participate in a cool-down.
4. **Teaching Points:**
 - a. Have the cadets participate in an introductory briefing, to include:
 - (1) an overview of the sport(s) that will be played during the tournament,
 - (2) type of tournament,
 - (3) rules of the tournament,
 - (4) organization of the draw, and
 - (5) location of first aid post.
 - b. Have the cadets participate in a warm-up session, composed of light cardiovascular activities and stretches, meant to:
 - (1) gradually increase respiratory action and heart rate;
 - (2) expand the muscles' capillaries to accommodate the increase in blood circulation;
 - (3) raise the muscle temperature to facilitate reactions in muscle tissue; and
 - (4) stretch the muscles.
 - c. Have the cadets participate in a tournament.

- d. Have the cadets participate in a cool-down session, composed of light cardiovascular activities and stretches, meant to:
 - (1) prepare the respiratory and cardiovascular systems to return to their normal state; and
 - (2) stretch the muscles.

5. **Time:**

- a. Introduction / Conclusion: 5 min
- b. Practical Activity: 25 min
- c. Subtotal: 30 min
- d. Total (9 periods): 270 min

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

7. **References:**

- a. A0-050 A-PD-050-015/PT-002 Directorate of Physical Education, Recreation and Amenities. (1989). *Physical fitness training in the Canadian Forces* (Vol. 2). Ottawa, ON: Department of National Defence.
- b. C0-187 San Diego County Office of Education. *After school physical activity: Types of tournaments*. Retrieved October 3, 2008, from <http://www.afterschoolpa.com/print/typesoftournaments.html>TBD

8. **Training Aids:**

- a. Sports / safety equipment for the selected sport,
- b. First aid kit,
- c. Whistles, and
- d. Stopwatch.

9. **Learning Aids:** Sports / safety equipment for the selected sport.

10. **Test Details:** Nil.

11. **Remarks:** Examples of sports that may be selected for this lesson include:

- a. baseball,
- b. basketball,
- c. floor hockey,
- d. football (flag or touch),
- e. lacrosse,
- f. ringette,
- g. soccer,
- h. soccer baseball,

- i. ultimate Frisbee, and
- j. volleyball.

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PO 106

1. **Performance:** Fire the Cadet Air Rifle
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Air rifle pellets,
 - (3) Target frame,
 - (4) Target,
 - (5) Marksmanship mat,
 - (6) Safety glasses / goggles,
 - (7) Supervision, and
 - (8) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW Chapter 1, Section 8 of A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.
3. **Standard:** IAW A-CR-CCP-177/PT-001, the cadet, with the cadet air rifle, will:
 - a. carry out safety precautions;
 - b. perform a handling test; and
 - c. fire twenty-five pellets by:
 - (1) following the rules of and commands given on a range; and
 - (2) applying basic marksmanship techniques.
4. **Remarks:**
 - a. Cadets shall successfully complete the Cadet Air Rifle Handling Test (Chapter 3, Annex C) prior to firing pellets or cleaning pellets on a cadet air rifle range.
 - b. All range practices must be conducted by a Range Safety Officer (Air Rifle) (RSO-AR).
5. **Complementary Material:**
 - a. Complementary material associated with PO 106 is designed to enhance the cadet's air rifle marksmanship experience, to include:
 - (1) EO C106.01 (Participate in a Recreational Marksmanship Activity), and
 - (2) EO C106.02 (Clean and Store the Cadet Air Rifle).

- b. Complementary training associated with PO 106 is a total of 4 periods and may be conducted during a session or on a supported day.
- c. EO C106.01 (Participate in a Recreational Marksmanship Activity) may only be conducted following completion of all mandatory EOs associated with PO 106 (Fire the Cadet Air Rifle).

EO M106.01

1. **Performance:** Identify the Parts and Characteristics of the Daisy 853C Air Rifle
2. **Conditions:**
 - a. Given:
 - (1) Daisy 853C air rifle,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facility and/or air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard:** The cadet shall identify the parts and list the characteristics of the Daisy 853C air rifle.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify the parts of the Daisy 853C air rifle, to include: <ol style="list-style-type: none"> a. butt plate; b. spacers; c. small of the butt; d. stock; e. fore end; f. sling bracket; g. trigger; h. trigger guard; i. safety catch; j. bolt; k. pump handle; l. front sight; m. rear sight; n. muzzle; o. barrel with barrel weight; p. bore; q. feed track; r. chamber; s. sling; t. single shot adapter; and u. five-shot clip. 	Interactive Lecture	13 min	A0-027 (p. 2-5, Diagram)

TP	Description	Method	Time	Refs
TP2	Identify the characteristics of the Daisy 853C air rifle, to include: a. action; b. length; c. weight; d. calibre; e. front sight; f. rear sight; g. muzzle velocity; h. loading; i. stock; and j. safety.	Interactive Lecture	12 min	A0-027 (p. 2-5)

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to the parts and characteristics of the Daisy 853C Air rifle and generate interest.

7. **References:** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- Daisy 853C air rifle; and
- Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area.

9. **Learning Aids:** Daisy 853C air rifle.

10. **Test Details:** Nil.

11. **Remarks:** Instructors are encouraged to familiarize themselves with the video A-CR-CCP-177/PV-002, *Air Rifle Marksmanship*, and view the section on Description of the Rifle.

EO M106.02

1. **Performance:** Carry Out Safety Precautions on the Cadet Air Rifle
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Air rifle case,
 - (3) Air rifle safety rod,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard:** In accordance with A-CR-CCP-177/PT-001, the cadet shall:
 - a. carry out individual safety precautions on the cadet air rifle by:
 - (1) ensuring the bolt is fully to the rear;
 - (2) ensuring the safety catch is on;
 - (3) ensuring the pump handle is partially open; and
 - (4) ensuring the safety rod is inserted in the barrel; and
 - b. observe safety regulations, to include:
 - (1) treating the rifle as if it is loaded;
 - (2) not pointing the rifle at anyone;
 - (3) keeping the rifle pointed down range at all times;
 - (4) holding the rifle vertically when moving to and from the firing point;
 - (5) keeping fingers off the trigger until ready to fire;
 - (6) wearing safety glasses/goggles; and
 - (7) washing hands after every practice (to avoid lead contamination).

4. Teaching Points:

TP	Description	Method	Time	Refs
TP1	<p>Explain and demonstrate safe rifle status for the cadet air rifle, to include:</p> <ul style="list-style-type: none"> a. removing a rifle from its case; b. ensuring safety measures are in place by engaging the safety catch (pushing it towards the right so no red is seen); c. ensuring the safety rod is inserted into the barrel; and d. ensuring safe rifle status when: <ul style="list-style-type: none"> (1) the rifle is in the case, by: <ul style="list-style-type: none"> (a) engaging the safety catch; (b) ensuring the bolt is forward; (c) ensuring the action is not cocked; and (d) leaving pump handle partially open (5 to 8 cm); (2) on the firing line, by: <ul style="list-style-type: none"> (a) engaging the safety catch; (b) ensuring the bolt is to the rear; and (c) leaving the pump handle partially open; and (3) not on the firing line, by: <ul style="list-style-type: none"> (a) engaging the safety catch; (b) ensuring the bolt is to the rear; (c) placing the safety rod in the barrel (visible in the feed track); and (d) leaving the pump handle partially open. 	Demonstration and Performance	10 min	A0-027 (pp. 1-3-1 and 1-3-2, para 3.1 to 3.1.4)
TP2	<p>Explain, demonstrate, and have the cadets carry out individual safety precautions for the cadet air rifle by:</p> <ul style="list-style-type: none"> a. ensuring the bolt is open fully to the rear; b. ensuring the safety catch is in the ON position; c. ensuring the pump handle partially open; and d. placing safety rod in the barrel. 	Demonstration and Performance	10 min	A0-027 (p. 1-3-3, para 3.1.5)

TP	Description	Method	Time	Refs
	Note: Cadets will be required to perform this skill during their air rifle handling test.			
TP3	<p>Explain and demonstrate (where applicable) safety regulations for the cadet air rifle, to include:</p> <ul style="list-style-type: none"> a. treating the air rifle as if it is loaded; b. never pointing the air rifle at anyone; c. holding the rifle vertically when moving to and from the firing point; d. leaving fingers off the trigger until ready to fire; e. wearing safety glasses/goggles; and f. employing hygiene on the range by washing hands after every practice. 	Interactive Lecture	5 min	A0-027 (pp. 1-3-3 and 1-3-4, para 3.2, and para 3.4)

5. **Time:**

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

6. **Substantiation:**

- a. A demonstration and performance was chosen for TPs 1 and 2 as it allows the instructor to explain and demonstrate safety precautions on the cadet air rifle, while providing an opportunity for the cadets to practice under supervision.
- b. An interactive lecture was chosen for TP 3 to orient the cadets to the safety regulations of the Daisy 853C Air rifle and generate interest.

7. **References:** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area,
- b. Cadet air rifle,
- c. Safety glasses/goggles,
- d. Air rifle case, and
- e. Safety rod.

9. **Learning Aids:**

- a. Cadet air rifle,
- b. Safety glasses/goggles, and
- c. Safety rod.

10. **Test Details:** Assessment of this EO will occur during EO M106.05 (Participate in Marksmanship Familiarization Using the Cadet Air Rifle), where cadets are required to successfully complete the Cadet Air Rifle Handling Test prior to firing.

11. **Remarks:**

- a. The instructor must ensure that the sequencing for the demonstration is done correctly since the cadet must mirror their actions.
- b. The optimal ratio of air rifles to cadets is 2:1.
- c. Instructors are encouraged to familiarize themselves with the video A-CR-CCP-177/PV-002, *Air Rifle Marksmanship*.

EO M106.03

1. **Performance:** Apply Basic Marksmanship Techniques
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Marksmanship mat,
 - (3) Safety glasses / goggles,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard:** In accordance with A-CR-CCP-177/PT-001, the cadet shall apply basic marksmanship techniques, to include:
 - a. adopting the prone position;
 - b. basic holding;
 - c. basic aiming;
 - d. loading;
 - e. firing; and
 - f. unloading.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain, demonstrate, and have the cadets adopt the prone position, as follows:</p> <ol style="list-style-type: none"> a. position is natural, without strain, comfortable, and stable; b. body should form an angle with the line of sight; c. spine should remain straight; d. left leg should be parallel with the spine; e. right foot should turn out and point to the right; f. left foot should either be straight or point towards the right; and g. right knee should form an angle with the left leg. 	Demonstration and Performance	5 min	A0-027 (p. 2-7)

TP	Description	Method	Time	Refs
TP2	<p>Explain, demonstrate, and have the cadets hold the cadet air rifle, in that the:</p> <ul style="list-style-type: none"> a. left elbow should be positioned slightly to the left of the rifle; b. left hand must rest firmly against the sling swivel, and the fingers should be relaxed and not grip the fore end; c. right hand should slightly grip the small of the butt with constant pressure; d. right thumb should be placed on the stock directly behind the rear sight or around the small of the butt; e. right elbow should rest naturally where it falls, a comfortable distance from the rifle; f. the shoulders should be straight and form right angles with the spine; g. the butt plate is kept firmly in the hollow of the shoulder; and h. the head rests comfortably on the stock and remains straight. <p>Note: When the face is placed on the butt, the cadets should be looking directly through the sights. If this is not the case, their position should be modified.</p>	Demonstration and Performance	5 min	A0-027 (pp. 2-7 and 2-8)
TP3	<p>Explain, demonstrate, and have the cadets aim the cadet air rifle, as follows:</p> <ul style="list-style-type: none"> a. the aiming process, including: <ul style="list-style-type: none"> (1) adopting a comfortable position; and (2) ensuring proper body alignment with the target; b. sight alignment; and c. sight picture. 	Demonstration and Performance	5 min	A0-027 (p. 2-11)
TP4	<p>Explain, demonstrate, and have the cadets (dry fire) practice the actions required on the command "Relay, load, commence firing" on the cadet air rifle, as follows:</p> <ul style="list-style-type: none"> a. ensuring the safety catch is in the ON position; b. pumping the cadet air rifle, pausing for three seconds when the pump is fully extended; c. simulating loading the pellet (flat end forward); 	Demonstration and Performance	15 min	A0-027 (p. 2-16)

TP	Description	Method	Time	Refs
	d. closing the bolt; e. placing the safety catch in the OFF position; f. aiming the cadet air rifle at the target; g. squeezing the trigger; h. opening the bolt; i. repeating the sequence for each shot; j. immediately after firing the practice, placing the safety catch in the ON position, and partially opening the pump lever; and k. laying down the rifle.			
TP5	Explain, demonstrate, and have the cadets practice the actions required on the command "Relay, unload and prepare for inspection" on the cadet air rifle, as follows: a. picking up the rifle; b. removing the five pellet clip if used; c. pumping the rifle; d. closing the bolt; e. placing the safety catch in the OFF position; f. aiming the rifle at the target; g. pulling the trigger; h. opening the bolt; i. placing the safety catch in the ON position; j. opening the pump lever 5-8 cm; k. placing the rifle over the shoulder, muzzle pointed down range; l. waiting to be cleared by the RSO; and m. laying the rifle down. Note: Cadets will be required to perform these skills during the Cadet Air Rifle Handling Test.	Demonstration and Performance	20 min	A0-027 (p. 2-16)

5. **Time:**

- | | |
|-----------------------------------|--------|
| a. Introduction / Conclusion: | 10 min |
| b. Demonstration and Performance: | 50 min |
| c. Total: | 60 min |

6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate basic marksmanship techniques, while providing an opportunity for the cadets to practice under supervision.

7. **References:** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area; and
- b. Cadet air rifle.

9. **Learning Aids:** Cadet air rifle.

10. **Test Details:** Assessment of this EO will occur during EO M106.05 (Participate in Marksmanship Familiarization Using the Cadet Air Rifle), where cadets are required to successfully complete the Cadet Air Rifle Handling Test prior to firing.

11. **Remarks:** Instructors are encouraged to familiarize themselves with the video A-CR-CCP-177/PV-002, *Air Rifle Marksmanship*.

EO M106.04

1. **Performance:** Follow Rules and Commands on an Air Rifle Range
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Range Standing Orders,
 - (3) Marksmanship mat,
 - (4) Safety glasses / goggles,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW A-CR-CCP-177/PT-001, Chapter 1, sect 8.
3. **Standard:** In accordance with A-CR-CCP-177/PT-001, the cadet shall:
 - a. follow rules on the range; and
 - b. follow commands on the range.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain rules cadets must follow on the range, to include:</p> <ol style="list-style-type: none"> a. rifles will be safety checked (proved) when picked up, handed to, or received from another person; b. rifles are never pointed at any person; c. safety rods shall be inserted into the barrels of rifles when not in use on the range; d. horseplay is forbidden on the range; e. rifles, whether loaded or not, will always be pointed down range; f. eating is not permitted on or near the range or around the pellets; g. all personnel shall read or be briefed on the contents of the Range Standing Orders; and h. the RSO's directions and orders are to be obeyed at all times. <p>Note: The instructor will read pertinent sections of local Range Standing Orders during this period.</p>	Interactive Lecture	10 min	Local Range Standing Orders

TP	Description	Method	Time	Refs
TP2	<p>Explain, demonstrate and have the cadets practice (dry fire) responding to the following range commands:</p> <ul style="list-style-type: none"> a. Cover off your firing point; b. Place your equipment down and stand back; c. Adopt the prone position; d. "G.R.I.T.", in that GRIT is the acronym for: <ul style="list-style-type: none"> (1) Group (relay); (2) Range; (3) Indication; and (4) Type of fire; e. Relay, load, commence firing; f. Relay, cease fire; g. Relay, resume fire; h. Relay, unload and prepare for inspection; i. Relay, stand up; j. Change targets; and k. Change relays. <p>Note: The information in this TP should be reviewed prior to any cadet participating in a range practice.</p>	Demonstration and Performance	15 min	A0-027 (p. 1-8-4)

5. **Time:**

a.	Introduction / Conclusion:	5 min
b.	Interactive Lecture:	10 min
c.	Demonstration and Performance:	15 min
d.	Total:	30 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the rules to be followed on a range and generate interest.
- b. A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate responding to range commands, while providing an opportunity for the cadets to practice under supervision.

7. **References:** A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian Cadet Movement: Cadet Marksmanship Programme Reference Manual*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

- a. Presentation aids (i.e. whiteboard/flipchart/OHP) appropriate for classroom/training area;
- b. Local range standing orders;

- c. Cadet air rifle;
- d. Safety glasses/goggles; and
- e. Cadet air rifle safety rod.

9. **Learning Aids:**

- a. Cadet air rifle;
- b. Safety glasses/goggles; and
- c. Cadet air rifle safety rod.

10. **Test Details:** Assessment of this EO will occur during EO M106.05 (Participate in Marksmanship Familiarization Using the Cadet Air Rifle), where cadets are required to successfully complete the Cadet Air Rifle Handling Test prior to firing.

11. **Remarks:** Instructors are encouraged to familiarize themselves with the video A-CR-CCP-177/PV-002, *Air Rifle Marksmanship*.

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EO M106.05

1. **Performance:** Participate in Marksmanship Familiarization Using the Cadet Air Rifle
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Air rifle pellets,
 - (3) Target frame,
 - (4) Target,
 - (5) Marksmanship mat,
 - (6) Safety glasses / goggles,
 - (7) Supervision, and
 - (8) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001.
3. **Standard:** The cadet shall participate in marksmanship familiarization using the cadet air rifle.
4. **Teaching Points:**
 - a. Conduct a range briefing, to include:
 - (1) explaining pertinent sections of range standing orders;
 - (2) reviewing general rules observed on all ranges;
 - (3) reviewing commands used on an air rifle range;
 - (4) describing the layout of the range;
 - (5) reviewing hand-washing procedures upon completion of firing;
 - b. Conduct the Cadet Air Rifle Handling Test using the form located at Chapter 3, Annex C.
 - c. Supervise the cadets' participation in a familiarization marksmanship.
 - d. Review the recreational marksmanship program with the cadets and help them identify any targets that may contribute towards recognition under the recreational marksmanship program.
5. **Time:**

a. Introduction / Conclusion:	10 min
b. Practical Activity:	80 min
c. Total:	90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to experience marksmanship familiarization in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

7. **References:**

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

8. **Training Aids:** Pen / pencil.

9. **Learning Aids:**

- a. Cadet air rifle,
- b. Air rifle pellets,
- c. Target frame,
- d. Target,
- e. Marksmanship mat, and
- f. Safety glasses / goggles.

10. **Test Details:** Nil.

11. **Remarks:**

- a. The RSO shall ensure that all rules and procedures are strictly adhered to.
- b. Cadets shall successfully complete the air rifle handling test prior to firing pellets (or felt cleaning pellets) on a cadet air rifle range.

EO C106.01

1. **Performance:** Participate in a Recreational Marksmanship Activity
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Air rifle pellets,
 - (3) Target frame,
 - (4) Target,
 - (5) Marksmanship mat,
 - (6) Safety glasses / goggles,
 - (7) Supervision, and
 - (8) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001.
3. **Standard:** The cadet shall participate in a recreational marksmanship activity.
4. **Teaching Points:**
 - a. Conduct a range briefing, to include:
 - (1) explaining pertinent sections of range standing orders;
 - (2) reviewing general rules observed on all ranges;
 - (3) reviewing commands used on an air rifle range;
 - (4) describing the layout of the range; and
 - (5) reviewing hand-washing procedures on completion of firing.
 - b. Supervise the cadet's participation in a recreational marksmanship activity, choosing from the following categories:
 - (1) classification
 - (2) fun activities,
 - (3) timed activities, and
 - (4) competitive team / individual activities.
5. **Time:**
 - a. Introduction / Conclusion: 10 min
 - b. Practical Activity: 80 min
 - c. Total: 90 min

6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to experience recreational marksmanship in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.
7. **References:**
 - a. A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.
 - b. A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles, and ammunitions*. Ottawa, ON: Department of National Defence.
8. **Training Aids:**
 - a. Scoring plug,
 - b. Stopwatch, and
 - c. Pen / pencil.
9. **Learning Aids:**
 - a. Cadet air rifle,
 - b. Air rifle pellets,
 - c. Target frame,
 - d. Target,
 - e. Marksmanship mat, and
 - f. Safety glasses / goggles.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. The RSO shall ensure that all rules and procedures are strictly adhered to.
 - b. Cadets shall successfully complete the air rifle handling test prior to firing pellets (or felt cleaning pellets) on a cadet air rifle range.

EO C106.02

1. **Performance:** Clean and Store the Cadet Air Rifle
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Air rifle case,
 - (3) Air rifle cleaning kit,
 - (4) Air rifle safety rod,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001.
3. **Standard:** IAW A-CR-CCP-177/PT-001, the cadet shall:
 - a. clean the cadet air rifle, to include:
 - (1) before firing by firing two to three felt cleaning pellets; and
 - (2) after firing by firing two to three felt cleaning pellets; and
 - b. store the cadet air rifle.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain and demonstrate the procedures for cleaning the cadet air rifle, to include: <ol style="list-style-type: none"> a. the importance of cleaning the air rifle, b. cleaning procedure for the air rifle, and c. when to clean the air rifle, to include: <ol style="list-style-type: none"> (1) before firing; (2) after firing; and (3) periodically. 	Demonstration	15 min	A0-027 (pp. 1-10-1 – 1-10-2)
TP2	Explain and demonstrate the sequence for storing the air rifle, to include: <ol style="list-style-type: none"> a. cocking the action (bolt forward); b. sliding the safety rod into the barrel; c. placing the rifle in the case in the direction of the arrow on the case; 	Demonstration and Performance	10 min	A0-027 (p. 1-3-2)

TP	Description	Method	Time	Refs
	d. confirming the pumping handle is partially open; e. confirming the safety catch is ON; f. closing the case; and g. ensuring the case is pointed in a safe direction.			

5. **Time:**

- | | |
|-----------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Demonstration and Performance: | 10 min |
| c. Demonstration: | 15 min |
| d. Total: | 30 min |

6. **Substantiation:**

- The demonstration method was chosen for TP1 as it allows the instructor to demonstrate the procedures for cleaning the cadet air rifle.
- The demonstration and performance method was chosen for TP2 as it allows the instructor to explain and demonstrate cleaning and storing the rifle while providing an opportunity for the cadets to practice under supervision.

7. **Reference:** 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.

8. **Training Aids:**

- Presentation aids (eg, whiteboard / flipchart / OHP) appropriate for classroom / training area,
- Cadet air rifle,
- Air rifle case,
- Air rifle safety rod, and
- Air rifle cleaning kit.

9. **Learning Aids:**

- Cadet air rifle,
- Air rifle case, and
- Air rifle safety rod.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

PO 107

1. **Performance:** Serve in a Sea Cadet Corps
2. **Conditions:**
 - a. Given:
 - (1) Sea Cadet uniform,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will serve in a sea cadet corps, to include:
 - a. identifying Phase One and summer training opportunities;
 - b. paying compliments to senior ranks;
 - c. correctly addressing senior ranks;
 - d. paying proper respects to senior ranks;
 - e. stating the aim of the Cadet Program and motto of the Sea Cadet Program; and
 - f. wearing the sea cadet uniform.
4. **Remarks:** Nil.
5. **Complementary Material:** Complementary material associated with PO 107 is designed to enhance the cadet's participation in their cadet corps, specifically:
 - a. EO C107.01 (Maintain the Sea Cadet Uniform),
 - b. EO C107.02 (Participate in a Tour of the Corps), and
 - c. EO C107.03 (Participate in an Activity on the History of the Corps).

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EO M107.01

1. **Performance:** Participate in a Discussion on Phase One Training
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in a discussion on aspects of Phase One training.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity to introduce the content of Phase One, to include: <ol style="list-style-type: none"> a. training common to the sea, army and air elements of the CCO, to include: <ol style="list-style-type: none"> (1) Positive Social Relations for Youth, (2) citizenship, (3) community service, (4) leadership, (5) personal fitness and healthy living, (6) recreational sports, (7) air rifle marksmanship, (8) general cadet knowledge, and (9) drill; and b. sea elemental training, to include: <ol style="list-style-type: none"> (1) Royal Canadian Navy and maritime community, (2) ropework, (3) small craft operation, (4) ship's operations, (5) nautical training, and (6) Inter-Divisional Seamanship Competition. 	Interactive Lecture	15 min	A1-019
TP2	Explain available optional training at the cadet corps, to include: <ol style="list-style-type: none"> a. cultural education / travel, 	Interactive Lecture	10 min	A1-019

TP	Description	Method	Time	Refs
	b. music, c. summer and winter biathlon, d. first aid, and e. other opportunities as resources allow.			

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for this lesson to orient the cadets to Phase One training and opportunities at the corps.

7. **References:** A1-019 Director Cadets. (2003). CATO 33-01 *Sea Cadet Program Outline*. Ottawa, ON: Department of National Defence.8. **Training Aids:**

- a. Presentation aids (eg, whiteboards / flipcharts / OHP/ multimedia projector) appropriate for classroom / training area,
- b. Index cards, and
- c. Tape.

9. **Learning Aids:** Nil.10. **Test Details:** Nil.11. **Remarks:** This lesson should be scheduled at the beginning of the training year.

EO M107.02

1. **Performance:** Identify Sea Cadet and Naval Officer Ranks
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify the rank structure of:
 - a. the Royal Canadian Sea Cadets (RCSC), and
 - b. the Royal Canadian Navy.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the structure and rank insignia of the RCSC, to include: <ol style="list-style-type: none"> a. Ordinary Seaman (OS), b. Able Seaman (AB), c. Leading Seaman (LS), d. Master Seaman (MS), e. Petty Officer Second Class (PO2), f. Petty Officer First Class (PO1), g. Chief Petty Officer Second Class (CPO2); and h. Chief Petty Officer First Class (CPO1). 	Interactive Lecture	10 min	A1-003
TP2	Explain the naval officer rank structure, to include: <ol style="list-style-type: none"> a. Naval Cadet (NCdt), b. Acting Sub-Lieutenant (A/SLt), c. Sub-Lieutenant (SLt); d. Lieutenant (Navy) (Lt(N)), e. Lieutenant Commander (LCdr), f. Commander (Cdr), g. Captain (Navy) (Capt(N)), h. Commodore (Cmdre), i. Rear-Admiral (RAdm), 	Interactive Lecture	15 min	A1-011 A1-014

TP	Description	Method	Time	Refs
	j. Vice-Admiral (VAdm), and k. Admiral (Adm).			

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to the rank structure of the RCSC and the Royal Canadian Navy.

7. **References:**

- a. A1-003 Director Cadets. (2012). CATO 35-01 *Royal Canadian Sea Cadet Dress Instructions*. Ottawa, ON.
- b. A1-011 Department of National Defence Canadian Forces. Retrieved 4 April 2006 from www.forces.gc.ca/site/Community/insignia/nava_e.asp.
- c. A1-014 Naval Reserve. Retrieved 10 April 2006, from www.navres.forces.gc.ca/HQ-QG/recrut/grade_e.htm.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for classroom / training area,
- b. Markers,
- c. Set of cadet ranks slip-ons,
- d. Visual aids of the naval officer ranks,
- e. Sea cadet rank poster, and
- f. Tape.

9. **Learning Aids:**

- a. Pictures of sea cadet ranks for activity; and
- b. Pictures of naval officer ranks for activity.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO M107.03

1. **Performance:** Observe the Rules and Procedures for the Paying of Compliments
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall observe rules and procedures for the paying of compliments, to include:
 - a. addressing cadet NCMs and subordinate officers;
 - b. addressing commissioned officers;
 - c. entering and leaving the ship's office; and
 - d. paying compliments on other occasions.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain and conduct an activity on the procedures for addressing a cadet NCO or subordinate officer:</p> <ol style="list-style-type: none"> a. standing at the position of attention after approaching the NCO / subordinate officer; b. not saluting, as NCOs / subordinate officers do not hold a commission; c. addressing the NCO / subordinate officer by rank and surname and subsequently by rank (PO 1) or sir / ma'am throughout the conversation; and d. remaining at the position of attention for the duration of the conversation. 	In-Class Activity	10 min	A0-002 (pp. 1-2-2 to 1-2-3)
TP2	<p>Explain and conduct an activity on the procedures for addressing a commissioned officer:</p> <ol style="list-style-type: none"> a. standing at the position of attention after approaching the officer; b. saluting in accordance with the Canadian Forces Manual of Drill and Ceremonial; c. addressing the officer by rank and surname and subsequently by sir or ma'am throughout the conversation; 	In-Class Activity	5 min	A0-002 (pp. 1-2-2 to 1-2-3)

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> d. remaining at the position of attention for the duration of the conversation unless otherwise directed by the commissioned officer; and e. saluting when the conversation is complete. 			
TP3	<p>Explain the regulations for paying compliments inside a building:</p> <ul style="list-style-type: none"> a. cadets shall salute indoors only if the following conditions apply: <ul style="list-style-type: none"> (1) on parade, (2) ceremonial occasion, or (3) when entering and leaving the ship's office; b. when entering the ship's office the cadet shall: <ul style="list-style-type: none"> (1) stand at the position of attention at the doorway; (2) salute if wearing headdress and the office occupant holds a commission; and (3) ask permission to enter; c. when leaving the ship's office the cadet shall: <ul style="list-style-type: none"> (1) stand at the position of attention at the doorway; (2) salute if wearing headdress and the office occupant holds a commission; and (3) depart; d. cadets will turn their head and offer a polite greeting when meeting an officer in a common area; and e. it is not normally customary to wear headdress inside a building, other than an armouries or drill hall. 	Interactive Lecture	5 min	A0-002 (pp. 1-2-3 to 1-2-4)
TP4	<p>Explain other occasions to pay compliments, to include when:</p> <ul style="list-style-type: none"> a. the Canadian or another foreign national anthem is played; b. the Royal Anthem is played; c. recognizing a commissioned officer who is not in uniform; 	Interactive Lecture	5 min	A0-002 (pp. 1-2-3 to 1-2-4)

TP	Description	Method	Time	Refs
	d. the national flag is being raised and lowered; e. the ensign is being lowered and raised; f. boarding and upon disembarking any of Her Majesty's Canadian ships or those of a foreign service, cadets shall pay compliments to the quarterdeck.			

5. **Time:**

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

6. **Substantiation:**

- a. An in-class activity was chosen for TPs 1 and 2 as an interactive way to provoke thought and stimulate interest in procedures for addressing NCOs, subordinate officers and commissioned officers.
- b. An interactive lecture was chosen for TPs 3 and 4 to orient the cadets to regulations for paying compliments inside a building, and to other occasions to pay compliments.

7. **References:** A0-002 A-PD-201-000/PT-000 DHH 3-2. (2001). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: The Department of National Defence.8. **Training Aids:** Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for classroom / training area.9. **Learning Aids:** Nil.10. **Test Details:** Nil.11. **Remarks:** Nil.

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EO M107.04

1. **Performance:** State the Aim and Motto of the Sea Cadet Program
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall state:
 - a. the mission and vision of the cadet program;
 - b. the aim of the Sea Cadet Program; and
 - c. the motto of the Sea Cadet Program.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity on the mission of the sea cadet program, by: <ol style="list-style-type: none"> a. separating the class into two groups; b. giving each group flip chart paper and markers; c. having the cadets brainstorm what the mission of the cadet program is and write it on the flip chart paper; and d. having the groups present their ideas. Note: State the mission of the cadet program, which is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program.	In-Class Activity	5 min	A0-010
TP2	Conduct a brainstorming activity on the vision of the sea cadet program, by: <ol style="list-style-type: none"> a. separating the class into two groups; b. giving each group flip chart paper and markers; c. having the cadets brainstorm what the vision of the cadet program is and write it on the flip chart paper; and d. having the groups present their ideas. 	In-Class Activity	5 min	A0-010

TP	Description	Method	Time	Refs
	State the vision of the cadet program: To be a relevant, credible and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become the leaders of tomorrow through a set of fun, challenging, well organized and safe activities.			
TP3	Describe the aim of the cadet program, to include: a. develop in youth the attributes of good citizenship and leadership; b. promote physical fitness; and c. stimulate the interest of youth in the sea, land and air activities of the Canadian Forces.	Interactive Lecture	10 min	A0-010
TP4	State the motto of the sea cadet program, which is "Ready Aye Ready".	Interactive Lecture	5 min	A0-010

5. **Time:**

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

6. **Substantiation:**

- An in-class activity was chosen for TPs 1 and 2 as an interactive way to provoke thought and stimulate interest in the mission and vision of the Sea Cadet Program.
- An interactive lecture was chosen for TPs 3 and 4 to orient the cadets to the aim and motto of the Cadet Program.

7. **References:** A0-010 D Cds. (1999). *CATO 11-03: Cadet program mandate*. In *Cadet Administrative and Training Orders* (Vol. 1). Ottawa, ON.8. **Training Aids:**

- Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for classroom / training area.
- Puzzles
- Markers,
- Scissors, and
- Envelopes.

9. **Learning Aids:** Nil.

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

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EO M107.05

1. **Performance:** Wear the Sea Cadet Uniform
2. **Conditions:**
 - a. Given:
 - (1) Sea Cadet uniform,
 - (2) Sea Cadet physical training uniform,
 - (3) Sea Cadet winter clothing,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** IAW CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions*, the cadet shall wear the cadet uniform in a manner that reflects credit on the CCM, to include:
 - a. wearing properly positioned headdress;
 - b. ensuring uniform is clean and pressed, and worn with shone boots;
 - c. ensuring hair is neatly groomed and conservatively styled;
 - d. wearing only the jewellery permitted; and
 - e. conforming to the body adornment rules (eg, make-up, piercing).
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain and demonstrate how to wear and care for the seaman's cap.	Demonstration	5 min	A1-003
TP2	Describe other authorized headdress and their proper wear.	Demonstration	5 min	A1-003
TP3	Explain and demonstrate the correct way to wear and care for clothing on the upper body.	Demonstration	5 min	A1-003
TP4	Explain and demonstrate the correct way to wear and care for clothing on the lower body.	Demonstration	10 min	A1-003
TP5	Explain and demonstrate the correct manner to wear footwear.	Demonstration	5 min	A1-003

TP	Description	Method	Time	Refs
TP6	Explain and demonstrate the following aspects of personal appearance, to include: <ul style="list-style-type: none"> a. male hair, to include: <ul style="list-style-type: none"> (1) hairstyles, (2) moustaches, (3) sideburns, and (4) moustaches. b. female hair, c. make up, d. jewellery, e. tattoos and body piercing, f. eyeglasses / sunglasses, g. backpacks, and h. general deportment 	Demonstration	20 min	A1-003

5. **Time:**

- a. Introduction / Conclusion: 10 min
- b. Demonstration: 50 min
- c. Total: 60 min

6. **Substantiation:** A demonstration was chosen for this lesson as it allows the instructor to explain and demonstrate the proper way in which to wear the sea cadet uniform.

7. **References:** A1-003 Director of Cadets. (2012). *CATO 35-01 Sea cadet dress instructions*. Ottawa, ON.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for classroom / training area,
- b. Sea Cadet dress uniform,
- c. Sea Cadet training uniform,
- d. Sea Cadet physical training uniform,
- e. Sea Cadet winter clothing: All-season jacket, toque and gloves, and
- f. Polishing kit: Polish, toothbrush, and soft cloth.

9. **Learning Aids:**

- a. Sea Cadet dress uniform,
- b. Sea Cadet physical training uniform,
- c. Sea cadet winter clothing, and
- d. Polishing kit: Polish, toothbrush, and soft cloth.

10. **Test Details:** Nil.
11. **Remarks:** This lesson should be scheduled to be conducted at the beginning of the training year.

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EO M107.06

1. **Performance:** Identify Year One Summer Training Opportunities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: N/A.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall identify year one training opportunities, to include:
 - a. General Training (GT) course, and
 - b. all CSTC training opportunities.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss the GT course to include duration, locations and training.	Interactive Lecture	10 min	A1-019 C0-043
TP2	Introduce additional CSTC training courses and international exchange opportunities.	Interactive Lecture	15 min	A1-019 A1-006

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Interactive Lecture: 25 min
 - c. Total: 30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to the year one summer training opportunities and generate interest.
7. **References:**
 - a. A1-006 CATO 34-02 Director Cadets 2. (1992). *Royal Canadian Sea Cadet International Exchange*. Ottawa, ON: Department of National Defence.
 - b. A1-019 CATO 31-03 Director Cadets SSO Sea Cadets. *Sea Cadet Program Outline*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for classroom / training area.
9. **Learning Aids:** N/A

10. **Test Details:** N/A
11. **Remark:** Have senior cadets, with CSTC training experience, share their CSTC experiences during this lesson.

EO C107.01

1. **Performance:** Maintain the Sea Cadet Uniform
2. **Conditions:**
 - a. Given:
 - (1) Sea cadet uniform,
 - (2) Polishing kit,
 - (3) Iron and ironing board,
 - (4) Lint brush,
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** IAW CATO 35-01, *Sea Cadet Dress Instructions*, the cadet shall maintain the sea cadet uniform, to include:
 - a. ensuring uniform is clean and pressed; and
 - b. ensuring footwear is clean and shone.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain tips for ironing the uniform, to include: <ol style="list-style-type: none"> a. ensuring surface of iron is clean; b. ensuring iron is not too hot; c. ensuring article of uniform is clean; d. using a spray bottle or starch; and e. using a pressing cloth which will prevent parts of the uniform from becoming shinny (some examples of items that can be used as a pressing cloth include a thin towel, pillowcase, old cotton cloth and a paper bag). 	Interactive Lecture	5 min	A2-028
TP2	Demonstrate the correct method of care for the trousers, as per CATO.	Demonstration and Performance	5 min	A2-028
TP3	Demonstrate the correct method of care for the gunshirt, as per CATO.	Demonstration and Performance	5 min	A2-028

TP	Description	Method	Time	Refs
TP4	Demonstrate the correct method of care for the tunic, as per CATO.	Demonstration and Performance	5 min	A2-028
TP5	<p>Demonstrate general guidelines for the boots, to include:</p> <p>a. the method for polishing the boots, to include:</p> <ol style="list-style-type: none"> (1) cleaning the boot welts with an old toothbrush and black boot polish; (2) using a polish cloth wrapped around the index finger; (3) applying a moderate amount of polish to the cloth; (4) applying the polish in a circular motion to the area being polished; (5) starting with large circles to cover the area with polish; (6) using smaller circles as the polish gets worked into the boot; and (7) continuing to work in a circular motion until the circles formed by the polish are no longer visible. The whole boot is to be polished, not just the toe; and <p>b. lacing the boots as per CATO.</p>	Demonstration and Performance	5 min	A2-028
TP6	<p>Demonstrate the correct method of care for the seaman's cap, to include:</p> <p>a. washing the cap with an old toothbrush and mild detergent or white toothpaste;</p> <p>b. sewing in the chin stay to fit properly</p> <p>c. attaching the cap tally, to include:</p> <ol style="list-style-type: none"> (1) centring the lettering between the "I" and the "A" in the word "CANADIAN" with the centre cap seam; (2) ensuring the ends are tied in a neat bow, not more than 7.5 cm and not less than 5 cm across, the ends being equal in length; (3) ensuring the bow is centred with the left ear vents; and (4) ensuring the cap tally is taut to the rim of the cap. 	Demonstration and Performance	5 min	A2-028

TP	Description	Method	Time	Refs
TP7	Demonstrate the method for wearing the hair, for male cadets and for female cadets, as per CATO.	Demonstration and Performance	10 min	A2-028 A0-001
TP8	Supervise and advise cadets as they practise maintaining the uniform, to include: <ul style="list-style-type: none"> a. trousers, b. gunshirt, c. tunic, d. boots, and e. seaman's cap. 	Performance	10 min	

5. **Time:**

a.	Introduction / Conclusion:	10 min
b.	Interactive Lecture:	5 min
c.	Demonstration and Performance:	45 min
d.	Performance:	30 min
e.	Total:	60 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the tips for ironing the uniform.
- b. The demonstration and performance was chosen for TPs 2 –8 as it allows the instructor to explain and demonstrate the care of the uniform while providing an opportunity for the cadets to practice under supervision.

7. **References:**

- a. A0-001 A-AD-265-000/AG-001 DHH 3-2. (2001). *Canadian Forces dress instructions*. Ottawa, ON: Department of National Defence.
- b. A1-003 Director Cadets. (2012). *CATO 35-01 Sea cadet dress instructions*. Ottawa, ON: Department of National Defence.

8. **Training Aids:** Sea cadet uniform.

9. **Learning Aids:** Sea cadet uniform.

10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended to have an assistant instructor for this lesson.
- b. In suitable quantities, the instructor is expected to locally acquire some of the resources to enhance this period, to include:
 - (1) ironing board,
 - (2) iron,

- (3) starch,
- (4) black boot polish,
- (5) soft boot cloth,
- (6) toothbrush for boot welts,
- (7) scissors,
- (8) lint brush,
- (9) hair elastics,
- (10) bobbi pins, and
- (11) hair net.

EO C107.02

1. **Performance:** Participate in a Tour of the Corps
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in a tour of the cadet corps to:
 - a. identify key areas of the corps;
 - b. identify the corps staff; and
 - c. develop knowledge of the corps' rules and procedures.
4. **Teaching Points:** Conduct a tour of the facilities and introduce the cadets to the cadet corps staff. Visit each area of the cadet corps, to include:
 - a. parade square (protocols and respect),
 - b. classrooms,
 - c. break areas / canteen, to include:
 - (1) availability, and
 - (2) appropriate use;
 - d. washrooms,
 - e. communications areas (bulletin boards, sign up sheets),
 - f. Commanding Officer's office,
 - g. ship's office,
 - h. training office,
 - i. supply areas, and
 - j. out of bounds areas.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. Practical Activity:	25 min
c. Total:	30 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way for cadets to learn about the facilities of their corps in a safe and controlled environment.

7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:**
 - a. Corps / squadron maps if available (see example map in Annex A);
 - b. Corps / squadron passports found in Annex B of the Instructional Guide; and
 - c. Stickers.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

EO C107.03

1. **Performance:** Participate in an Activity About the History of the Corps
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in an activity about the history of the corps, to include:
 - a. formation of the corps,
 - b. significant corps developments, and
 - c. awards and accomplishments within the corps.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct a corps history learning station activity.	In-Class Activity	20 min	
TP2	Conduct a group discussion on what cadets have discovered about the history of their corps.	Group Discussion	5 min	

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. In-Class Activity: | 20 min |
| c. Group Discussion: | 5 min |
| d. Total: | 30 min |

6. **Substantiation:**

- a. An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest among cadets about the history of their cadet corps.
- b. A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about the history of their cadet corps.

7. **References:** Nil.8. **Training Aids:**

- a. Presentation aids (Presentation aids (eg, whiteboards / flipcharts / OHP / multimedia projector) appropriate for classroom / training area, and
- b. Materials required for preparation of learning stations.

9. **Learning Aids:**

- a. Learning stations, and
- b. Flipchart paper and markers.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Information used by the instructor for the learning stations will depend on materials available at each unit.
- b. There is no Instructional Guide associated with this lesson.

PO 108

1. **Performance:** Perform Drill Movements During an Annual Ceremonial Review
2. **Conditions:**
 - a. Given:
 - (1) Parade area,
 - (2) Words of command,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Drill hall or outdoor parade square in favourable weather
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet will participate as a member of a cadet corps in an Annual Ceremonial Review parade, to include:
 - a. fall in,
 - b. right dress,
 - c. inspection,
 - d. march past,
 - e. advance, and
 - f. dismissal.
4. **Remarks:**
 - a. A nightly opening and closing parade should be included in the routine of the cadet corps. The opening parade should be section level and include falling in, calling the roll, a drill practice, and falling out. The closing parade should include falling in, announcements, a drill practice including marching and wheeling, and falling out. The length of the parades will vary based on the facilities of the individual unit.
 - b. A monthly Commanding Officer's Parade following the sequence of an Annual Ceremonial Review Parade should be conducted in the place of an opening or closing parade. This will introduce cadets to the format of an Annual Ceremonial Review Parade and provide practice of the requisite skills in sequence.
 - c. The development of drill proficiency is a progressive process. The order in which the EOs are listed follow this progression. Instructors are advised to teach the EOs in the order they are listed.
5. **Complementary Material:** Complementary material associated with PO 108 is designed to provide additional opportunities for corps with an interest in drill to develop cadets' skills in this area, specifically:
 - a. EO C108.01 (Execute Supplementary Drill Movements), and
 - b. EO C108.02 (Participate in a Drill Competition).

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EO M108.01

1. **Performance:** Adopt the Positions of Attention, Stand at Ease, and Stand Easy
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall adopt the following individual drill positions, to include:
 - a. attention,
 - b. stand at ease,
 - c. attention from stand at ease,
 - d. stand easy, and
 - e. stand at ease from stand easy.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets adopt the position of attention.	Demonstration and Performance	5 min	A0-002 (pp. 2-1–2-3)
TP2	Explain, demonstrate and have the cadets adopt the position of stand at ease.	Demonstration and Performance	5 min	A0-002 (p. 2-3)
TP3	Explain, demonstrate and have the cadets adopt the position of attention from stand at ease.	Demonstration and Performance	5 min	A0-002 (pp. 2-3–2-4)
TP4	Explain, demonstrate and have the cadets adopt the position of stand easy.	Demonstration and Performance	5 min	A0-002 (p. 2-5)
TP5	Explain, demonstrate and have the cadets adopt the position of stand at ease from stand easy.	Demonstration and Performance	5 min	A0-002 (p. 2-6)

5. **Time:**

- | | | |
|----|--------------------------------|--------|
| a. | Introduction / Conclusion: | 5 min |
| b. | Demonstration and Performance: | 25 min |
| c. | Total: | 30 min |

6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

EO M108.02

1. **Performance:** Execute a Salute at the Halt Without Arms
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute a salute to the front, left and right at the halt without arms.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute a salute to the front.	Demonstration and Performance	15 min	A0-002 (pp. 2-10-2-11)
TP2	Explain, demonstrate and have the cadets execute a salute to the right and to the left.	Demonstration and Performance	10 min	A0-002 (pp. 2-11-2-12)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

EO M108.03

1. **Performance:** Execute Turns at the Halt
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute turns at the halt, to include:
 - a. right turn,
 - b. left turn, and
 - c. about turn.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute a right turn.	Demonstration and Performance	10 min	A0-002 (pp. 2-12–2-13)
TP2	Explain, demonstrate and have the cadets execute a left turn.	Demonstration and Performance	5 min	A0-002 (p. 2-13)
TP3	Explain, demonstrate and have the cadets execute an about turn.	Demonstration and Performance	10 min	A0-002 (p. 2-13)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
 - b. Assistant instructors may be required for this lesson.

EO M108.04

1. **Performance:** Close to the Right and Left
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall close to the right and left.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets close to the right.	Demonstration and Performance	15 min	A0-002 (pp. 2-14-2-15)
TP2	Explain, demonstrate and have the cadets close to the left.	Demonstration and Performance	10 min	A0-002 (pp. 2-14-2-15)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

EO M108.05

1. **Performance:** Execute Paces Forward and to the Rear
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute paces forward and to the rear.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute paces forward.	Demonstration and Performance	15 min	A0-002 (pp. 2-16–2-17)
TP2	Explain, demonstrate and have the cadets execute paces to the rear.	Demonstration and Performance	10 min	A0-002 (p. 2-17)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

EO M108.06

1. **Performance:** Execute the Movements Required for a Right Dress
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute the movements required to dress (or dressing) a squad, to include:
 - a. right dress,
 - b. eyes front,
 - c. shoulder dressing, and
 - d. elbow dressing.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute a right dress.	Demonstration and Performance	10 min	A0-002 (pp. 2-18–2-20)
TP2	Explain, demonstrate and have the cadets execute an eyes front.	Demonstration and Performance	5 min	A0-002 (p. 2-20)
TP3	Explain, demonstrate and have the cadets execute a shoulder dressing.	Demonstration and Performance	5 min	A0-002 (p. 2-20)
TP4	Explain, demonstrate and have the cadets execute an elbow dressing.	Demonstration and Performance	5 min	A0-002 (p. 2-20)

5. **Time:**

- | | |
|-----------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Demonstration and Performance: | 25 min |
| c. Total: | 30 min |

6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
 - b. Assistant instructors may be required for this lesson.

EO M108.07

1. **Performance:** Execute an Open Order and Close Order March
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute an open order and close order march.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute an open order march.	Demonstration and Performance	15 min	A0-002 (p. 2-21)
TP2	Explain, demonstrate and have the cadets execute a close order march.	Demonstration and Performance	10 min	A0-002 (p. 2-21)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

EO M108.08

1. **Performance:** March and Halt in Quick Time
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall march and halt in quick time.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets march in quick time.	Demonstration and Performance	10 min	A0-002 (pp. 3-6-3-8)
TP2	Explain, demonstrate and have the cadets halt in quick time.	Demonstration and Performance	15 min	A0-002 (pp. 3-6-3-8)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

EO M108.09

1. **Performance:** Execute Mark Time, Forward and Halt in Quick Time
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute marking time and forward and halting in quick time from marking time.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute marking time.	Demonstration and Performance	10 min	A0-002 (pp. 3-15–3-17)
TP2	Explain, demonstrate and have the cadets execute forward from marking time.	Demonstration and Performance	10 min	A0-002 (pp. 3-15–3-17)
TP3	Explain, demonstrate and have the cadets execute halting in quick time from marking time.	Demonstration and Performance	5 min	A0-002 (p. 3-17)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

EO M108.10

1. **Performance:** Execute a Salute on the March
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute a salute on the march.
4. **Teaching Points:** Explain, demonstrate and have the cadets execute a salute on the march.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. Demonstration and Performance:	25 min
c. Total:	30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
 - b. Assistant instructors may be required for this lesson.

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EO M108.11

1. **Performance:** Pay Compliments with a Squad on the March
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute paying compliments with a squad on the march.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets execute eyes right (left) to pay compliments on the march.	Demonstration and Performance	15 min	A0-002 (pp.3-15 and 3-17)
TP2	Explain, demonstrate and have the cadets execute eyes front to pay compliments on the march.	Demonstration and Performance	10 min	A0-002 (pp.3-15 and 3-17)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.

11. **Remarks:**

- a. It is recommended that ongoing feedback be provided to the cadets during drill practices, parade nights and ceremonial parades. All corrections shall be made immediately so that bad habits do not persist.
- b. Assistant instructors may be required for this lesson.

EO M108.12

1. **Performance:** Perform Drill Movements During an Annual Ceremonial Review
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall perform drill movements during an ACR.
4. **Teaching Points:** Supervise the cadets as they participate in an ACR Parade.
5. **Time:**

a. Practical Activity:	90 min
b. Total:	90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to perform drill movements during an ACR.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** These periods are to serve as a confirmation of the skills learned and practiced during the lessons associated with PO 108.
11. **Remarks:**
 - a. Closing parades shall serve as an opportunity to practice the skills required for proper execution of an ACR parade.
 - b. Assistant instructors may be required for this lesson.

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EO C108.01

1. **Performance:** Execute Supplementary Drill Movements
2. **Conditions:**
 - a. Given:
 - (1) Words of command,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** IAW A-DH-201-000/PT-001, *The Canadian Forces Manual of Drill and Ceremonial*, the cadet shall execute supplementary drill movements.
4. **Teaching Points:**
5. **Time:**
 - a. Demonstration and Performance: 180 min
 - b. Total: 180 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:** A0-002 A-DH-201-000/PT-001 Director History and Heritage 3-2. (2006). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil
11. **Remarks:**
 - a. This EO is allotted up to six periods, which may be scheduled according to the requirements of the movement(s) to be taught and the needs of the corps.
 - b. Assistant instructors may be required for this lesson.
 - c. There is no instructional guide provided for this EO.

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EO C108.02

1. **Performance:** Participate in a Drill Competition
2. **Conditions:**
 - a. Given:
 - (1) Words of command, and
 - (2) Supervision.
 - b. Denied: Assistance
 - c. Environmental: Drill hall or outdoor parade square in favourable weather.
3. **Standard:** The cadet, as a member of a drill team, shall participate in a drill competition.
4. **Teaching Points:** Using the compulsory sequence provided, have the cadets participate in a drill competition.
5. **Time:**
 - a. Practical Activity: 90 min
 - b. Total: 90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to participate in a drill competition.
7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:** Drill equipment, as required.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Assistant instructors may be required for this lesson.
 - b. The competition shall be judged; however, the focus should be upon making the activity fun for the cadets.
 - c. In small cadet corps without adequate numbers to hold a formal competition, the corps may modify the competition according to their circumstances.

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PO 111

1. **Performance:** Participate in Recreational Summer Biathlon Activities
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Cadet air rifle sling,
 - (3) Air rifle pellets,
 - (4) Biathlon air rifle target (BART),
 - (5) Target frame,
 - (6) Marksmanship mat,
 - (7) Safety glasses / goggles,
 - (8) Container to hold pellets,
 - (9) Supervision, and
 - (10) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental:
 - (1) Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PPT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, and
 - (2) Running route of approximately 250–500 m on level terrain.
3. **Standard:** The cadet will participate in summer biathlon activities, to include:
 - a. running a loop of 250–500m;
 - b. firing five to eight pellets in an effort to activate all five targets on the BART;
 - c. running a loop of 250–500m;
 - d. firing five to eight pellets in an effort to activate all five targets on the BART;
 - e. running a loop of 250–500m; and
 - f. crossing the finish line.
4. **Remarks:**
 - a. Cadets must have completed PO 106 (Fire the Cadet Air Rifle) prior to participating in recreational summer biathlon activities.
 - b. EO C111.01 (Participate in a Biathlon Briefing), EO C111.02 (Run Wind Sprints), and EO C111.03 (Fire the Cadet Air Rifle Following Physical Activity) must be completed prior to EO C111.04 (Participate in a Recreational Summer Biathlon Activity).

- c. Assistance may be given to cadets who have difficulty pumping the cadet air rifle.
- d. All range activities must be conducted by a Range Safety Officer (RSO).

5. **Complementary Material:**

- a. PO 111 (Participate in Recreational Summer Biathlon Activities) is a complementary package designed to provide an opportunity for the cadet to participate in summer biathlon activities.
- b. Complementary training in PO 111 is limited to a total of nine periods, which may be conducted during sessions or on a supported day.

EO C111.01

1. **Performance:** Participate in a Biathlon Briefing
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in a biathlon briefing, to include:
 - a. an introduction to biathlon, and
 - b. an introduction to competitive events within the Canadian Cadet Movement (CCM).
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Introduce biathlon, to include: <ol style="list-style-type: none"> a. the sport of biathlon, and b. the types of races. 	Interactive Lecture	10 min	A0-036 (pp. 4-3-7 to 4-3-16) A0-036
TP2	Describe competitive events in the CCM, to include: <ol style="list-style-type: none"> a. stage 1: local corps / squadron, b. stage 2: zone, c. stage 3: provincial / territorial, and d. stage 4: national. 	Interactive Lecture	15 min	A0-036 (pp. 4-2-1 to 4-3-6)

5. **Time:**

a. Introduction / Conclusion:	5 min
b. Interactive Lecture:	25 min
c. Total:	30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to introduce biathlon and provide an overview of the sport.
7. **References:**
 - a. A0-036 Cadets Canada. (n.d.). *Canadian cadet movement: Biathlon championship series*. Ottawa, ON: Department of National Defence.
 - b. C0-084 Biathlon Canada. (2003). *Biathlon Canada handbook*. Ottawa, ON: Biathlon Canada.
8. **Training Aids:** Presentation aids (eg, whiteboard / flip chart / OHP) appropriate for the classroom / training area.

9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

EO C111.02

1. **Performance:** Run Wind Sprints
2. **Conditions:**
 - a. Given:
 - (1) Whistle,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Training area large enough to conduct short wind sprints.
3. **Standard:** The cadet shall:
 - a. participate in a warm-up;
 - b. run wind sprints; and
 - c. participate in a cool-down.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain how to prepare for summer biathlon activities, to include: <ol style="list-style-type: none"> a. clothing, to include: <ol style="list-style-type: none"> (1) the layering system, and (2) appropriate footwear, b. hydration, and c. nutrition. 	Interactive Lecture	5 min	C0-078 C0-079
TP2	Describe running techniques, to include: <ol style="list-style-type: none"> a. pacing, b. posture / body alignment, and c. wind sprints. 	Interactive Lecture	5 min	C0-080
TP3	Conduct a warm-up session, composed of light cardiovascular exercises, meant to: <ol style="list-style-type: none"> a. stretch the muscles; b. gradually increase respiratory action and heart rate; 	Practical Activity	5 min	C0-002 (pp. 109–113) C0-089

TP	Description	Method	Time	Refs
	<ul style="list-style-type: none"> c. expand the muscles' capillaries to accommodate the increase in blood circulation; and d. raise muscle temperature to facilitate reactions in muscle tissue. 			
TP4	Supervise while the cadets run wind sprints.	Practical Activity	5 min	
TP5	Conduct a cool-down session, composed of light cardiovascular exercises, meant to: <ul style="list-style-type: none"> a. allow the body time to slowly recover from physical activity and to help prevent injury; b. prepare the respiratory and cardiovascular systems to return to their normal state; and c. stretch the muscles. 	Practical Activity	5 min	C0-002 (pp. 109–113) C0-089

5. **Time:**

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

6. **Substantiation:**

- a. An interactive lecture was chosen for TPs 1 and 2 to introduce cadets to the methods of preparing for a biathlon activity and running techniques.
- b. A practical activity was chosen for TPs 3–5 as it is an interactive way to introduce the cadets to running skills in a safe and controlled environment. This activity contributes to the development of running skills and knowledge in a fun and challenging setting.

7. **References:**

- a. 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 and Buffalo, NY: Mosaic Press.
- b. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved October 16, 2006, from <http://www.marthajefferson.org/warmup.php>
- c. C0-058 Webb Physiotherapists Inc. (n.d.). *Running exercises*. Retrieved October 26, 2006 from <http://www.physioline.co.za/conditions/article.asp?id=46>
- d. C0-059 Webb Physiotherapists Inc. (n.d.). *Exercises programme for squash, tennis, softball, handball*. Retrieved October 25, 2006 from <http://www.physioline.co.za/conditions/article.asp?id=49>
- e. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved October 25, 2006, from <http://www.2protect.com/work3b.htm>

- f. C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch your limits: A smart guide to stretching for fitness*. Retrieved October 26, 2006, from <http://in-motion.ca/walkingworkout/plan/flexibility/>
- g. C0-078 Mountain Equipment Co-op. (2007). *Clothing info: Layering your clothing*. Retrieved February 12, 2007, from http://www.mec.ca/Main/content_text.jsp?FOLDER%3C%Efolder_id=2534374302881786&CONTENT%3C%Ecnt_id=10134198673220739&bmUID=1176745629068
- h. C0-079 REI. (2007). *Outdoor fitness expert advice*. Retrieved February 12, 2007, from <http://www.rei.com/online/store/LearnShareArticlesList?categoryId=Crosstrain>
- i. C0-080 Cool Running. (2007). *Fitness & performance*. Retrieved February 12, 2007, from http://www.coolrunning.com/engine/2/2_1index.shtml
- j. C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc.
- k. C0-100 ISBN 0-662-44467-1 Health Canada. (2007). *Canada's food guide*. Ottawa, ON: Her Majesty the Queen in Right of Canada.
- l. C0-147 The HealthCentral Network. (2007). *MyDietExercise.com: Winds sprint your way to fitness*. Retrieved April 17, 2007, from <http://www.healthcentral.com/diet-exercise/fitness-survival-guides-81076-137.html>
- m. C0-154 Hansen, B. (1999). *Moving on the spot: Fun and physical activity: A collection of 5 minute stretch and movement sessions*. Retrieved October 26, 2006, from <http://lin.ca/resource/html/dn3.htm#1>

8. **Training Aids:**

- a. Tape measure,
- b. Whistle,
- c. Stopwatch,
- d. Samples of appropriate clothing, and
- e. Samples of appropriate hydration and nutrition choices.

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:** Pictures of the clothing, hydration, and nutrition choices may be used in place of the actual items, if these items are not available.

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EO C111.03

1. **Performance:** Simulate Firing the Cadet Air Rifle Following Physical Activity
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Cadet air rifle sling,
 - (3) Biathlon air rifle target (BART),
 - (4) Target frame,
 - (5) Marksmanship mat,
 - (6) Safety glasses / goggles,
 - (7) Supervision, and
 - (8) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001.
3. **Standard:** The cadet shall simulate firing the cadet air rifle following physical activity.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Identify techniques to decrease heart rate prior to firing the cadet air rifle.	Interactive Lecture	5 min	C0-150 (p. 43)
TP2	Describe the Biathlon Air Rifle Target (BART).	Interactive Lecture	5 min	C0-151
TP3	Conduct a warm-up session composed of light cardiovascular exercises.	Practical Activity	5 min	C0-002 (pp. 109–113) C0-089
TP4	Conduct an activity where cadets will simulate firing the cadet air rifle following physical activity.	Practical Activity	5 min	
TP5	Conduct a cool-down session composed of light cardiovascular exercises.	Practical Activity	5 min	C0-002 (pp. 109–113) C0-089

5. **Time:**

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

6. **Substantiation:**

- An interactive lecture was chosen for TPs 1 and 2 to introduce techniques to decrease heart rate prior to firing the cadet air rifle at the BART.
- A practical activity was chosen for TPs 3–5 as it is an interactive way to allow the cadets to experience firing the cadet air rifle following physical activity in a safe and controlled environment.

7. **References:**

- A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian cadet movement: cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.
- 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 and Buffalo, NY: Mosaic Press.
- C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved October 26, 2006, from <http://www.marthajefferson.org/warmup.php>
- C0-058 Webb Physiotherapists Inc. (n.d.). *Running exercise*. Retrieved October 26, 2006 from <http://www.physioline.co.za/conditions/article.asp?id=46>
- C0-059 Webb Physiotherapists Inc. (n.d.). *Exercises programme for squash, tennis, softball, handball*. Retrieved October 25, 2006 from <http://www.physioline.co.za/conditions/article.asp?id=49>
- C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved October 25, 2006, from <http://www.2protect.com/work3b.htm>
- C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch your limits: A smart guide to stretching for fitness*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>
- C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc
- C0-150 ISBN 0-88011-463-0 Nideffer, R. PhD. (1992). *Psyched to win: How to master mental skills to improve your physical performance*. Champaign, IL: Leisure Press.
- C0-151 Devin Manufacturing Incorporated. (2005). *Biathlon style airgun target*. Retrieved February 15, 2007 from <http://www.devinmfg.com/targets1.html>
- C0-154 Hansen, B. (1999). *Moving on the spot: Fun and physical activity: A collection of 5 minute stretch and movement sessions*. Retrieved October 26, 2006, from <http://lin.ca/resource/html/dn3.htm#1>

8. **Training Aids:**

- a. Biathlon air rifle target (BART), and
- b. Stopwatch.

9. **Learning Aids:**

- a. Cadet air rifle,
- b. Cadet air rifle sling,
- c. Biathlon air rifle target (BART),
- d. Target frame,
- e. Marksmanship mat, and
- f. Safety glasses / goggles.

10. **Test Details:** Nil.

11. **Remarks:** Cadets must have completed PO 106 (Fire the Cadet Air Rifle) prior to participating in this lesson.

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EO C111.04

1. **Performance:** Participate in a Recreational Summer Biathlon Activity
2. **Conditions:**
 - a. Given:
 - (1) Cadet air rifle,
 - (2) Cadet air rifle sling,
 - (3) Air rifle pellets,
 - (4) Biathlon air rifle target (BART),
 - (5) Target frame,
 - (6) Marksmanship mat,
 - (7) Safety glasses / goggles,
 - (8) Container to hold pellets,
 - (9) Supervision, and
 - (10) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental:
 - (1) Air rifle range constructed IAW Part 1, Section 8 of A-CR-CCP-177/PT-001, and
 - (2) Running route of approximately 250–500 m on level terrain.
3. **Standard:** The cadet shall participate in a recreational summer biathlon activity, to include:
 - a. running a loop of 250–500 m;
 - b. firing five to eight pellets in an effort to activate all five targets of the BART;
 - c. running a loop of 250–500 m;
 - d. firing five to eight pellets in an effort to activate all five targets of the BART;
 - e. running a loop of 250–500 m; and
 - f. crossing the finish line.
4. **Teaching Points:**
 - a. Conduct the activity briefing, to include:
 - (1) course layout,
 - (2) rules and regulations,
 - (3) scoring,

- (4) penalties, and
- (5) out-of-bounds areas.
- b. Conduct a warm-up session, composed of light cardiovascular activities, meant to:
 - (1) stretch the muscles;
 - (2) gradually increase respiratory action and heart rate;
 - (3) expand the muscles' capillaries to accommodate the increase in blood circulation; and
 - (4) raise muscle temperature to facilitate reactions in muscle tissue.
- c. Conduct a recreational summer biathlon activity.
- d. Conduct a cool-down session, composed of light cardiovascular activities, meant to:
 - (1) allow the body time to slowly recover from physical activity and to help prevent injury;
 - (2) prepare the respiratory and cardiovascular systems to return to their normal state; and
 - (3) stretch the muscles.
- e. Conduct a debriefing to allow the cadets to share what they have learned from their experience.

5. **Time:**

- a. Introduction / Conclusion: 10 min
- b. Experiential Learning: 170 min
- c. Total: 180 min

6. **Substantiation:** An experiential approach was chosen for this lesson as it allows the cadets to acquire new knowledge and skills through a direct experience. The cadets experience summer biathlon and define that experience on a personal level. The cadets will be given the opportunity to reflect on and examine what they saw, felt and thought while participating in summer biathlon and consider how it relates to what they already learned and experienced as well as how it will relate to future experiences.

7. **References:**

- a. A0-027 A-CR-CCP-177/PT-001 D Cdts 3. (2001). *Canadian cadet movement: cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.
- b. A0-032 Cadets Canada. (2002). *Biathlon competition rules and IBU / cadet disciplinary rules*. Ottawa, ON: Department of National Defence.
- c. A0-036 Cadets Canada. (n.d.). *Canadian cadet movement: Biathlon championship series*. Ottawa, ON: Department of National Defence.
- d. 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 and Buffalo, NY: Mosaic Press.
- e. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved October 26, 2006, from <http://www.marthajefferson.org/warmup.php>
- f. C0-058 Webb Physiotherapists Inc. (n.d.). *Running exercises*. Retrieved October 26, 2006, from <http://www.physionline.co.za/conditions/article.asp?id=46>

- g. C0-059 Webb Physiotherapists Inc. (n.d.). *Exercise programme for squash, tennis, softball, handball*. Retrieved October 25, 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>
- h. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved October 25, 2006, from <http://www.2protect.com/work3b.htm>
- i. C0-061 City of Saskatoon, Community Services Department. (2006). *Stretch your limits: A smart guide to stretching for fitness*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>
- j. C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary (Rev. ed.)*. Bolinas, CA: Shelter Publications, Inc.
- k. C0-154 Hansen, B. (1999). *Moving on the spot: Fun and physical activity: A collection of 5 minute stretch and movement sessions*. Retrieved October 26, 2006, from <http://lin.ca/resource/html/dn3.htm#1>

8. **Training Aids:**

- a. Local Range Standing Orders,
- b. Biathlon score sheets,
- c. Course control sheets,
- d. Range recording sheets,
- e. Notice board, and
- f. Stop watches.

9. **Learning Aids:**

- a. Cadet air rifle,
- b. Cadet air rifle sling,
- c. Air rifle pellets,
- d. Biathlon air rifle target (BART)
- e. Target frame,
- f. Marksmanship mat,
- g. Safety glasses / goggles, and
- h. Container to hold pellets.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Results should be posted for cadets to review. PO 111 is a complementary training activity. It is designed to provide an opportunity for the cadets to participate in a recreational summer biathlon activity.

- b. EO C111.01 (Participate in a Biathlon Briefing), EO C111.02 (Run Wind Sprints), EO C111.03 (Simulate Firing the Cadet Air Rifle Following Physical Activity) shall be taught prior to instructing this lesson.
- c. The start and finish should be located in the same area, close to the firing point.

PO 120

1. **Performance:** Become Familiar with the Sea Element of the Canadian Forces and Maritime Community
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will:
 - a. demonstrate knowledge of the Royal Canadian Navy and maritime community as they exist today;
 - b. participate in a Battle of the Atlantic discussion / presentation, to include acknowledging the significance of Canada's role in the battle; and
 - c. demonstrate knowledge of the Canadian Forces, to include:
 - (1) the three elements;
 - (2) the roles of the three elements; and
 - (3) the bases of the Canadian Forces.
4. **Remarks:** Nil.
5. **Complementary Material:**
 - a. Complementary material under PO 120 is designed to enhance a cadet's knowledge of the Royal Canadian Navy and maritime community through a number of activities:
 - (1) EO C120.01 (Explore Canadian Naval Websites).
 - (2) EO C120.02 (Identify Types of Civilian Vessels).
 - (3) EO C120.03 (Explore Canadian Naval History)
 - b. Complementary training under PO 120 is limited to a total of three periods conducted during sessions or on a supported day. Corps' are not required to use all three periods.

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M120.01

1. **Performance:** Participate in a Discussion on the Royal Canadian Navy and Maritime Community
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate entire group.
3. **Standard:** The cadet shall participate in a discussion on the Royal Canadian Navy and maritime community as they exist today, to include:
 - a. resources and operations of the Royal Canadian Navy, and
 - b. introduction to the civilian maritime community.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Provide a brief summary of the Royal Canadian Navy as it exists today, to include: <ol style="list-style-type: none"> a. current resources of the Navy, to include: <ol style="list-style-type: none"> (1) ships, (2) submarines, (3) aircraft, and (4) the naval reserves; b. world organizations the navy participates in, to include: <ol style="list-style-type: none"> (1) North Atlantic Treaty Organization (NATO), (2) United Nations (UN), (3) other international missions, and (4) domestic requirements, and c. current operations, to include: <ol style="list-style-type: none"> (1) NATO; (2) UN; and (3) training exercises. 	Interactive Lecture	30 min	A1-011 (Retrieved 24 March 2006) A1-013 (Retrieved 24 March 2006)

TP	Description	Method	Time	Refs
TP2	Provide a brief introduction to the civilian maritime community, to include: <ol style="list-style-type: none"> a. civilian vessel types, to include: <ol style="list-style-type: none"> (1) cargo vessels, (2) tankers, (3) passenger vessels, (4) fishing vessels, (5) government services, (6) research vessels, (7) support vessels; and (8) offshore oilfield development vessels; and b. the purpose of civilian vessels. 	Interactive Lecture	20 min	A1-007 (pp. 8-7 – 8-22)

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadet to the Royal Canadian Navy and civilian maritime community.

7. **References:**

- a. A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.
- b. A1-011 Department of National Defence Canadian Forces. www.forces.gc.ca/site/Community/insignia/nava_e.asp.
- c. C0-004 ISBN 1-58062-577-0 McClain, G. Ph.D. and Romaine, D.S. (2002). *The Everything Managing People Book*. Avon, MA: Adams Media Corporation.
- d. C1-013 Marine Institute of Memorial University of Newfoundland (2005). www.mi.mun.ca.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flipcharts / OHP/ multimedia projector) appropriate for classroom / training area;
- b. Pictures of current Royal Canadian Navy ships and civilian vessels;
- c. Handout briefly outlining the Royal Canadian Navy's current strength as well as aspects of the civilian maritime community;
- d. Word scramble puzzle of Royal Canadian Navy ships;
- e. Word search puzzle of civilian maritime vessels types;

- f. Videos of different types of civilian vessels; and
- g. VCR / TV.

9. **Learning Aids:**

- a. Handouts briefly outlining the Royal Canadian Navy's current strength as well as aspects of the civilian maritime community;
- b. Word scramble puzzle of Royal Canadian Navy ships; and
- c. Word search puzzle of civilian maritime vessels types.

10. **Test Details:** Nil.

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

- a. www.readyayeready.com.

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EO M120.02

1. **Performance:** Participate in a Battle of the Atlantic Discussion / Presentation
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate entire group.
3. **Standard:** The cadet shall participate in a Battle of the Atlantic discussion / presentation, to include acknowledging the significance of Canada's role in the battle.
4. **Teaching Points:** Briefly discuss the dates and significance of the Battle of the Atlantic. The following key points should be presented:
 - a. the numbers of ships and personnel involved in the battle, and lost;
 - b. the role of Canadian ships; and
 - c. the extent of the U-boat threat.
5. **Time:**

a. Introduction / Conclusion:	5 min
b. Interactive Lecture:	25 min
c. Total:	30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadet to the Battle of the Atlantic and Canada's role in the battle.
7. **Reference:** A1-001 Veterans Affairs Canada. (2006) Retrieved 24 March 2006, from www.vac-acc.gc.ca.
8. **Training Aids:**
 - a. Presentation aids (eg, whiteboard / flipcharts / OHP/ multimedia projector) appropriate for classroom / training area;
 - b. Videos of Battle of the Atlantic;
 - c. Pictures of Battle of the Atlantic; and
 - d. VCR / TV.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks.**

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EO M120.03

1. **Performance:** Participate in a Discussion on the Three Elements of the Canadian Forces (CF)
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate entire group.
3. **Standard:** The cadet shall participate in a discussion on the CF, to include:
 - a. the three elements;
 - b. the roles of the three elements; and
 - c. the bases of the CF.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the three elements of the CF, to include: <ol style="list-style-type: none"> a. Maritime Forces: <ol style="list-style-type: none"> (1) Maritime Forces Atlantic, (2) Maritime Forces Pacific, and (3) Naval Reserve; b. Land Forces: <ol style="list-style-type: none"> (1) Regular Force, (2) Reserve Force, and (3) Canadian Rangers; and c. Air Forces: <ol style="list-style-type: none"> (1) Thirteen Air Force wings, and (2) Air Reserve. Note: Describe the Cadet Instructors Cadre (CIC) as a component of the CF.	Interactive Lecture	9 min	A1-001
TP2	Explain the role of each element, to include: <ol style="list-style-type: none"> a. Royal Canadian Navy: <ol style="list-style-type: none"> (1) coastal defence, (2) fisheries patrol, (3) drug enforcement, (4) search and rescue, 	Interactive Lecture	10 min	A1-009

TP	Description	Method	Time	Refs
	<p>(5) NATO deployment, and (6) emergency response; and</p> <p>b. Canadian Army:</p> <p>(1) national defence, (2) Canada / US cooperation, (3) contribution to international security (peacekeeping), (4) civil defence, and (5) emergency response (natural disasters);</p> <p>c. Royal Canadian Air Force:</p> <p>(1) air defence, (2) NATO deployment, (3) search and rescue, (4) air transport, and (5) emergency response.</p> <p>Note: The emphasis should be placed on the role of the Royal Canadian Navy.</p>			<p>A1-001 (Retrieved 24 March 2006)</p> <p>A0-011 (Retrieved 18 May 2006)</p>
TP3	<p>Indicate the locations of CF bases, including those that house cadet summer training centres (CSTC):</p> <p>a. Land forces:</p> <p>(1) Canadian Forces Base (CFB) Edmonton, (2) CFB Borden, (3) CFB Gagetown, (4) CFB Valcartier, (5) CFB Petawawa, (6) CFB Shilo, and (7) CFB Wainwright;</p> <p>b. Maritime forces:</p> <p>(1) CFB Halifax, (2) CFB Esquimalt, (3) CFB Greenwood, and (4) CFB Shearwater.</p> <p>c. Air forces:</p> <p>(1) 1 Wing Kingston, (2) 3 Wing Bagotville, (3) 4 Wing Cold Lake,</p>	Interactive Lecture	9 min	A1-001 (Retrieved 24 March 2006)

TP	Description	Method	Time	Refs
	<p>(4) 5 Wing Goose Bay, (5) 8 Wing Trenton, (6) 9 Wing Gander, (7) 12 Wing Shearwater, (8) 14 Wing Greenwood, (9) 15 Wing Moose Jaw, (10) 16 Wing Borden, (11) 17 Wing Winnipeg, (12) 19 Wing Comox, and (13) 22 Wing North Bay.</p> <p>d. bases CSTCs are housed on:</p> <p>(1) CFB Borden / Blackdown Army CSTC; (2) CFB Gagetown / Argonaut Army CSTC; (3) CFB Valcartier / Valcartier Army CSTC; (4) CFB Trenton / Trenton Air CSTC; (5) CFB Greenwood / Greenwood Air CSTC; (6) CFB Cold Lake / Cold Lake Air CSTC; (7) CFB Comox / Regional Gliding School and HMCS Quadra Sea CSTC; (8) CFB Kingston / HMCS Ontario Sea CSTC.</p>			

5. **Time:**

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadet to the three elements of the Canadian Forces.

7. **References:**

- A0-011 Canadian and Junior Rangers. www.rangers.forces.gc.ca/pubs/rangers/intro_e.asp.
- A1-001 Veterans Affairs Canada. www.vac-acc.gc.ca.
- A1-011 Department of National Defence Canadian Forces. www.forces.gc.ca.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flipcharts / OHP/ multimedia projector) appropriate for classroom / training area; and
- b. Handouts briefly detailing what the elements consist of, their roles and base locations.

9. **Learning Aids:** Handouts

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C120.01

1. **Performance:** Explore Canadian Naval Websites
2. **Conditions:**
 - a. Given:
 - (1) Access to internet,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable location for self-study (e.g., cadet unit, home, school).
3. **Standard:** The cadet shall explore Canadian naval websites in order to enhance their knowledge of current naval activities.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Provide a brief introduction to some Canadian naval websites so that the cadets can gain an understanding of the educational resources that are available to them and enhance their knowledge of the Royal Canadian Navy.	Interactive Lecture	15 min	A1-011
TP2	Allow the cadets to explore naval websites on their own, either at the corps if resources allow, or they can choose to use a home or school computer.	Demonstration and Performance	40 min	

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Interactive Lecture: 15 min
 - c. Demonstration and Performance: 40 min
 - d. Total: 60 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadet to the Battle of the Atlantic and Canada's role in the battle.
7. **References:** A1-011 Department of National Defence Canadian Forces. www.forces.gc.ca/site/Community/insignia/nava_e.asp.
8. **Training Aids:**
 - a. Presentation aids (eg, whiteboard / flipcharts / OHP/ multimedia projector) appropriate for classroom / training area;

- b. Handout of websites;
- c. Computer with access to the internet.

9. **Learning Aids:**

- a. Handout of websites; and
- b. Access to the internet.

10. **Test Details:** There is no formal assessment of this EO.

11. **Remarks:**

- a. If internet access is not available to cadets during training, this EO should be limited to one period.
- b. The following websites were consulted when developing this lesson:
 - (1) www.readyayeready.ca.
 - (2) www.mi.mun.ca.
 - (3) www.navy.gc.ca.
 - (4) www.forces.gc.ca.
 - (5) www.jfs.janes.com.
 - (6) www.hazegray.org.

EO C120.02

1. **Performance:** Identify Types of Civilian Vessels
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate entire group.
3. **Standard:** The cadet shall identify the following types of civilian vessels:
 - a. cargo vessels,
 - b. tanker ships,
 - c. government service vessels, and
 - d. research vessels.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Briefly discuss types of civilian vessels that can be found in Canadian waters, to include: <ol style="list-style-type: none"> a. cargo vessels, b. tankers, c. passenger vessels, d. fishing vessels, e. government services, f. research vessels, g. support vessels; and h. offshore oilfield development vessels. 	Interactive Lecture	6 min	A1-007 (pp. 8-1 - 8-21)
TP2	Briefly discuss the physical characteristics of the civilian vessels.	Interactive Lecture	6 min	A1-007 (pp. 8-1 - 8-21)
TP3	Conduct an activity on types of civilian vessels and their characteristics.	Activity	15 min	

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 3 min |
| b. Interactive Lecture: | 12 min |
| c. Activity: | 15 min |
| d. Total: | 30 min |

6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadet to the Battle of the Atlantic and Canada's role in the battle.

7. **Reference:**

- a. A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.
- b. C1-024 Steve's Guide to Vessel Types. *Ro-Ro Vessels* Retrieved 12 May 06. www.geocities.com/uksteve.geo/roro.html.
- c. C1-025 JCOMMOPS. Retrieved 12 May 06 http://www.jcommops.org/graph_ref/cargo_ship-3.jpg.
- d. C1-026 Sanko Steamship Co., Ltd. Retrieved 12 May 06 http://www.sankoline.co.jp/img/02_2.jpg.
- e. C1-027 Great Lake Shipping Daily News. *June 3, 2003 News Article* Retrieved 12 May 06 <http://www.boatnerd.com/news/newpictures03/Joseph-M.-Frantz-6-03.jpg>.
- f. C1-028 The Royal Institution of Naval Architects. *RINA Events* Retrieved 12 May 06 <http://www.rina.org.uk/rimages/events/Picture2.jpg>.
- g. C1-029 Mossmaritime. *Moss Gas Carriers* Retrieved 12 May 06 <http://www.mossw.com/mossmaritime/>.
- h. C1-030 CBS News. Retrieved 12 May 06 <http://www.cbsnews.com/images/2006/03/24/imageSJU10103232114.jpg>.
- i. C1-031 Simplon Postcards. *Ramsey Postcards* Retrieved 12 May 06 http://www.simplonpc.co.uk/Ramsey/UlsterQueen_Ramsey133.jpg.
- j. C1-032 Mahasagar Boats. *52' Fishing Trawler – Trawler Yachts – Workboats* Retrieved 12 May 06 <http://www.mahasagarboats.com/52ottched.jpg>.
- k. C1-033 Alasund Shipbrokers Ltd. *For Sale Fresh Fish Stern Trawler* Retrieved 12 May 06 <http://www.alasund.is/images/fft5160.jpg>.
- l. C1-034 Woods Hole Oceanographic Institution (WHOI). Retrieved 12 May 06 <http://ioeb.whoi.edu/pics%5Cccgib.jpg>.
- m. C1-035 FIPRO & Thermax by Panel Specialists Inc. *Thermax Project Photos* Retrieved 12 May 06 <http://www.thermaxmarine.com/images/photos/tender1.jpg>.
- n. C1-036 Royal Canadian Mounted Police (RCMP). *West Coast Marine Services* Retrieved 12 May 06 <http://members.shaw.ca/rcmpwcmd/graphics/Pearkes.jpg>.
- o. C1-037 Defence Research and Development Canada. *Mandate* Retrieved 12 May 06 http://www.atlantic.drdc-rddc.gc.ca/images/photos/quest_01_e.jpg.
- p. C1-038 WellandCanal.ca – Merchant Ship Pictures. *Research Vessel – Kiyi* Retrieved 12 May 06 <http://www.wellandcanal.ca/shiparc/misc/kiyi/kiyi.htm>.
- q. C1-039 International Association of Machinists and Aerospace Workers. Retrieved 12 May 06 <http://www.iamaw.ca/lodges/memberprofiles/LL1934/Malena-4-three-boats.jpg>.
- r. C1-040 Port of Cork. *Photo Gallery* Retrieved 12 May 06 http://www.portofcork.ie/web_images/archive/Gerry_o_sullivan.gif.
- s. C1-041 ACWERN Memorial University of Newfoundland. *The Terra Nova Oil Spill – Protected from Scrutiny* Retrieved 12 May 06 <http://www.mun.ca/serg/acwern/TerraNova.html>.

- t. C1-042 Maritime Drilling Schools Ltd. *Photo* Gallery Retrieved 12 May 06 http://www.mdslimited.ca/images/photos_online/typesofrigs/pages/typesofrigs_0029.htm.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flipcharts / OHP/ multimedia projector) appropriate for classroom / training area;
- b. Videos of different types of civilian vessels (if available); and
- c. Pictures of different types of civilian vessels (if available).

9. **Learning Aids:** Nil.

10. **Test Details:** There is no formal assessment of this EO. Instructors will confirm the cadet's knowledge of the material during the end of lesson check.

11. **Remarks:** If one is available, a guest speaker could be asked to deliver this lesson.

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EO C120.03

1. **Performance:** Explore Canadian Naval History
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate entire group.
3. **Standard:** The cadet shall participate in a discussion of Canadian naval history.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Provide a brief introduction of the historical development of Canada's Navy, to include: <ol style="list-style-type: none"> a. creation of the Navy in 1910; b. development during World War One (WWI); c. activities between the wars; and d. growth during World War Two (WWII). 	Interactive Lecture	15 min	A1-011 A1-007 (pp. 8-22 - 8-64).
TP2	Provide a brief introduction to historical Canadian Navy ships, to include: <ol style="list-style-type: none"> a. the first ships purchased by the Royal Canadian Navy (RCN); b. first submarines; c. ships acquired after WWI; and d. ship development during WWII. 	Interactive Lecture	10 min	A1-011 (Retrieved 24 March 2006) A1-007 (pp. 8-22 - 8-64).

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Interactive Lecture: 25 min
 - c. Total: 30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadet to the history of the Royal Canadian Navy.

7. **References:**

- a. A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.
- b. A1-011 Department of National Defence Canadian Forces. www.forces.gc.ca/site/Community/insignia/nava_e.asp.
- c. A1-013 The Navy. www.navy.gc.ca.
- d. C1-020 ISBN 0-7737-2160-6 Schull, J. (1987). *Far Distant Ships*. Toronto: Stoddart.
- e. C1-021 ISBN 1-55013-121-4 MacBeth, J. (1989). *Ready Aye Ready*. Toronto: Key Porter Books.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flipcharts / OHP/ multimedia projector) appropriate for classroom / training area;
- b. Handout consisting of historical information on the Canadian Navy, to include significant dates and events, development, personnel strength, types of ships, and ship strength; and
- c. Handout briefly outlining the development of the Canadian Navy.

9. **Learning Aids:**

- a. Handouts briefly outlining the development of the Canadian Navy.
- b. Handout consisting of historical information on the Canadian Navy, to include significant dates and events, development, personnel strength, types of ships, and ship strength.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

PO 121

1. **Performance:** Perform Basic Ropework
2. **Conditions:**
 - a. Given:
 - (1) Spar / horizontal pole,
 - (2) Whipping twine,
 - (3) Line,
 - (4) Cutting tool,
 - (5) Heaving line,
 - (6) Supervision, and
 - (7) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet will:
 - a. tie the following knots, hitches and bends:
 - (1) reef knot,
 - (2) clove hitch,
 - (3) figure eight,
 - (4) sheet bend,
 - (5) bowline, and
 - (6) round turn and two half hitches;
 - b. complete a common whipping, and
 - c. coil and heave a line, to include:
 - (1) tying a heaving knot on a heaving line; and
 - (2) coiling and throwing a heaving line.
4. **Remarks:** Nil.
5. **Complementary Material:**
 - a. Complementary material under PO 121 is designed to enhance a cadet's basic ropework skills through a number of activities:
 - (1) EO C121.01 Whip The End of a Line Using a West Country Whipping.
 - (2) EO C121.02 Whip The End of a Line Using a Sailmaker's Whipping.

- (3) EO C121.03 Complete a Rolling Hitch.
 - (4) EO C121.04 Complete a Marling Hitch.
- b. Complementary training under PO 121 is limited to a total of five periods conducted during sessions or on a supported day. Corps' are not required to use all five periods.

EO M121.01

1. **Performance:** Tie Knots, Bends and Hitches
2. **Conditions:**
 - a. Given:
 - (1) One metre of line,
 - (2) Spar / horizontal pole,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall describe the use of and tie knots, bends and hitches, to include:
 - a. reef knot,
 - b. figure eight,
 - c. sheet bend,
 - d. bowline,
 - e. clove hitch, and
 - f. round turn and two half hitches.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets tie a reef and figure of eight knot.	Demonstration and Performance	20 min	C1-002 (pp. 45, 98,104, 112, 130, 132 and 162)
TP2	Explain, demonstrate and have the cadets tie a sheet bend and bowline.	Demonstration and Performance	20 min	C1-002 (pp. 45, 98,104, 112, 130, 132 and 162)
TP3	Explain, demonstrate and have the cadets tie a clove hitch and round turn and two half hitches.	Demonstration and Performance	20 min	C1-002 (pp. 45, 98,104, 112, 130, 132 and 162)
TP4	Practice tying knots, bends, and hitches.	In-Class Activity	50 min	A1-009 (p. 4-9)

5. **Time:**

- | | | |
|----|-------------------------------|---------|
| a. | Introduction / Conclusion: | 10 min |
| b. | Demonstration and Performance | 60 min |
| c. | In-Class Activity: | 50 min |
| d. | Total: | 120 min |

6. **Substantiation:**

- A demonstration and performance was chosen for TPs 1-3 as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
- An in-class activity was chosen for TP 4 as it is an interactive way to provoke thought and stimulate interest among cadets about tying knots, bends and hitches.

7. **References:**

- A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON.
- A1-009 A-CR-CCP-004/PT-001 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 1*. Ottawa, ON.
- C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.

8. **Training Aids:**

- A completed example of each knot, hitch and bend,
- Spar or horizontal pole,
- One piece of fabric to blindfold each cadet, and
- Line for demonstration purposes.

9. **Learning Aids:** One metre of line per cadet.

10. **Test Details:** N/A

11. **Remarks:** Nil.

EO M121.02

1. **Performance:** Whip the End of a Line Using a Common Whipping
2. **Conditions:**
 - a. Given:
 - (1) Whipping twine,
 - (2) Line,
 - (3) Cutting tool,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall whip the end of a line using a common whipping.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	List types of whippings.	Interactive Lecture	5 min	C1-002 (p. 73)
TP2	Describe the purpose of whippings.	Interactive Lecture	5 min	C1-002 (p. 73)
TP3	Explain, demonstrate and have the cadets whip the end of a line using a common whipping.	Demonstration and Performance	40 min	C1-002 (p. 73)

5. **Time:**
 - a. Introduction / Conclusion: 10 min
 - b. Interactive Lecture: 10 min
 - c. Demonstration and Performance: 40 min
 - d. Total: 60 min
6. **Substantiation:**
 - a. An interactive lecture method was chosen for TP 1 and TP 2 to introduce the cadets to whipping the end of a line using a common whipping.
 - b. A demonstration and performance was chosen for TP 3 as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

7. **References:**

- a. A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON.
- b. C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for classroom / training area;
- b. One metre of line,
- c. Whipping twine,
- d. Examples of the whipping in several stages of completion,
- e. A completed whipped piece of line; and
- f. Cutting tool.

9. **Learning Aids:**

- a. One metre of whipping twine per cadet; and
- b. One meter of line per cadet.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO M121.03

1. **Performance:** Coil and Heave a Line

2. **Conditions:**

a. Given:

- (1) Heaving line,
- (2) Supervision, and
- (3) Assistance as required.

b. Denied: Nil.

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

3. **Standard:** The cadet shall coil and heave a line, to include:

- a. describing the characteristics of a heaving line;
- b. tying a heaving knot on a heaving line; and
- c. coiling and throwing a heaving line.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the characteristics and uses of a heaving line.	Interactive Lecture	5 min	C1-003 (pp. 124, 165 and 158)
TP2	Explain, demonstrate and have the cadets coil a line.	Demonstration and Performance	15 min	C1-003 (p. 119)
TP3	Explain, demonstrate and have the cadets tie a heaving knot and throw a heaving line.	Demonstration and Performance	30 min	C1-003 (p. 165)

5. **Time:**

- a. Introduction / Conclusion: 10 min
- b. Interactive Lecture: 5 min
- c. Demonstration and Performance: 45 min
- d. Total: 60 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to introduce the cadets to coiling and heaving a line.
- b. A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

7. **References:** C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.
8. **Training Aids:**
 - a. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for classroom / training area,
 - b. OHP transparency of a heaving knot,
 - c. OHP transparency of the steps to heaving a line,
 - d. Heaving line (one per five cadets),
 - e. Completed examples of a heaving knot, and
 - f. Targets.
9. **Learning Aids:** Heaving line (one per five cadets).
10. **Test Details:** N/A
11. **Remarks:** Nil.

EO C121.01

1. **Performance:** Whip the End of a Line using a West Country Whipping
2. **Conditions:**
 - a. Given:
 - (1) Whipping twine,
 - (2) Line,
 - (3) Cutting tool,
 - (4) Supervision and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall whip the end of a line using a West Country Whipping.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets whip the end of a line using a west country whipping.	Interactive Lecture	25 min	C1-002 (p. 76)

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Demonstration and Performance: 25 min
 - c. Total: 30 min
6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:**
 - a. A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa. ON.
 - b. C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*, London, England: Her Majesty's Stationery Office.
 - c. C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.
8. **Training Aids:**
 - a. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for classroom / training area,
 - b. Diagram of a West Country whipping,

- c. Line,
- d. Whipping twine,
- e. Spar or horizontal pole, and
- f. Example of West Country Whipping.

9. **Learning Aids:**

- a. One meter of line per cadet; and
- b. Whipping twine.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C121.02

1. **Performance:** Whip the End of a Line Using a Sailmaker's Whipping
2. **Conditions:**
 - a. Given:
 - (1) Whipping twine,
 - (2) Line,
 - (3) Cutting tool,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall whip the end of a line using a sailmaker's whipping.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets whip the end of a line using a sailmaker's whipping.	Demonstration and Performance	50 min	A1-004 A1-009 C1-002 (p. 84)

5. **Time:**

- | | |
|-----------------------------------|--------|
| a. Introduction / Conclusion: | 10 min |
| b. Demonstration and Performance: | 50 min |
| c. Total: | 60 min |

6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

7. **References:**

- a. A1-004 B-GN-181-105/FP-E00 Madison G.R., Chief of Maritime Staff (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON.
- b. A1-009 A-CR-CCP-004/PT-001 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 1*. Ottawa, ON.
- c. C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.

8. **Training Aids:**

- a. One metre of line,
- b. Whipping twine, and
- c. Example of completed Sailmaker's Whipping.

9. **Learning Aids:**

- a. One metre of line per cadet; and
- b. Whipping twine.

10. **Test Details:** N/A

11. **Remarks:** Schedule the two periods consecutively.

EO C121.03

1. **Performance:** Complete a Rolling Hitch
2. **Conditions:**
 - a. Given:
 - (1) One metre of line,
 - (2) Spar or pole,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Classroom or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall complete a rolling hitch.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets complete a rolling hitch.	Demonstration and Performance	25 min	A1-004 C1-002 (p. 130) C1-003 (p. 158)

5. **Time:**

- | | |
|-----------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Demonstration and Performance: | 25 min |
| c. Total: | 30 min |

6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

7. **References:**

- a. A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON.
- b. C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.
- c. C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for classroom / training area;
- b. Diagram of a rolling hitch,

- c. Line,
- d. A spar or horizontal pole, and
- e. Example of completed rolling hitch.

9. **Learning Aids:**

- a. One metre of line per cadet; and
- b. Several spars, posts or chairs.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C121.04

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

3. **Standard:** The cadet shall complete a marling hitch.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain, demonstrate and have the cadets complete a marling hitch.	Demonstration and Performance	25 min	A1-004 C1-002 C1-003 (p. 156)

5. **Time:**

- | | |
|-----------------------------------|--------|
| a. Introduction / Conclusion: | 5 min |
| b. Demonstration and Performance: | 25 min |
| c. Total: | 30 min |

6. **Substantiation:** A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

7. **References:**

- a. A1-004 B-GN-181-105/FP-E00 Maddison, G.R., Chief of Maritime Staff (1997). *CFCD 105 Fleet Seamanship Rigging and Procedures Manual*. Ottawa, ON.
- b. C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.
- c. C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for classroom / training area,
- b. One metre of line,

- c. Spar or horizontal pole,
- d. Diagram of the marling hitch, and
- e. Example of completed marling hitch.

9. **Learning Aids:**

- a. One metre of line per cadet; and
- b. Several spars / posts.

10. **Test Details:** Nil

11. **Remarks:** Nil.

PO 122

1. **Performance:** Participate in a Small Craft Operations Weekend
2. **Conditions:**
 - a. Given:
 - (1) Small craft,
 - (2) Personal Floatation Device (PFD),
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Sail centre or other appropriate venue venue in accordance with A-CR-CCP-030/PT-001, *Water Safety Orders*.
3. **Standard:** The cadet will participate in a small craft operation training weekend using one of the following platforms:
 - a. Dinghy sailboats,
 - b. Whalers, or
 - c. Powerboats (less than six meters in length and equipped with a single engine of 40hp or less).
4. **Remarks:** Nil.

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EO M122.01

1. **Performance:** Participate in a Discussion on a Small Craft Operations Weekend's Structure
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facilities to accommodate the entire group.
3. **Standard:** The cadet shall participate in a discussion on a small craft operations weekend, to include:
 - a. platform overview,
 - b. training site standard operating procedures (SOPs), and
 - c. schedule.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Give a general platform overview, to include: <ol style="list-style-type: none"> a. vessel type, b. vessel description, and c. training overview (rigging, launching, fuelling, etc). Note: Training overview will depend on training platform.	Interactive Lecture	15 min	C1-007 A1-015 A1-016 A1-010
TP2	Review the training site's SOPs highlighting: <ol style="list-style-type: none"> a. location, b. basic rules, and c. weekend expectations (weather, food, etc.). 	Interactive Lecture	5 min	Training sites SOPs
TP3	Give an overview of the weekend schedule, to include: <ol style="list-style-type: none"> a. timings (pick-up and drop off); and b. daily routine. 	Interactive Lecture	5 min	

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

6. **Substantiation:** An interactive lecture was chosen for this lesson to introduce the cadets to the structure of the small craft operations weekend.
7. **References:**
 - a. C1-007 ISBN 0-920232-17-5 / A-CR-CCP-009/PT-001 Donaldson, S. (1994). *Basic Sailing Skills*. Gloucester, ON: Canadian Yachting Association.
 - b. A1-010 A-CR-CCP-030/PT-001 D Cdts (2005). *Water Safety Orders*. Ottawa, ON.
 - c. A1-015 A-CR-050-SCO/PH-001 D Cdts (2005). *Cadets Small Craft Operator's Program (SCOP) Modules 2-7*. Ottawa, ON.
 - d. A1-016 A-CR-050-009/PH-001 D Cdts (2003). *Boatswain Trade Qualification Standard and Plan (QSP)*. Ottawa, ON.
8. **Training Aids:**
 - a. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for classroom / training area,
 - b. Markers, and
 - c. Training centre SOPs.
9. **Learning Aids.** Nil.
10. **Test Details:** Nil.
11. **Remarks:** There is no Instructional Guide for M122.01.

PO 123

1. **Performance:** Respond to Basic Forms of Naval Communications
2. **Conditions:**
 - a. Given:
 - (1) Supervision as required; and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any conditions.
3. **Standard:** IAW specified references, the cadet will:
 - a. Respond to and use basic naval terminology during the conduct of corps activities, when appropriate; and
 - b. Recognize the different pipes and respond to them.
4. **Remarks:** Nil.
5. **Complimentary Material:**
 - a. Complementary material under PO 123 is designed to enhance a cadet's understanding of the traditions of the Canadian Navy through a number of activities:
 - (1) EO C123.01 Read the 24-Hour Clock.
 - (2) EO C123.02 Recite the Phonetic Alphabet.
 - (3) EO C123.03 Participate in a Semaphore Exercise.
 - (4) EO C123.04 Ring the Ship's Bell.
 - b. Complementary training under PO 123 is limited to a total of nine periods conducted during sessions or on a supported day. Corps are not required to use all nine periods.

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EO M123.01

1. **Performance:** Define Basic Naval Terminology
2. **Conditions:**
 - a. Given:
 - (1) Diagrams of ships listing the parts;
 - (2) Supervision; and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facilities / training area large enough to accommodate entire group.
3. **Standard:** The cadet shall define basic naval terminology and recognize the importance of this terminology as a naval custom.

4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Explain the use of naval terminology.	Interactive Lecture	5 min	A1-007 (pp. 9-1 to 9-3 and 9A-1 to 9A-11)
TP2	Define naval terminology.	In-Class Activity	45 min	A1-007 (pp. 9-1 to 9-3 and 9A-1 to 9A-11) A1-008 (pp. 47 to 48)

5. **Time:**

- | | |
|-------------------------------|--------|
| a. Introduction / Conclusion: | 10 min |
| b. Interactive Lecture: | 5 min |
| c. In-Class Activity: | 45 min |
| d. Total: | 60 min |

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to basic naval terminology.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest among cadets about naval terminology.

7. **References:**

- a. A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.
- b. A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for classroom / training area;
- b. Markers;
- c. Tape;
- d. Paper;
- e. Jargon Jeopardy cue cards (Annex A to the Instructional Guide);
- f. Large cue cards; and
- g. Blue and white paper.

9. **Learning Aids:**

- a. Jargon Jeopardy game;
- b. Term-inator activity; and
- c. Term hunt activity.

10. **Test Details:** There is no formal assessment of this EO. Instructors will confirm the cadets' comprehension of the material during the activity and end of lesson check.

11. **Remarks:**

EO M123.02

1. **Performance:** Identify Pipes and the Correct Responses
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facilities / training area large enough to accommodate entire group.
3. **Standard:** The cadet shall identify the different pipes and the associated correct responses, to include:
 - a. General Call,
 - b. The Still, and
 - c. Carry On.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Demonstrate the following pipes: a. General Call, b. The Still, and c. Carry On.	Demonstration	5 min	A1-007 (p. 7)
TP2	Explain the purpose of each pipe, to include: a. General Call – the general call is used to gain the attention of the ship's company before passing an order; b. The Still – the still is used to pipe all hands to attention as a mark of respect, to order silence on occasions such as rounds, colours and sunset or to stop all work in the vicinity in order to prevent an accident; and c. Carry On – the carry on is piped after the reason for the still is completed.	Interactive Lecture	10 min	A1-007 (pp. 9-4 to 9-7)
TP3	Explain the required response to each pipe, to include: a. General Call or Still – When either pipe is heard, cadets should stop what they are doing, adopt the position of attention and listen for orders; and	Interactive Lecture	10 min	A1-007 (pp. 9-4 to 9-7)

TP	Description	Method	Time	Refs
	b. Carry On – The carry on is piped after the reason for the still is completed, and the cadet may continue with what they were doing before they heard the pipe.			

5. **Time:**

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

6. **Substantiation:**

- A demonstration was chosen for TP 1 as it allows the instructor to explain and demonstrate the General Call, Carry On and the Still.
- The interactive lecture method was chosen for TP 2 and TP 3 to introduce the cadets to pipes and how to respond to them.

7. **Reference:** A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.8. **Training Aids:**

- Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for classroom / training area,
- Markers,
- TV / VCR,
- Piping video, if available; and
- Boatswain's Call (one per class for demonstration purposes).

9. **Learning Aids:** Nil.10. **Test Details:** Nil.11. **Remarks:**

- Piping Videos available on the RCSU(P) Regional website: http://www.regions.cadets.ca/pac/seacad/resources/pipes_e.asp.

EO M123.03

1. **Performance:** Participate in a Review of Ship's Operations
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facilities / training area large enough to accommodate entire group.
3. **Standard:** The cadets shall participate in a review of ship's operations.
4. **Teaching Points:** Review ship's operations, to include:
 - a. naval terminology, and
 - b. boatswain pipes.
5. **Time:**

a.	Introduction / Conclusion:	5 min
b.	Games:	25 min
c.	Total:	30 min
6. **Substantiation:** An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest in ship's operations.
7. **References:**
 - a. A1-002 CMS / SO Heritage (2004). *Manual of Ceremony for HMC Ships, Submarines and Naval Reserve Divisions*. Ottawa, ON.
 - b. A1-007 A-CR-CCP-004/PT-002 D Cdts (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.
 - c. A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.
 - d. C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.
8. **Training Aids:**
 - a. Crossword puzzle (Annex A to the Instructional Guide);
 - b. Naval terminology word search handout (Annex C to the Instructional Guide),
 - c. Quiz cards (Annex D to the Instructional Guide), and
 - d. Pencils / pens.

9. **Learning Aids:**

- a. Crossword puzzle, one per cadet, and
- b. Naval terminology word search handout, one per cadet.

10. **Test Details:** Nil.

11. **Remarks:** Activities from EO M123.01 and EO M123.02 may also be used for this lesson.

EO C123.01

1. **Performance:** Read the 24-hour Clock
2. **Conditions:**
 - a. Given:
 - (1) Diagram of 24-hour clock,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facilities / training area large enough to accommodate entire group.
3. **Standard:** The cadet shall read the 24-hour clock and convert conventional time into 24-hour time.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe the 24-hour clock and how it works.	Interactive Lecture	10 min	A1-008 (p. 25)
TP2	Conduct an activity on the 24-hour clock.	In-Class Activity	15 min	

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Interactive Lecture: 10 min
 - c. In-Class Activity: 15 min
 - d. Total: 30 min
6. **Substantiation:**
 - a. An interactive lecture was chosen for TP 1 and to orient the cadets to the 24-hour clock.
 - b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest about the 24-hour clock.
7. **Reference:** A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.
8. **Training Aids:**
 - a. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for classroom / training area;
 - b. Markers,

- c. Picture of the 24-hour clock (Annex A of the Instructional Guide); and
- d. Time cards (Annex B to the Instructional Guide).

9. **Learning Aids:**

- a. Picture of the 24-hour clock (Annex A of the Instructional Guide); and
- b. Time cards to be used for Time for a Challenge activity and Time to Remember activity (Annex B of the Instructional Guide).

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C123.02

1. **Performance:** Recite the Phonetic Alphabet
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facilities / training area large enough to accommodate entire group.
3. **Standard:** The cadet shall recite the phonetic alphabet.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Discuss the use of the phonetic alphabet.	Interactive Lecture	5 min	
TP2	Recite the phonetic alphabet.	Interactive Lecture	20 min	A1-008 (p. 252)
TP3	Conduct an activity on the phonetic alphabet.	In-Class Activity	25 min	

5. **Time:**

a. Introduction / Conclusion:	10 min
b. Interactive Lecture:	25 min
c. In-Class Activity:	25 min
d. Total:	60 min
6. **Substantiation:**
 - a. An interactive lecture was chosen for TP 1 and TP 2 to orient the cadets to the phonetic alphabet.
 - b. An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest about the phonetic alphabet.
7. **References:**
 - a. A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.
 - b. C1-014 National Aeronautics and Space Administration. Retrieved 21 April 2006 from <http://www.grc.nasa.gov/WWW/MAEL/ag/phonetic.htm>.

8. **Training Aids:**

- a. Presentation aids (eg, whiteboard / flipchart / OHP / multimedia projector) appropriate for classroom / training area,
- b. Markers,
- c. Pens or pencils,
- d. Phonetic alphabet picture, located at Attachment A,
- e. Phonetic Alphabet Crossword Puzzle, located at Attachment B,
- f. Phonetic Alphabet Word Search, located at Attachment C, and
- g. Memory cards, located at Attachment D.

9. **Learning Aids:**

- a. Phonetic Alphabet Crossword Puzzle, located at Attachment B,
- b. Phonetic Alphabet Word Search, located at Attachment C, and
- c. Memory cards, located at Attachment D.

10. **Test Details:** Nil.

11. **Remarks:** Nil.

EO C123.03

1. **Performance:** Participate in a Semaphore Exercise
2. **Conditions:**
 - a. Given:
 - (1) Semaphore code handout,
 - (2) Paper supplies to create sets of semaphore flags,
 - (3) Supervision, and
 - (4) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facilities / training area large enough to accommodate entire group.
3. **Standard:** The cadet shall participate in a semaphore exercise, to include:
 - a. creating semaphore flags;
 - b. practicing using semaphore code; and
 - c. calling and answering semaphore messages.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Define semaphore.	Interactive Lecture	5 min	A1-008 (p. 264)
TP2	Have the cadets create semaphore flags.	In-Class Activity	30 min	
TP3	Demonstrate semaphore code.	Demonstration	10 min	C1-003 (pp. 357 and 359, p. 349)
TP4	Conduct an activity to allow cadets to practice semaphore. Split the code into the following sections: <ol style="list-style-type: none"> a. alpha – golf, b. hotel - november, c. oscar – sierra, d. tango – victor, e. whiskey – zulu, and f. direction sign, error sign, break sign and numeral sign. 	Demonstration and Performance	60 min	C1-003 (pp. 357 and 359, p. 349)

TP	Description	Method	Time	Refs
TP5	Demonstrate and have cadets practice calling and answering semaphore messages.	Demonstration and Performance	30 min	

5. **Time:**

a.	Introduction / Conclusion:	15 min
b.	Interactive Lecture:	5 min
c.	In-Class Activity:	30 min
d.	Demonstration:	10 min
e.	Demonstration and Performance:	80 min
f.	Total:	140 min

6. **Substantiation:**

- a. An interactive lecture was chosen for TP 1 to orient the cadets to the phonetic alphabet.
- b. An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest about the phonetic alphabet.
- c. A demonstration was chosen for TPs 3 as it allows the instructor to explain and demonstrate the proper way to perform semaphore.
- d. A demonstration and performance was chosen for TP 4 and 5 as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.

7. **References:**

- a. A1-008 A-CR-CCP-004/PT-001 CCP-1004 D Cdts (1977). *Royal Canadian Sea Cadet Manual*. Ottawa, ON.
- b. C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

8. **Training Aids:**

- a. Flag diagram (Annex A to the Instructional Guide),
- b. Diagram of semaphore code (Annex B to the Instructional Guide),
- c. Scissors, and
- d. Pencil crayons or markers.

9. **Learning Aids:**

- a. Flag diagram (Annex A to the Instructional Guide),
- b. Diagram of semaphore code (Annex B to the Instructional Guide),
- c. Paper,

- d. Scissors, and
- e. Pencil crayons or markers for colouring the flags.

10. **Test Details:** Nil.

11. **Remarks:**

- a. It is suggested that the phonetic alphabet be taught before semaphore. Cadets can work in pairs and practice signalling to each other.
- b. The following websites were consulted when developing this lesson:
 - (1) www.navy.gc.ca/mspa_youth/youth_sc_intro_e.asp;
 - (2) www.anbg.gov.au/images/flags/misc/semaphore.gif; and
 - (3) www.navy.forces.gc.ca/mspa_youth_sc_sema2_e.asp.

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EO C123.04

1. **Performance:** Ring the Ship's Bell
2. **Conditions:**
 - a. Given:
 - (1) Ship's bell,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facilities / training area large enough to accommodate entire group and ship's bell.
3. **Standard:** The cadet shall ring the ship's bell.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	History of the ship's bell.	Interactive Lecture	5 min	C1-003 (pp. 336 and 371) A1-002 (p. 4-4-2)
TP2	Explain, demonstrate and have the cadets ring the ship's bell.	Demonstration and Performance	20 min	

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Interactive Lecture: 5 min
 - c. Demonstration and Performance: 20 min
 - d. Total: 30 min
6. **Substantiation:**
 - a. An interactive lecture was chosen for TP 1 to orient the cadets to the ship's bell.
 - b. A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate the skill the cadets are expected to acquire while providing an opportunity for the cadets to practice the skill under supervision.
7. **References:**
 - a. A1-001 - Veteran Affairs Canada. (2006) Retrieved 24 March 2006, from www.vac-acc.gc.ca.
 - b. A1-002 CMS / SO Heritage (2004). *Manual of Ceremony for HMC Ships, Submarines and Naval Reserve Divisions*. Ottawa, ON.

- c. A1-005 - CFB Esquimalt Naval & Military Museum. Retrieved 24 March 2006, from www.navalandmilitary.org/resource_pages/sailor_life/ships_bell.html
- d. C1-003 ISBN 11-770973-5 (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.

8. **Training Aids:** Ship's bell.

9. **Learning Aids:** Ship's bell.

10. **Test Details:** Nil.

11. **Remarks:** This lesson should be conducted in an area where the cadets can practice ringing the ship's bell and not disturb training being carried out around them.

PO 125

1. **Performance:** Participate in a Nautical Training Weekend
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Appropriate to activity IAW EO C125.02A or EO C125.02B.
3. **Standard:** Cadets shall participate in a nautical training weekend to:
 - a. reinforce mandatory and / or complementary phase training,
 - b. allow cadets to participate in naval aspects of the CF or maritime community / industry, and
 - c. provide a hands-on opportunity that introduces new skills / knowledge.
4. **Remarks:**
 - a. This PO can be achieved through completion of one of the following:
 - (1) EO C125.02A (Perform Small Craft / Vessel Duties While Underway). This option is seen to best meet the intention of this PO and should be given priority; or
 - (2) EO C125.02B (Participate in a Nautical Activity). This option may be used to achieve the PO should an activity that meets the criteria of EO C125.02A not be available.
 - b. The activity to be conducted during this weekend shall be identified by the corps CO in collaboration with detachment / RCSU staff.
5. **Complementary Material:** PO 125 is a complementary package designed to provide additional opportunities for cadets to employ and enhance their nautical skills / knowledge.

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EO C125.01

1. **Performance:** Prepare for a Nautical Training Weekend
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facilities or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall prepare for a nautical weekend, to include:
 - a. the activities / skills to be completed; and
 - b. the general weekend structure; to include:
 - (1) schedule, and
 - (2) training site standard operating procedures (SOPs).
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Review skills to be practiced during the nautical training weekend.	Interactive Lecture	15 min	
TP2	Review the training site SOPs, highlighting: <ol style="list-style-type: none"> a. the location, b. the basic rules, and c. the weekend expectations (weather, sleeping arrangements, food, etc). 	Interactive Lecture	5 min	
TP3	Provide an overview of the nautical training weekend schedule, to include: <ol style="list-style-type: none"> a. timings (pick up and drop-off), and b. daily routine. 	Interactive Lecture	5 min	

5. **Time:**
 - a. Introduction / Conclusion: 5 min
 - b. Interactive Lecture: 25 min
 - c. Total: 30 min
6. **Substantiation:** An interactive lecture was chosen for this lesson to orient the cadets to the nautical training weekend and give an overview of the expectations and training to be completed.

7. **References:**

- a. A1-010 A-CR-CCP-030/PT-001 D Cdts 4. (2005). Water safety orders. Ottawa, ON: Department of National Defence.
- b. A1-023 A-CR-CCP-601/PG-001 D Cdts 4. (2006). *Phase one QSP*. Ottawa, ON: Department of National Defence.

8. **Training Aids:**

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

9. **Learning Aids:** Nil.

10. **Test Details:** Nil.

11. **Remarks:**

- a. The content of this EO will vary depending on the activity chosen from EO C125.01A (Perform Small Craft / Vessel Duties While Underway) or EO C125.01B (Participate in a Nautical Activity).
- b. Instructors shall contact the training site prior to this lesson to obtain a copy of the SOPs.

EO C125.02A

1. **Performance:** Perform Small Craft / Vessel Duties While Underway
2. **Conditions:**
 - a. Given:
 - (1) Fully equipped small craft / vessel,
 - (2) Supervision, and
 - (3) Assistance as required
 - b. Denied: Nil.
 - c. Environmental: Onboard a small craft / vessel while underway.
3. **Standard:** Cadets shall perform duties related to the operation of a small craft / vessel.
4. **Teaching Points:**
 - a. The TPs will be dependant on, and specific to the small craft / vessel. Instructors shall ensure all TPs contribute to the standard of this EO.
 - b. Examples of TPs may include, but are not limited to:
 - (1) helming duties,
 - (2) crewing duties (bridge, lookout, etc),
 - (3) emergency response (eg, POB, fire, flood),
 - (4) berthing / slipping,
 - (5) anchor handling,
 - (6) line handling,
 - (7) ropework (eg, knots, hitches, bends, splicing), and
 - (8) vessel familiarization training.
5. **Time:**
 - a. Introduction / Conclusion: 20 min
 - b. Practical Activity: (4–6 hrs / day)
 - c. Total: Weekend
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to introduce cadets to small craft / vessel duties, and it allows the cadets to experience these duties in a safe and controlled environment. This nautical activity contributes to the development of small craft / vessel skills and knowledge in a fun and challenging setting.
7. **References:** A1-010 A-CR-CCP-030/PT-001 D Cds 4. (2005). *Water safety orders*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Training aids required will depend on the activity conducted under this EO.

9. **Learning Aids:** Learning aids required will depend on the activity conducted under this EO.
10. **Test Details:** Nil.
11. **Remarks:**
- a. Acceptable activities for this EO include, but are not limited to:
 - (1) PO 122 (Participate in a Small Craft Operations Weekend);
 - (2) Small Craft Operations Program training (excluding Modules 1 and 2);
 - (3) Canadian Coast Guard / CF / Commercial vessel day sail;
 - (4) charter vessel day sail;
 - (5) keelboat sailing at a yacht / sailing club;
 - (6) canoeing / kayaking;
 - (7) wind surfing; and
 - (8) ice boat sailing.
 - b. Activities that would not meet the criteria for this EO include, but are not limited to:
 - (1) surfing,
 - (2) water skiing,
 - (3) snorkelling,
 - (4) radio-controlled sailboats, and
 - (5) ship / vessel tours.
 - c. Instructors must verify the training aids and learning aids required prior to conducting the activity.

EO C125.02B

1. **Performance:** Participate in a Nautical Activity
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required
 - b. Denied: Nil.
 - c. Environmental: Suitable facilities or training area large enough to accommodate the entire group.
3. **Standard:** Cadets shall participate in a nautical activity to:
 - a. reinforce mandatory and / or complementary training;
 - b. allow cadets to participate in naval aspects of the CF or maritime community / industry; and
 - c. provide a hands-on opportunity that introduces new skills / knowledge.
4. **Teaching Points:** The TPs will be dependant on, and specific to the small craft / vessel. Instructors shall ensure all TPs contribute to the standard of this EO.
5. **Time:**
 - a. Introduction / Conclusion: 20 min
 - b. Practical Activity: (4–6 hrs / day)
 - c. Total: Weekend
6. **Substantiation:** A practical activity was chosen for this lesson as it is an interactive way to introduce cadets to a nautical activity, and it allows the cadets to experience this activity in a safe and controlled environment. This nautical activity contributes to the development of skills and knowledge in a fun and challenging setting.
7. **References:** A1-010 A-CR-CCP-030/PT-001 D Cdts 4. (2005). *Water safety orders*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Training aids required will depend on the activity conducted under this EO.
9. **Learning Aids:** Learning aids required will depend on the activity conducted under this EO.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. This EO shall only be conducted if training IAW EO C125.02A (Perform Small Craft / Vessel Duties While Underway) is not possible.
 - b. Acceptable activities for this EO include, but are not limited to:
 - (1) alongside ship training,
 - (2) damage control training,
 - (3) simulators (eg, bridge, sailing),

- (4) SCUBA diving (as per CATO 14-10),
 - (5) marine search and rescue (SAR) exercises,
 - (6) specialized seamanship training seminars (eg, rigging repair, sail making / repair, basic marine motor maintenance),
 - (7) on the job training (eg, dockyards, naval reserve divisions, CCG), and
 - (8) sea survival training (eg, CCG, CF).
- c. Activities that would not meet the criteria for this EO include, but are not limited to:
- (1) tours,
 - (2) swimming,
 - (3) boat shows,
 - (4) model building, and
 - (5) viewing of competitions / events.
- d. Instructors must verify the training aids and learning aids required prior to conducting the activity.

SEAMANSHIP INTER-DIVISIONAL COMPETITION (SIDC)

1. **Performance:** Participate in a Seamanship Inter-Divisional Competition
2. **Conditions:**
 - a. Given:
 - (1) minimum of one period during the training session prior to the event for divisions to plan and prepare as a team;
 - (2) supervision; and
 - (3) assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Suitable classroom facilities/training area large enough to accommodate entire group.
3. **Standard:** In accordance with specified references the cadet shall participate in an inter-divisional seamanship competition, to include:
 - a. coiling and heaving a line;
 - b. calling and responding to Pipes;
 - c. tying knots, bends and hitches;
 - d. completing a short splice;
 - e. completing a common whipping;
 - f. answering trivia questions;
 - g. rigging sheer legs;
 - h. building a ship model; and
 - i. team building activities.
4. **Teaching Points:** Nil.
5. **Time:**

a. Divisional Planning/Preparation:	30 min
b. Activity:	540 min (2 days)
c. Total Time:	570 min
6. **Substantiation:** The practical activity will verify the cadets' understanding of the material and will allow them to apply the knowledge acquired during the Direct Learning component. The cadets will complete the exercise under direction and supervision.
7. **References:**
 - a. A1-007 A-CR-CCP-004/PT-002 D Cdts. (1983). *Royal Canadian Sea Cadets Manual Volume 2*. Ottawa, ON.
 - b. A1-013 The Navy. www.navy.gc.ca.

- c. C1-002 (ISBN 0-7858-1446-9). Pawson, D. (2001). *Pocket Guide to Knots and Splices*. Edison, NJ: Charwell Books, Inc.
- d. C1-003 (ISBN 11-770973-5). (1972). *Admiralty Manual of Seamanship 1964 Volume 1*. London, England: Her Majesty's Stationery Office.
- e. C1-005 (ISBN 0-07-134984-7) West, E. (1999). *The Big Book of Icebreakers: Quick, Fun Activities for Energizing Meetings and Workshops*. New York: McGraw-Hill, Inc.
- f. C1-006 (ISBN 0-8403-5682-X). Rohnke, K. (1984). *A Guide to Initiative Problems, Adventure Games and Trust Activities: Silver Bullets*. Iowa: Kendall/Hunt Publishing Company.

8. Training Aids:

- a. Heaving line:
 - (1) heaving line;
 - (2) target x 2;
 - (3) whistle;
 - (4) scoring sheet; and
 - (5) pencil;
- b. Whipping and splicing:
 - (1) whistle;
 - (2) scoring sheet; and
 - (3) pencil; and
- c. Trivia:
 - (1) Option 1:
 - (a) six-foot table (or suitable sitting area);
 - (b) chairs (or suitable sitting area);
 - (c) whistle;
 - (d) list of questions;
 - (e) scoring sheet; and
 - (f) pencil; and
 - (2) Option 2:
 - (a) six-foot table x 2 (or suitable sitting area);
 - (b) chairs (or suitable sitting area);
 - (c) buzzer;
 - (d) question board;
 - (e) list of questions;

- (f) whistle;
 - (g) scoring sheet; and
 - (h) pencil;
- d. Boatswain call:
 - (1) boatswain call cards;
 - (2) bag/hat;
 - (3) whistle;
 - (4) scoring sheet; and
 - (5) pencil;
- e. Knots, bends and hitches:
 - (1) six-foot table;
 - (2) bag/hat;
 - (3) task cards;
 - (4) whistle;
 - (5) scoring sheet; and
 - (6) pencil;
- f. Sheer legs:
 - (1) scoring sheet; and
 - (2) pencil;
- g. Ship model:
 - (1) scoring sheet; and
 - (2) pencil;
- h. Team building activity:
 - (1) 2 pieces of line (4 m); and
 - (2) blindfolds (one per cadet); and
- i. Final event:
 - (1) boatswain pipe (equal to the number of divisions);
 - (2) 1 m of line (equal to the number of divisions);
 - (3) task cards (sets equal to the number of divisions);
 - (4) heaving line (equal to the number of divisions);
 - (5) single blocks (equal to the number of divisions);

- (6) double blocks (equal to the number of divisions);
- (7) 12 mm manila (17 m) (equal to the number of divisions);
- (8) small box (equal to the number of divisions);
- (9) target (equal to the number of divisions);
- (10) secret message cards (sets equal to the number of divisions); and
- (11) 1 staff member/senior cadet per station per team.

9. **Learning Aids:**

- a. Heaving line;
- b. Whipping and splicing:
 - (1) 1 m of line per Phase One and Two cadet;
 - (2) spool of whipping twine;
 - (3) knife; and
 - (4) 1 m of 3 strand line per Phase One and Two cadet;
- c. Boatswain call:
 - (1) boatswain call; and
 - (2) boatswain call card;
- d. Knots, bends and hitches:
 - (1) 1 m of line; and
 - (2) 1 small spar/dowel;
- e. Sheer legs:
 - (1) hard hat (1 per cadet);
 - (2) 2 x wooden spars (4 to 4.5 m);
 - (3) 12 mm manila line (9 m);
 - (4) 5 x steel spikes with eyelets 5 cm from the top (1 m);
 - (5) 1 roll of whipping twine;
 - (6) a suitable load (min 18 kg);
 - (7) 1 steel spike with 2 eyelets (1.2 m);
 - (8) 1 staff member/senior cadet;
 - (9) 2 x single blocks (12.5 cm);
 - (10) 16 mm manila line (68 m);
 - (11) 12 mm manila line strop (12 mm);

- (12) 1 double block (10 cm);
 - (13) 1 single block c/w becket (10 cm);
 - (14) 12 mm manila (17 m);
 - (15) 2 x 12 mm manila strops (0.5 m);
 - (16) 4 x double blocks (10 cm);
 - (17) 4 x single blocks (12.5 cm);
 - (18) 4 x 12 mm manila strops;
 - (19) 2 x double blocks (12.5 cm);
 - (20) 1 x single block c/w becket (12.5 cm);
 - (21) 12 mm manila (30 m); and
 - (22) 12 mm manila strop (0.5 m);
- f. Ship model:
- (1) 1 sheet of black bristol board;
 - (2) 1 sheet of grey bristol board;
 - (3) 1 pair of scissors;
 - (4) 1 roll of Scotch tape;
 - (5) paper clips;
 - (6) ship pictures;
 - (7) 1 package of permanent markers; and
 - (8) 1 stick of paper glue;
- g. Team building activity:
- (1) Most Like Me Activity Sheet (one per cadet);
 - (2) pencil (one per cadet);
 - (3) 2 pieces of line (4 m); and
 - (4) blindfolds (one per cadet); and
- h. Final event:
- (1) boatswain pipe (equal to the number of divisions);
 - (2) 1 m of line (equal to the number of divisions);
 - (3) task cards (sets equal to the number of divisions);
 - (4) heaving line (equal to the number of divisions);
 - (5) single blocks (equal to the number of divisions);

- (6) double blocks (equal to the number of divisions);
- (7) 12 mm manila (17 m) (equal to the number of divisions);
- (8) small box (equal to the number of divisions);
- (9) target (equal to the number of divisions);
- (10) secret message cards (sets equal to the number of divisions); and
- (11) 1 staff member/senior cadet per station per team.

10. **Test Details:** Nil.

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

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

INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

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

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

INSTRUCTIONAL METHODOLOGIES AND THEIR APPLICATIONS

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

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>CASE STUDY Cadets are given a written problem, situation or scenario, to which they respond either individually or as a group in order to achieve a performance objective. The problem situation or scenario should match the experience level of the cadets and they should be given enough time either before or during the instructional period to analyze it. Responses to the case should be recorded under four headings: Facts, Assumptions, Problems and Solutions</p>	<p>1. Learning principles, attitudes and concepts.</p>	<p>1. Effective application of teaching principles instead of “preaching” . 2. Cadets can help each other learn. 3. High energy and perfect demonstrations. 4. Can be easily related to a real life situation in the past and for future applications.</p>	<p>1. Must be well organized and facilitated in order to ensure learning takes place.</p>
<p>DEMONSTRATION AND PERFORMANCE Cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor. A good example of this is drill instruction, where cadets are shown a movement and given the opportunity to practice and perform it.</p>	<p>Demonstration Method</p> <ol style="list-style-type: none"> 1. To teach manipulative hands-on operations or procedures. 2. To teach troubleshooting. 3. To illustrate principles. 4. To teach operation or functioning of equipment. 5. To teach teamwork. 6. To set standards of workmanship. 7. To teach safety procedures. 	<p>Demonstration Method</p> <ol style="list-style-type: none"> 1. Minimizes damage and waste. 2. Saves time. 3. Can be presented to large groups. 	<p>Demonstration Method</p> <ol style="list-style-type: none"> 1. Requires careful preparation and rehearsal. 2. Requires special classroom arrangements. 3. Requires equipment and aids.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>Performance Method</p> <p>A method in which the cadet is required to perform, under controlled conditions, the operations, skill or movement being taught.</p>	<p>Performance Method</p> <ol style="list-style-type: none"> To teach manipulative hands-on operations or procedures. To teach operations or functioning of equipment. To teach team skills. To teach safety procedures. 	<p>Performance Method</p> <ol style="list-style-type: none"> Builds confidence. Enables learning evaluation. Reduces damage and waste. Promotes safety. 	<p>Performance Method</p> <ol style="list-style-type: none"> Requires tools and equipment. Requires large blocks of time. Requires more instructors.
<p>EXPERIENTIAL LEARNING</p> <p>Learning in the cadet program is centred on experiential learning. This involves learning knowledge and skills from direct experience. People learn best from their own experiences and can then apply the knowledge and skills in new situations. The four stages of the cycle may be considered and applied to all activities within the Cadet Program, regardless of methodology chosen.</p> <p>Stage 1: Concrete Experience:</p> <p>Cadets have an experience and take time to identify and define what the experience is. Sample activities: direct observations, simulations, field trips, and reading.</p> <p>Stage 2: Reflective Observation:</p> <p>Cadets need to reflect on and examine what they saw, felt and thought while they were having the experience. Sample activities: discussion, journals / logs, and graphs.</p> <p>Stage 3: Abstract Conceptualization:</p> <p>Cadets work to understand and make connections from the experience to new or different situations. Sample activities: interview, discussion, model building, analogies and planning.</p>	<ol style="list-style-type: none"> To teach practical skills. To learn how to learn. To teach transferable skills. To teach the process or principle. To teach problem solving. 	<ol style="list-style-type: none"> Knowledge is shared and created by everyone. Everyone is actively involved in the teaching – learning process. Numerous resources are used. Cadet based. 	<ol style="list-style-type: none"> Many resources are required (may be expensive). Needs a lot of planning, preparation and organization prior to activity. The instructor must master the subject developed. Instructor needs very good pedagogical skills. May not be a good process for learning details.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>Stage 4: Active Experimentation: Cadets look ahead to and plan the application of skills and knowledge acquired to future experience. Sample activities include: simulation, fieldwork. Note: The cycle is ongoing as each learning experience builds on another.</p>			
<p>FIELD TRIP Theoretical knowledge is reinforced through participation in an activity in a real-life setting. Prior planning helps to ensure all pre-training and safety standards are met. Field trip activities are planned and carried out to achieve clear instructional objectives that are understood by the cadets. Examples can include trips to areas of local interest, flying / gliding, hiking or sailing.</p>	<ol style="list-style-type: none"> 1. Awareness of historical situations. 2. Can be used in conjunction with many other instructional methods. 3. To introduce / illustrate and confirm topics. 	<ol style="list-style-type: none"> 1. Immerse cadets in a specific environment. 	<ol style="list-style-type: none"> 1. May be difficult to control. 2. Needs much organization and preparation. 3. May have cost involved.
<p>GAME Games are used with one or more participants to practice skills, apply strategies and enhance teams. It is critical that the game supports learning through the provision of a challenging activity that allows for the skill practice or knowledge confirmation. Games are a fun and interesting way to introduce a topic, expand cadets' understanding knowledge of topic or review material.</p>	<ol style="list-style-type: none"> 1. Practical situations. 2. Discovery of concepts and principles. 3. Review and confirmation. 4. Games include rules and assessment. 	<ol style="list-style-type: none"> 1. Fun, interesting. 2. Creates ownership. 3. Highly participative. 4. Many resources involved. 	<ol style="list-style-type: none"> 1. May stratify the group by creating a winner and a loser. 2. May be difficult to providing instructor feedback.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>GROUP DISCUSSION Cadets discuss issues, share knowledge, opinions and feelings about a topic in small groups to a specific goal. The instructor's questioning is flexible and minimal, and aims at encouraging cadets to explore their own experiences and opinions through peer interaction.</p>	<ol style="list-style-type: none"> To develop imaginative solutions to problems. To stimulate thinking and interest and to secure cadet participation. To emphasize main teaching points. To supplement lectures. To determine how well cadets understand the concepts and principles. To prepare cadets for application of theory or procedure. To summarize, clarify points or review. To prepare cadets for instruction that will follow. To determine cadet progress and effectiveness of prior instruction. 	<ol style="list-style-type: none"> Increases cadet interest. Increases cadet acceptance and commitment. Utilizes cadet knowledge and experience. Results in more permanent learning because of the high degree of cadet participation / cognitive involvement. 	<ol style="list-style-type: none"> Requires highly skilled instructors. Required preparation by cadets. Limits contents. Consumes time. Restricts size of group. Requires selective group composition.
<p>IN-CLASS ACTIVITY In-class activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce instructional topics or to introduce cadets to new experiences. In-class activities should provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives. Examples of these activities include learning stations, videos, brainstorming / debating.</p>	<ol style="list-style-type: none"> To reinforce instructional topics. To orient cadets to the subject. To introduce a subject. To give direction on procedures. To present basic material. To introduce a demonstration, discussion or performance. To illustrate the application of rules, principles or concepts. To review, clarify, empathize or summarize. 	<ol style="list-style-type: none"> To provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives. Permits flexibility with class size. Requires less rigid space requirements. Permits adaptability. Permits versatility. Permits better control over content and sequence. 	<ol style="list-style-type: none"> Encourages cadet passiveness. Difficult to gauge cadet reaction. Takes time to prepare.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>INTERACTIVE LECTURE The instructor-driven methodology combines both lecture and interaction to meet lesson objectives. Lecture portions of the lesson are offset with relevant activities such as videos with discussion, games to confirm and completion of handouts.</p>	<ol style="list-style-type: none"> To orient cadets to the subject. To introduce a subject. To give instruction on procedures. To present basic material. To illustrate the application of rules, principles or concepts. To review, clarify, empathize or summarize. 	<ol style="list-style-type: none"> Saves time. Permits flexibility of class size. Requires less rigid space requirements. Permits adaptability. Permits versatility. Permits better control over content and sequence. 	<ol style="list-style-type: none"> Involves one-way communication. Poses problems in skill teaching. Encourages passive behaviour. Difficult to gauge cadet reaction. Requires highly skilled instructors. Requires a high level of concentration from the cadets.
<p>LECTURE This is a formal or semi-formal discourse in which the instructor presents a series of events, facts, principles, explores a problem or explains relationships.</p>	<ol style="list-style-type: none"> To orient cadets to the subject. To introduce a subject. To give instruction on procedures. To present basic material. To illustrate the application of rules, principles or concepts. To review, clarify, empathize or summarize. 	<ol style="list-style-type: none"> Proficient oral skills are required. Useful for big groups. Saves time because of fewer interruptions. 	<ol style="list-style-type: none"> Should have a clear introduction and conclusion. Cadets may be passive and uninvolved.
<p>PRACTICAL ACTIVITY Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives.</p>	<ol style="list-style-type: none"> Review. In practical situations such as leadership development, parade appointments, etc. To introduce a subject. 	<ol style="list-style-type: none"> Encourage participation by cadets. Stimulate interest in the subject. Maintain relevance to the performance objectives. Fun and interesting. Creates ownership. Highly participative in small groups. Many resources involved. 	<ol style="list-style-type: none"> Extensive supervision is required to ensure proper content is covered. Takes time to prepare. Not suitable for large groups.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>PROBLEM-BASED LEARNING Cadets analyse a problem, apply the steps in the problem solving method and work toward solving the problem in small groups. Problem-based learning requires cadets to participate and interact with each other while developing critical thinking skills. Instructors choose problem that stimulate thought, reinforce learning and relate to the cadets' interest and needs. Throughout the exercise, instructors pose thought-provoking questions and guide cadets without influencing their decisions.</p>	<ol style="list-style-type: none"> 1. Review. 2. In practical situations such as leadership development, parade appointments, etc. 	<ol style="list-style-type: none"> 1. Encourage participation by cadets. 2. Stimulate interest in the subject. 3. Maintain relevance to the performance objectives. 4. Many resources involved. 	<ol style="list-style-type: none"> 1. Critical thinking skills are required. 2. Broad knowledge of the subject matter is required.
<p>ROLE-PLAY Cadets are assigned roles requiring them to interact with others in responding to various realistic situations. The instructor identifies the purpose of the role-play, provides the cadets with enough background information to help them accurately play their assigned role, and motivates them to become more fully involved in the activity. De-brief after the role-play is essential to connect the activity with the PO / EO.</p>	<ol style="list-style-type: none"> 1. Skills associated with social systems or human interactions; practical situations eg. <i>Positive Social Relations for Youth</i> discipline issues, behaviour on the range, leadership, instructional techniques. 2. Attitudinal objectives. 	<ol style="list-style-type: none"> 1. High participation, interactive delivery and may lead to discussions. 2. Experience is developed in a supportive environment. 3. Can be very versatile depending on application eg, introduce a topic, mid-stage learning or as confirmation. 	<ol style="list-style-type: none"> 1. Participants can be easily sidetracked, need for good preparation and controls must be set appropriately. 2. Competence, experience and prepared instructors required.

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