



ROYAL CANADIAN SEA CADETS

PHASE ONE – QUALIFICATION STANDARD AND PLAN

(ENGLISH)

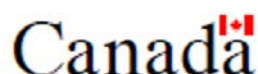
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FOREWORD AND PREFACE

1. **Issuing Authority.** This Qualification Standard and Plan (QSP) A-CR-CCP-601/PG-001 was developed under the authority of the Commander, Cadets and Junior Canadian Rangers in accordance with Cadet Administrative and Training Order (CATO) 11-03, *Cadet Program Mandate*, CATO 11-04, *Cadet Program Outline* and CATO 31-03, *Sea Cadet Program Outline*, and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this QSP was in accordance with the performance-oriented concept of training outlined in the A-P9-050 Series, *Canadian Forces Individual Training and Education System*, with modifications to meet the needs of the Canadian Cadet Organization (CCO).
3. **Purpose of the QSP.** The QSP is to be used by Royal Canadian Sea Cadet Corps to conduct Phase One, as outlined in CATO 11-04, *Cadet Program Outline* and CATO 31-03, *Sea Cadet Program Outline*.
4. **Suggested Changes.** Suggested changes to this document can be forwarded to cadettraining@canada.ca

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CHAPTER 1

GENERAL

AIM

1. The aim of Phase One is to provide a Sea Cadet with the introductory knowledge and practical experience required to participate in corps activities as a member of a team.

PROGRAM DESIGN

2. The Phase One Program has been designed:
 - a. assuming that the majority of first year cadets are between 12 and 14 years of age;
 - b. using age-appropriate learning strategies;
 - c. by providing a programming mix consisting of mandatory and complementary training;
 - d. to include training which is experiential and skill-based, with a lesser focus on theoretical knowledge; and
 - e. assuming that learning will take place through a combination of programmed periods of instruction, unstructured discussions, teachable moments, and coaching / mentoring opportunities.
3. Each phase is composed of performance objectives (POs) subdivided into enabling objectives (EOs).

PERFORMANCE OBJECTIVES

4. PO numbers are usually made up of three digits:
 - a. The first digit indicates the phase level (eg, 'X' represents Phase One to Four, '1' represents Phase One, '2' represents Phase Two, etc.).
 - b. The second and third digits indicate the topic area (eg, '00' represents Positive Social Relations for Youth, '01' represents Citizenship, '02' represents Community Service, etc.).
5. EO numbers are usually made up of six digits (eg, EO M103.01):
 - a. The first digit is either an 'M', which indicates mandatory training, or a 'C', which indicates complementary training.
 - b. The second, third and fourth digits indicate the PO as per para 4.
 - c. The fifth and sixth digits indicate the specific EO number (eg, EO M103.01 is the first mandatory EO in Phase One leadership).
 - d. Some EOs have a seventh digit, which indicates there is a selection of EOs to choose from (eg, EOs MX01.01A, MX01.01B, MX01.01C, etc. indicates corps can choose any one of these EOs to satisfy the requirements of mandatory Citizenship training).
6. Each PO has been developed to contribute directly to the program aim and participant outcomes detailed in CATO 11-03, *Cadet Program Mandate*. The following are summaries of the POs common to all elements of the CP (allocated POs numbered 100 to X20) and the POs specific to Phase One (allocated POs numbered 121 to 190):
 - a. **Positive Social Relations for Youth.** PO 100 – Participate in Positive Social Relations for Youth Training. The aim of Positive Social Relations for Youth is to prepare cadets to interact comfortably within the cadet community, interact positively with others, exercise sound judgement, accept personal responsibility for actions and choices, deal with interpersonal conflict, and seek assistance from available resources when needed.

- b. **Citizenship.** PO X01 – Participate in Citizenship Activities. The aim of this PO is to introduce cadets to various aspects of being a good Canadian citizen through a range of fun, interesting and challenging activities.
- c. **Community Service.** PO X02 – Perform Community Service. The aim of this PO is to encourage cadets to be active citizens through participation in a community service activity as a member of a team.
- d. **Leadership.** PO 103 – Participate as a Member of a Team. The aim of this PO is for cadets to embrace the role of a follower while participating in activities as a member of a team.
- e. **Personal Fitness and Healthy Living.** PO X04 – Track Participation in Physical Activities. The aim of this PO is to encourage cadets to live a healthy, active lifestyle by meeting the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines* for youth.
- f. **Physical Activities.** PO X05 – Participate in Physical Activities. The aim of this PO is for cadets to have fun participating in physical activities.
- g. **Air Rifle Marksmanship.** PO 106 – Fire the Cadet Air Rifle. The aim of this PO is to familiarize cadets with range operations and the firing of the cadet air rifle.
- h. **General Cadet Knowledge.** PO 107 – Serve in a Sea Cadet Corps. The aim of this PO is to provide cadets with information on the opportunities inherent in the Sea Cadet Program, and provide them the basic skills to integrate comfortably as members of the corps.
- i. **Drill and Ceremonial.** PO 108 – Perform Drill Movements During an Annual Ceremonial Review (ACR) Parade. The aim of this PO is to provide cadets with the skills required to competently participate in an ACR parade.
- j. **Biathlon.** PO 111 – Participate in Recreational Summer Biathlon Activities. The aim of this PO is to provide cadets with an opportunity to enhance individual marksmanship skills and personal fitness through participation in the sport of biathlon.
- k. **CAF Familiarization.** PO X20 – Participate in Canadian Armed Forces (CAF) Familiarization Activities. The aim of this PO is to stimulate the interest of cadets in the sea, land and air activities of the CAF.
- l. **Ropework.** PO 121 – Perform Basic Ropework. The aim of this PO is to provide cadets with basic ropework skills to enable them to participate in seamanship activities such as small craft operation and sailing.
- m. **Ship's Operations.** PO 123 – Respond to Basic Forms of Naval Communications. The aim of this PO is to provide the cadets with the basic knowledge required to communicate in a naval or nautical environment.
- n. **Sailing.** PO X24 – Participate in Sail Canada CANSail Program. The aim of this PO is for cadets to participate in the Sail Canada CANSail Program.
- o. **Nautical Training.** PO X25 – Participate in a Nautical Training Weekend. The aim of this PO is for the cadets to participate in a nautical activity that reinforces mandatory / complementary training; allows them to participate in naval aspects of the CAF or maritime community; and provides a hands-on opportunity that introduces new skills / knowledge.

TRAINING PREREQUISITES

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

USE OF THE QSP

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

9. 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*.

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CHAPTER 2

TRAINING MANAGEMENT DETAILS

RESPONSIBLE AGENCY AND TRAINING ESTABLISHMENTS

1. The Managing Authority for the Sea Cadet Phase Training is D Cdts & JCR. The conduct of said program is the responsibility of the Regional Cadet Support Units (RCSUs) through authorized Training Establishments (TEs). These TEs include:
 - a. Royal Canadian Sea Cadet Corps (RCSCC); and
 - b. Technical TEs, such as:
 - (1) Cadet Nautical Sites (CNS); and
 - (2) Other zone, detachment or regional TEs as authorized by the RCSU Commanding Officer (CO).

TRAINING DETAILS

2. In accordance with CATOs 11-04, *Cadet Program Outline* and 31-03, *Sea Cadet Program Outline*, Phase Training is conducted between 1 September and 30 June of each training year through a combination of 30 training sessions and 10 supported training days as detailed in Annex A.
3. Phase Training 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; 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. These activities complement mandatory activities and form an integral part of the Phase Program. COs have the discretion to choose activities from a range of possibilities, thus allowing them flexibility to tailor the Phase Program to match the corps' interests and resources.
4. **Period Allocation.** Periods are 30 minutes in duration. A detailed period allocation, including details on training days / weekend, is provided at Annex A, and scheduling guidelines are located at Annex B.
5. **Training Days / Weekends.**
 - a. The planning and conduct of training days is the responsibility of the corps. Day training shall be conducted at the corps parade location or, where suitable facilities do not exist at the corps parade location, within the local community.
 - b. The conduct of sail training is the responsibility of Technical TEs (CNS). The planning of these activities is to be done in conjunction with the Area Cadet Detachment / RCSU and CNS.
 - c. In accordance with CATO 11-04, *Cadet Program Outline*, weekend training shall normally be conducted within three hundred kilometres of the corps parade location.
 - d. Where support of mandatory or complementary days / weekends is required, requests shall be forwarded to the appropriate RCSU. Refer to CATO 31-03, *Sea Cadet Program Outline*, and regional orders for amplified information on support available from RCSUs.
 - e. Training days and weekends shall be structured, unless otherwise specified in the individual Phase QSP, to include cadets from all phases.

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

7. **Training Staff Requirements.**

a. Corps Training Officer (Trg O):

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

b. Phase 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); or CIC Basic Military Officer Qualification (Sea).

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

c. Instructors:

RANK	MOSID	NUMBER	QUALIFICATION
PO1 and above	N/A	1 per 10 cadets	Minimum: Completion of Phase Four Preferred: CSTC specialties appropriate for activity requirements (eg, Air Rifle Marksmanship Instructor to instruct Marksmanship, PO 106)

8. **Technical Specialists.** The number of technical specialists required is influenced by policy documentation specific to the activity (eg, CATOs, Water Safety Orders, Adventure Training Safety Standards, etc.) and by local circumstances. It is recommended that cadet specialist instructors be used in the delivery of specialty training where practical. The technical specialists that could support Phase One are:

- a. Required Specialist Instructors:
 - (1) Unit Cadet Conflict Management Advisor (UCCMA) to coordinate training delivery and learning reinforcement for PO 100; and
 - (2) Range Safety Officer (RSO) in support of POs 106 and 111; and
- b. Possible Cadet Specialist Instructors:
 - (1) Fitness and Sports Instructor(s) as available in support of POs X04 and X05;
 - (2) Air Rifle Marksmanship Instructor(s) as available in support of POs 106 and 111;
 - (3) Drill and Ceremonial Instructor(s) as available in support of PO 108; and
 - (4) Sail and SCOP Instructors in support of POs X24 and X25, as required; and
- c. guest speaker(s) as required.

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

TRAINING ADMINISTRATION

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

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

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. CATOs; and
 - b. A-CR-CCP-601/PF-001 *Royal Canadian Sea Cadets Phase One Instructional Guides*.

REFERENCES

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

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ANNEX A

PHASE ONE TRAINING SUMMARY AND TIME ALLOCATION

PERIOD ALLOCATION

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd		
100	Participate in Positive Social Relations for Youth Training	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
X01	Participate in Citizenship Activities	MX01.01A	Participate in a Citizenship Tour	-		
		MX01.01B	Attend a Presentation by a Community Organization	-		
		MX01.01C	Attend a Presentation by a Citizen-of-Interest	-		
		MX01.01D	Participate in the Canadian Citizenship Challenge	-		
		MX01.01E	Host a Citizenship Ceremony	-		
		MX01.01F	Participate in an Election	-		
		MX01.01G	Participate in Heritage Minutes Video Activities	-		
		MX01.01H	Participate in Citizenship Learning Stations	-		
		CX01.01	Participate in Citizenship Activities	18		
					PO X01 - Total Mandatory	3
			PO X01 - Total Complementary	18		
X02	Perform Community Service	MX02.01	Perform Community Service	9		
		CX02.01	Perform Community Service	18		
					PO X02 - Total Mandatory	9
					PO X02 - 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 Personal Goals for the Training Year	1		
		M103.03	Participate in Teambuilding Activities	2		
		C103.01	Participate in Icebreaker Activities	1		
		C103.02	Participate in Self-Introductions	1		
		C103.03	Participate in Teambuilding Activities	1		
					PO 103 - Total Mandatory	4
			PO 103 - Total Complementary	3		
X04	Track Participation in Physical Activities	MX04.01	Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity (MVPA) and Track Participation in Physical Activities	3		
		MX04.02	Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment (CFA)	3		

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
		MX04.03	Participate in the CFA and Identify Strategies for Improving Personal Physical Fitness	3
		CX04.01	Participate in the CFA and Identify Strategies for Improving Personal Physical Fitness	3
		CX04.02	Participate in Activities that Reinforce the Three Components of Physical Fitness	3
		CX04.03	Participate in a Cooking Class	3
		CX04.04	Attend a Personal Fitness and Healthy Living Presentation	3
		CX04.05	Attend a Local Amateur Sporting Event	3
			PO X04 - Total Mandatory	9
			PO X04 - Total Complementary	15
X05	Participate in Physical Activities	MX05.01	Participate in Physical Activities	9
		CX05.01	Participate in Physical Activities	9
		CX05.02	Participate in a Tournament	9
			PO X05 - Total Mandatory	9
	PO X05 - Total Complementary	18		
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 an Sea Cadet Corps	M107.01	Discuss Year One Training	1
		M107.02	Identify Sea Cadet 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	Discuss 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 about 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

PO No.	Performance Objective	EO No.	Enabling Objective	No. of Pd
		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
		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 Complementary	9
X20	Participate in Canadian Armed Forces (CAF) Familiarization Activities	MX20.01A	Participate in a CAF Activity	-
		MX20.01B	Participate in a CAF Familiarization Tour	-
		MX20.01C	Fire the C7 Rifle	-
		MX20.01D	Participate in a Mess Dinner	-
		MX20.01E	Attend a CAF Presentation	-
		MX20.01F	Attend a CAF Commemorative Ceremony	-
		MX20.01G	Participate in CAF Video Activities	-
		MX20.01H	Participate in CAF Learning Stations	-
		CX20.01	Participate in CAF Familiarization Activities	18
			PO X20 - Total Mandatory	6
	PO X20 - Total Complementary	18		
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 No.	Performance Objective	EO No.	Enabling Objective	No. of Pd		
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
X24	Participate in Sail Canada CANSail Program.	M124.01	Prepare for a Sail Weekend	1		
		M124.02	Participate in a Sail Weekend	N/A (wknd)		
		C124.01	Prepare for a Sail Weekend	1		
					PO X24 – Total Mandatory	1
					PO X24 – Total Complementary	1
X25	Participate in a Nautical Training Weekend	C125.01	Prepare for a Nautical Training Weekend	1		
		C125.02	Participate in a Nautical Training Weekend	N/A (Wknd)		
					PO X25 - Total Mandatory	0
					PO X25 - Total Complementary	1
N/A	Preparation for Seamanship Inter-divisional Competition			1		

TRAINING DAY / WEEKEND ALLOCATION

MANDATORY

Activity	Description	Time
Mandatory Training Periods	Eighteen periods of instruction (nine per day) chosen from the mandatory EOs to be delivered during full days of training. PO X02 (Perform Community Service), PO X05 (Participate in 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 (eg, infrastructure, resource availability, etc.).	2 Days
Small Craft Operation	One weekend of on-water training to be conducted in accordance with EO MX24.02	1 Weekend
Seamanship Inter-divisional Competition	A two-day competition in support of POs 103 and POs X20 to 123. This activity is to be conducted over two full days IAW the associated lesson specification and instructional guide.	1 Weekend
	Total Mandatory	6 Days

COMPLEMENTARY

Activity	Description	Time
Complementary Training Periods	Eighteen periods of instruction (nine per day) chosen from the complementary EOs to be delivered during full days of training. PO X02, PO X05 / 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 (eg, infrastructure, resource availability, etc.).	2 Days
Nautical Training	One weekend of nautical training to be conducted IAW PO X25.	1 Weekend
	Total Complementary	4 Days

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ANNEX B

SCHEDULING GUIDELINES

1. Schedule those activities that are set dates (eg, Remembrance Day activities, Regionally Directed Activities, TE activities [eg, sailing], School Breaks).
2. Schedule major and recurring activities (eg, PO X05 [Physical Activities], CO's Parades, Annual Ceremonial Review).
3. Schedule the following training activities early in the training year:
 - a. PO 100 (Positive Social Relations for Youth),
 - b. POs 107, 207, 307, 407 and 507 (General Cadet Knowledge),
 - c. POs 303, 403 and 503 (Leadership), and
 - d. POs 309 and 409 (Instructional Techniques).
4. Schedule any special considerations, such as:
 - a. Schedule EO MX04.02 (Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment) four weeks after EO MX04.01 (Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity and Track Participation in Physical Activities);
 - b. Schedule EO MX24.01 (Prepare for a Sail Weekend) prior to the corps' sail weekend and EO CX25.01 (Prepare for a Nautical Training Weekend) prior to the corps' nautical training weekend;
 - c. For the completion of POs 303, 403, and 503 (Leadership), consider leadership assignment opportunities for Phase Three, Four and Five cadets; leadership appointment opportunities for Phase Four and Five cadets; and leadership project opportunities for Phase Five cadets; and
 - d. Schedule each Phase Four cadet into the Phase One and Two training schedules in order to complete EO M409.05 (Instruct a 30-Minute Lesson).
5. Schedule the remaining mandatory training (details located in the lesson specifications in Chapter 4).
6. Schedule selected complementary training.
7. Other considerations when developing the annual training schedule include:
 - a. the training environment required for each activity:
 - (1) some activities will require an outdoor environment which requires consideration for seasonal climate; and
 - (2) some activities will require the use of a special facility, such as a gymnasium or sports field; and
 - b. the availability of a technical specialist, if required to conduct the activity;

8. Considerations when implementing the training program:
 - a. Some theory is required for safety purposes and for introducing new material. However, most material can be taught using practical methods.
 - b. Training sessions need to be planned in advance to allow instructors adequate time to prepare for the delivery and conduct of training. This includes reviewing lesson specifications and instructional guides, and creating instructional materials as required.
 - c. Take adequate time to allow cadets to reflect upon and be debriefed on experiential training activities, to include future applications of the experience.

ANNEX C

RESOURCE REQUIREMENTS

Quantities are based on a group of 30 cadets.

The resources required for complementary training and POs X01, X02, X04, X05 and X20 depend on the activities selected by the corps. Refer to A-CR-CCP-601/PF-001, *Royal Canadian Sea Cadets Phase One Instructional Guides* for detailed lists of resources for each selected activity.

The following is a list of key items all corps require access to for the conduct of training.

Item	Quantity	PO/EO
DVD Player	1	100/X01/ X05/107
Television	1	100/X01/ X05/107
Projector	1	100
CD Player	1	X04
Leger's 20-m Shuttle Run Test CD	1	X04
Measuring tape	1	X04
Masking tape	1	X04
12-cm measuring strip	15	X04
Pylons	30	X04
Gym mats	15	X04
Cardboard / wooden box approximately 30 cm high	15	X04
Metre stick	15	X04
First Aid Kit	1	X05
Sunscreen - SPF 30 (minimum)	1	X05
Insect Repellent	1	X05
Cadet Air Rifle - Five-shot clip	45	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
Sea Cadet uniform (complete)	1	107
Sea Cadet slip-ons (full set)	5	107
RCN officer slip-ons (full set)	5	107
badges - Sea Cadet	1	107
Markers - Coloured Set	2 pkgs	107
Scissors	15	107
Tape - Masking 1 inch	6	107
Transparency Film	1 pkg	107
Twine	1	107
Knife 5 121	1	107
First aid kit	1	111
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

ANNEX D

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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.

MONITORING CADET PROGRESS

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

11. The phase 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 phase 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.

12. 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

13. A training counselling session is used when a cadet is having difficulties progressing and an intervention is required to set goals for corrective action and / or remedial instruction. The Trg O is responsible for conducting training counselling sessions, except in the case of cadet rank promotions for which the CO is responsible. Guidelines for conducting training counselling sessions are located at Annex E and the Training Counselling Session Form is located at Annex E, Appendix 1.

ADDITIONAL ASSESSMENT OF LEARNING ACTIVITIES

14. 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.

15. 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 / local standards.

PHASE ONE QUALIFICATION STANDARD

16. 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

17. 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.

18. 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.

19. 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

20. 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

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

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

POs that are evaluated as "Incomplete" or "Completed":

Topic	PO No.	Performance Statement	PO Assessment	
			Incomplete	Completed
Positive Social Relations for Youth	100	Participate in Positive Social Relations for Youth Training		
Citizenship	X01	Participate in Citizenship Activities		
Community Service	X02	Perform Community Service		
Leadership	103	Participate as a Member of a Team		
Personal Fitness and Healthy Living	X04	Track Participation in Physical Activities		
Physical Activities	X05	Participate in Physical Activities		
Air Rifle Marksmanship	106	Fire the Cadet Air Rifle		
General Cadet Knowledge	107	Serve in a Sea Cadet Corps		
Drill and Ceremonial	108	Perform Drill Movements During an Annual Ceremonial Review		
CAF Familiarization	X20	Participate in CAF Familiarization Activities		
Ropework	121	Perform Basic Ropework		
Ship's Operations	123	Respond to Basic Forms of Naval Communications		
Sailing	X24	Participate in Sail Canada CANSail Program.		
	X25	Participate in a Nautical Training Weekend		
Inter-Divisional Seamanship Competition		Prepare for Inter-Divisional Seamanship Competition		

* Cadet is not required to obtain the CANSAIL Level 1 qualification for the completion of this PO.

Qualification Achieved	Yes	No	Training Officer 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

GENERAL

The purpose of conducting an interview is to discuss the cadet's expectations, personal goals and learning progress (assessment for learning), and to provide feedback on overall performance.

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

PRE-INTERVIEW INSTRUCTIONS

Gather the required resources, such as the Cadet Interview Form (Appendix 1), training schedules, pen, paper, etc.

Have the cadets review any support materials so they are able to attend the interview prepared to discuss the specific topic areas, as well as their expectations and personal goals.

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

CONDUCT OF AN INTERVIEW



Tips for a successful interview:

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

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

POST-INTERVIEW INSTRUCTIONS

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

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ANNEX D, APPENDIX 1
CADET INTERVIEW FORM

Name:	Rank:
Phase:	Division:
SECTION 1 – INITIAL INTERVIEW	
<ol style="list-style-type: none">1. What are your expectations for the phase?2. Do you have any questions about the training, schedule and / or assessment?3. What activities are you most excited about?4. What are your strengths?5. What are some areas you would like to improve?6. What personal goals would you like to attain? What steps will you take to achieve those goals?7. Is there anything we should know to help make your training experience enjoyable (learning needs, allergies, etc.)?	
NOTES	
Cadet's Signature:	
Officer's Signature:	Date:

SECTION 2 – PERFORMANCE INTERVIEW

1. So far, is the phase meeting your expectations? If not, what can we do to meet those expectations?
2. Are there any areas of excitement or concern you would like to highlight?
3. How do you feel about your progress? *
4. What are some areas you would like to improve?
5. What personal goals would you like to establish?

* Give the cadet feedback on their progress and their overall performance highlighting any gaps that may exist between their self-assessment and your observations. Points to discuss may include attendance, participation, etc.

ACTION PLAN

Work with the cadet to make an action plan that takes into consideration their goals and the training requirements. The action plan is a mutually agreed upon set of steps that the cadet commits to taking to reach their goals. It should be realistic and achievable and written using positive language.

NOTES

Cadet's Signature:

Officer's Signature:

Date:

SECTION 3 – FINAL INTERVIEW

1. How did you enjoy the phase?
2. What were some of your likes and dislikes about the training? How could it be improved?
3. How can you apply what you have learned inside and outside of cadets?
4. What are some new personal goals you want to establish?
5. What upcoming training opportunities interest you?

* Provide the cadet with a copy of their completed Qualification Record and discuss their learning progress towards course objectives. Where a waiver has been granted, explain to the cadet what this means and what they will be required to do in the following year to meet the current qualification requirements.

NOTES

Cadet's Signature:

Officer's Signature:

Date:

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ANNEX E

TRAINING COUNSELLING SESSION GUIDELINES

GENERAL

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

PRE-COUNSELLING SESSION INSTRUCTIONS

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

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

Complete Section 1 of the TCS Form.

CONDUCT OF COUNSELLING SESSION



Tips for a successful interview:

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

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

POST-COUNSELLING SESSION INSTRUCTIONS

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

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

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ANNEX E, APPENDIX 1

TRAINING COUNSELLING SESSION FORM

SECTION 1 – BACKGROUND INFORMATION	
Name:	Rank:
Phase:	Division:
Circumstances requiring TCS:	
Overall training progress (eg, seriousness of failure, performance in related POs, any previous difficulty and action taken, performance / behaviour, etc.):	
SECTION 2 – SESSION FINDINGS	
<ol style="list-style-type: none">1. Inform the cadet they are not achieving / maintaining qualification standards and that you are meeting to help them correct the situation.2. Discuss the following:<ul style="list-style-type: none">o Circumstances affecting training progresso Any previous difficulty and action taken (eg, whether or not help / additional training was provided)o Overall performance / behaviour of cadet (eg, attendance, effort, motivation, attitude)	

SECTION 3 – SESSION RECOMMENDATIONS (ACTION PLAN)

With the cadet, create an action plan that highlights the actions required for success.

Brief the cadet on the consequences should no improvement be noticed.

Cadet's Signature:

Training Officer's Signature:

Date:

SECTION 4 – COMMANDING OFFICER REVIEW

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

Commanding Officer's Signature:

Date:

CHAPTER 4
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.

SECTION 2**PO 100 – PARTICIPATE IN POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING**

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

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SECTION 3**PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES**

1. **Performance:** Participate in Citizenship Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet will participate in citizenship activities designed to develop in youth the attributes of good citizenship, such as:
 - a. participate in a citizenship tour;
 - b. attend a presentation by a community organization;
 - c. attend a presentation by a citizen-of-interest;
 - d. participate in the Canadian Citizenship Challenge;
 - e. host a citizenship ceremony;
 - f. participate in Heritage Minutes video activities; and / or
 - g. participate in citizenship learning stations.
4. **Remarks:**
 - a. One session (three periods) of mandatory training is allocated for this PO. Corps / squadrons may choose one or more of the above activities.
 - b. More time for these activities may be allocated from complementary training time.
 - c. Choose activities based on human and material resources accessible to the corps / squadron.
5. **Complementary Material:** The complementary material associated with this PO is EO CX01.01 (Participate in Citizenship Activities); it is designed to provide opportunities for cadets to participate in additional citizenship activities.

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EO MX01.01A – PARTICIPATE IN A CITIZENSHIP TOUR

1. **Performance:** Participate in a Citizenship Tour
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet shall participate in a citizenship tour.
4. **Teaching Points:**
 - a. Provide the tour guide information about their audience (the cadets), including any particular interests that may be applicable. Ask the tour guide to leave time for questions and answers. It may be helpful to have the cadets generate a list of what they would like to know or questions for the tour guide in advance.
 - b. Conduct a briefing by describing:
 - (1) the organization / site,
 - (2) the significance of the organization / site, and
 - (3) the expected behaviour during the tour.
 - c. Have the cadets prepare a thank-you card for the organization / tour guide.
 - d. Have the tour guide:
 - (1) describe aspects of the organization / site 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.
 - e. Have a cadet(s) thank the organization / tour guide on behalf of all cadets and present the thank-you card.
 - f. Have the cadets reflect on what they have learned. Potential activities include:
 - (1) Highlights. Have the cadets individually list the three most interesting or surprising things they have learned from the tour. Have the cadets discuss these highlights with a partner or in small groups. If time permits, invite cadets to share highlights with the larger group.
 - (2) Reflective Questions. What did you learn about being a good Canadian citizen? What do you do in your daily life to be a good citizen? What are some simple actions you can do in your daily life to be a good citizen?

- (3) Journal. Have the cadets write a journal entry about the tour.
 - (4) Visual representation. Have the cadets create a visual representation of their experience.
5. **Time:** One session (3 periods) = 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 citizenship.
7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:** Thank-you card materials.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Examples of organizations / sites include:
 - (1) museum,
 - (2) municipal, provincial, or federal institution (eg, legislative building),
 - (3) power plant,
 - (4) waste management facility,
 - (5) war memorial,
 - (6) emergency services facility (eg, police station, fire station),
 - (7) hospital,
 - (8) local food bank, and
 - (9) local shelter.
 - b. There is no instructional guide for this EO.
 - c. Complementary training time may be allotted to this EO to allow for more time during a single tour or to conduct more than one tour.

EO MX01.01B – ATTEND A PRESENTATION BY A COMMUNITY ORGANIZATION

1. **Performance:** Attend a Presentation 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 attend a presentation by a community organization.
4. **Teaching Points:**
 - a. Provide the guest speaker information about their audience (the cadets), including any particular interests that may be applicable. Ask the guest speaker to leave time for questions and answers. It may be helpful to have the cadets generate a list of what they would like to know or questions for the guest speaker in advance. Examples of topics the guest speaker may address include:
 - (1) history of the community organization,
 - (2) how citizens can become involved,
 - (3) role within the community, and
 - (4) examples of activities.
 - b. Have the guest speaker provide any information they may wish to have included in their introduction.
 - c. Collaborate with the guest speaker to provide them with any materials they may require (eg, projector, television, DVD player, microphone) and set up the room to suit their needs.
 - d. Acquire a bottle of water and have the cadets prepare a thank-you card for the guest speaker.
 - e. Arrange for a cadet(s) to introduce the guest speaker and for a cadet(s) to thank and present the card to the guest speaker.
 - f. Have a cadet(s) welcome the guest speaker upon arrival, provide them with the bottle of water and assist them with any final preparation details, such as set-up of visual aids and orientation to the presentation room.
 - g. Have a cadet(s) introduce the guest speaker.
 - h. Have the cadets participate in the presentation, to include:
 - (1) listening to the guest speaker's presentation; and
 - (2) a question-and-answer period.
 - i. Have a cadet(s) thank the guest speaker on behalf of all cadets and present the thank-you card.

- j. After the guest speaker departs, have the cadets reflect on what they have learned. Potential activities include:
 - (1) Highlights. Have the cadets individually list the three most interesting or surprising things they have learned from the presentation. Have the cadets discuss these highlights with a partner or in small groups. If time permits, invite cadets to share highlights with the larger group.
 - (2) Reflective Questions. What did you learn about being a good Canadian citizen? What do you do in your daily life to be a good citizen? What are some simple actions you can do in your daily life to be a good citizen?
 - (3) Journal. Have the cadets write a journal entry about the presentation.
 - (4) Visual representation. Have the cadets create a visual representation of their experience.
- 5. **Time:** One session (3 periods) = 90 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 citizenship.
- 7. **References:** Nil.
- 8. **Training Aids:**
 - a. Bottle of water, and
 - b. Any materials required by the guest speaker.
- 9. **Learning Aids:** Thank-you card materials.
- 10. **Test Details:** Nil.
- 11. **Remarks:**
 - a. Examples of community organizations include, but are not limited to:
 - (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. Complementary training time may be allotted to this EO to allow for multiple presentations throughout the training year.

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EO MX01.01C – ATTEND A PRESENTATION BY A CITIZEN-OF-INTEREST

1. **Performance:** Attend a Presentation by a Citizen-of-Interest
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 attend a presentation by a citizen-of-interest.
4. **Teaching Points:**
 - a. Provide the guest speaker information about their audience (the cadets), including any particular interests that may be applicable. Ask the guest speaker to leave time for questions and answers. It may be helpful to have the cadets generate a list of what they would like to know or questions for the guest speaker in advance.
 - b. Have the guest speaker provide any information they may wish to have included in their introduction.
 - c. Collaborate with the guest speaker to provide them with any materials they may require (eg, projector, television, DVD player, microphone) and set up the room to suit their needs.
 - d. Acquire a bottle of water and have the cadets prepare a thank-you card for the guest speaker.
 - e. Arrange for a cadet(s) to introduce the guest speaker and for a cadet(s) to thank and present the card to the guest speaker.
 - f. Have a cadet(s) welcome the guest speaker upon arrival, provide them with the bottle of water and assist them with any final preparation details, such as set-up of visual aids and orientation to the presentation room.
 - g. Have a cadet(s) introduce the guest speaker.
 - h. Have the cadets participate in the presentation, to include:
 - (1) listening to the guest speaker's story, and
 - (2) a question-and-answer period.
 - i. Have a cadet(s) thank the guest speaker on behalf of all cadets and present the thank-you card.
 - j. After the guest speaker departs, have the cadets reflect on what they have learned. Potential activities include:
 - (1) Highlights. Have the cadets individually list the three most interesting or surprising things they have learned from the presentation. Have the cadets discuss these highlights with a partner or in small groups. If time permits, invite cadets to share highlights with the larger group.
 - (2) Reflective Questions. What did you learn about being a good Canadian citizen? What do you do in your daily life to be a good citizen? What are some simple actions you can do in your daily life to be a good citizen?

- (3) Journal. Have the cadets write a journal entry about the presentation.
 - (4) Visual representation. Have the cadets create a visual representation of their experience.
5. **Time:** One session (3 periods) = 90 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 citizenship.
7. **References:** Nil.
8. **Training Aids:**
 - a. Bottle of water, and
 - b. Any materials required by the guest speaker.
9. **Learning Aids:** Thank-you card materials.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Examples of citizens-of-interest include, but are not limited to:
 - (1) philanthropists,
 - (2) immigrants,
 - (3) senior citizens,
 - (4) political figures (municipal, provincial / territorial, federal),
 - (5) inspirational volunteers, and
 - (6) people leading positive change.
 - b. A potential source for a guest speaker who is an immigrant is *Passages to Canada*, which is located at www.passagestocanada.com.
 - c. There is no instructional guide for this EO.
 - d. Complementary training time may be allotted to this EO to allow for multiple presentations throughout the training year.

EO MX01.01D – PARTICIPATE IN THE CANADIAN CITIZENSHIP CHALLENGE

1. **Performance:** Participate in the Canadian Citizenship Challenge
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet shall participate in the Canadian Citizenship Challenge.
4. **Teaching Points:**
 - a. Research the most recent information about the Canadian Citizenship Challenge at www.citizenshipchallenge.ca, including registration details and contest rules and regulations.
 - b. Have the cadets prepare for the Canadian Citizenship Challenge by studying *Discover Canada: The Rights and Responsibilities of Citizenship*, which is available at www.citizenshipchallenge.ca > STUDY GUIDE.
 - c. To help the cadets prepare and stimulate their interest in the Canadian Citizenship Challenge, choose and conduct activities from the Canadian Citizenship Challenge learning tools available at www.citizenshipchallenge.ca > LEARNING TOOLS.
 - d. Have the cadets complete the Canadian Citizenship Challenge quiz.
5. **Time:** One session (3 periods) = 90 min.
6. **Substantiation:** An in-class activity was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of citizenship.
7. **References:**
 - a. Historica Dominica Institute. (2013). *Canadian citizenship challenge*. Retrieved March 26, 2013 from <http://www.citizenshipchallenge.ca/>.
 - b. Citizenship and Immigration Canada. (2012). *Discover Canada: The rights and responsibilities of citizenship*. Retrieved March 26, 2013 from <http://www.cic.gc.ca/english/resources/publications/discover/index.asp>.
8. **Training Aids:**
 - a. *Discover Canada: The Rights and Responsibilities of Citizenship*, and
 - b. Other materials dependant on the activities chosen.
9. **Learning Aids:**
 - a. *Discover Canada: The Rights and Responsibilities of Citizenship*, and
 - b. Other materials dependant on the activities chosen.

10. **Test Details:** Nil.

11. **Remarks:**

- a. There is no instructional guide for this EO.
- b. Complementary training time may be allotted to this EO to allow for more time to conduct activities and prepare for the Canadian Citizenship Challenge.

EO MX01.01E – HOST A CITIZENSHIP CEREMONY

1. **Performance:** Host a Citizenship Ceremony
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** As a member of a team, the cadet shall host a citizenship ceremony.
4. **Teaching Points:**
 - a. Research the most recent information about hosting citizenship ceremonies at the Citizenship and Immigration Canada website: www.cic.gc.ca > CANADIANS > CELEBRATE BEING CANADIAN > HOSTING CITIZENSHIP CEREMONIES.
 - b. Plan and prepare the citizenship ceremony in collaboration with Citizenship and Immigration Canada.
 - c. Leading up to the citizenship ceremony, conduct activities with the cadets that will help them develop an appreciation for the significance of the citizenship ceremony. Activities from EO MX01.01D (Participate in the Canadian Citizenship Challenge) and inviting an immigrant to Canada as a guest speaker through *Passages to Canada* as part of EO MX01.01C (Attend a Presentation by a Citizen-of-Interest) would meet this aim.
 - d. Host the citizenship ceremony in collaboration with Citizenship and Immigration Canada.
 - e. After the citizenship ceremony, have the cadets reflect on what they have learned. Potential activities include:
 - (1) Highlights. Have the cadets individually list the three most interesting or surprising things they have learned from the experience. Have the cadets discuss these highlights with a partner or in small groups. If time permits, invite cadets to share highlights with the larger group.
 - (2) Reflective Questions. What did you learn about being a good Canadian citizen? What do you do in your daily life to be a good citizen? What are some simple actions you can do in your daily life to be a good citizen?
 - (3) Journal. Have the cadets write a journal entry about the experience.
 - (4) Visual representation. Have the cadets create a visual representation of their experience.

5. **Time:** One session (3 periods) = 90 min.
6. **Substantiation:** A practical activity was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of citizenship.
7. **References:** Citizenship and Immigration Canada. (2011). *Host a citizenship ceremony*. Retrieved March 26, 2013, from <http://www.cic.gc.ca/english/celebrate/ceremony.asp>
8. **Training Aids:** Dependant on the activities chosen.
9. **Learning Aids:** Dependant on the activities chosen.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Hosting a citizenship ceremony could be an excellent leadership project for interested cadets in Phase Five / Master Cadet / Proficiency Level Five, as part of PO 503 (Lead Cadet Activities).
 - b. There is no instructional guide for this EO.
 - c. Complementary training time may be allotted to this EO to allow for more time to conduct activities and prepare for the citizenship ceremony.

EO MX01.01F – PARTICIPATE IN AN ELECTION

1. **Performance:** Participate in an Election
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet shall participate in an election.
4. **Teaching Points:**
 - a. Conduct the following activities concurrently:
 - (1) Have Phase One / Green Star / Proficiency Level One and Phase Two / Red Star / Proficiency Level Two cadets participate in an activity about democracy and the electoral process in Canada, such as:
 - (a) a guest speaker presentation (eg, Elections Canada, political candidate, campaign worker) as per EOs MX01.01B (Attend a Presentation by a Community Organization) and MX01.01C (Attend a Presentation by a Citizen-of-Interest),
 - (b) watching and discussing related Heritage Minutes videos as per EO MX01.01G (Participate in Heritage Minutes Video Activities), such as:
 - i. *Baldwin & LaFontaine*,
 - ii. *Nellie McClung*, and
 - iii. *Responsible Government*; and
 - (c) relevant learning stations as per EO MX01.01H (Participate in Citizenship Learning Stations), such as:
 - i. Learning Station 5: How Canadians Govern Themselves, and,
 - ii. Learning Station 6: Elections.
 - (2) Have Phase Three / Silver Star / Proficiency Level Three cadets, in teams, prepare a campaign on an option, of their own choice or selected by the appropriate authority, such as:
 - (a) cadet representative to the officer cadre,
 - (b) citizenship tour destination, and
 - (c) new canteen items.
 - (3) Have Phase Four / Gold Star / Proficiency Level Four cadets, in teams, prepare to conduct the election as election officials, filling the positions of:
 - (a) deputy returning officer, and
 - (b) poll clerk.

- b. Have Phase Three / Silver Star / Proficiency Level Three cadets implement their campaigns in an effort to convince the other cadets in the corps / squadron to vote for their proposed option. This may include speeches, posters, pamphlets, etc.
 - c. Have the Phase Four / Gold Star / Proficiency Level Four cadets conduct the election. All cadets will be given the opportunity to vote and the results shall be binding.
 - d. Have the cadets reflect on the electoral process, to build understanding of:
 - (1) the importance of Canadian electoral procedures for ensuring free and fair elections,
 - (2) decision-making techniques used by voters, and
 - (3) the role of electors, campaign workers, and election officials and the challenges faced by the people filling these roles.
 - e. Link the election to federal elections by naming the local riding(s) and Member(s) of Parliament and explaining the eligibility requirements to vote in Canada.
5. **Time:** One session (3 periods) = 90 min.
6. **Substantiation:** A practical activity was chosen for this lesson as a fun and interactive way to build on the cadets' knowledge of citizenship.
7. **References:** Elections Canada. (2010). *Canada at the Polls!* Retrieved March 13, 2013, from <http://elections.ca/content.aspx?section=vot&dir=yth/stu/gui&document=index&lang=e>. (www.elections.ca > teacher > *Canada at the Polls!*)
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
- a. In order to stimulate interest, it is important that the cadets vote on real options with real consequences.
 - b. At least two assistant instructors are required for this lesson.
 - c. There are numerous potential leadership opportunities for cadets when conducting an election session, such as:
 - (1) Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Level Five cadets may complete leadership assignments, such as leading a campaign team, in accordance with POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities); and
 - (2) Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the session as a leadership project in accordance with PO 503 (Lead Cadet Activities).

EO MX01.01G – PARTICIPATE IN HERITAGE MINUTES VIDEO ACTIVITIES

1. **Performance:** Participate in Heritage Minutes Video Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet shall participate in Heritage Minutes video activities.
4. **Teaching Points:**
 - a. Have the cadets watch Heritage Minutes videos, which can be ordered on DVD or viewed online at www.historica-dominion.ca > VIDEO > HERITAGE MINUTES.
 - b. Have the cadets participate in activities designed to develop an appreciation for Canadian historical figures and significant events.
5. **Time:** One session (3 periods) = 90 min.
6. **Substantiation:** An in-class activity was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of citizenship.
7. **References:** Historica Dominion Institute. (2013). *Heritage Minutes Videos*. Retrieved March 13, 2013 from <https://www.historica-dominion.ca/content/videos>.
8. **Training Aids:**
 - a. Heritage Minutes DVDs, TV and DVD player, or
 - b. Computer / tablet with Internet connection.
9. **Learning Aids:**
 - a. Heritage Minutes videos, and
 - b. Other materials dependant on the activity chosen.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Although the instructional guides provide activities for a number of Heritage Minutes, instructors are authorized to choose other Heritage Minutes from the website and create their own activities.
 - b. For certain Heritage Minutes, the Historica Dominion Institute provides activities that may be used by the instructor. For example: www.historica-dominion.ca > VIDEO > HERITAGE MINUTES > BLUENOSE > LEARNING RESOURCES includes classroom tools for intermediate (Cadet Program Years 1 and 2) and secondary (Cadet Program Years 3 and 4).
 - c. Complementary training time may be allotted to this EO to allow for additional Heritage Minutes activities throughout the training year.

- d. There are numerous potential leadership opportunities for cadets when conducting a Heritage Minutes video activities session:
- (1) Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the session as a leadership project IAW PO 503 (Lead Cadet Activities); and
 - (2) Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments, such as leading a Heritage Minutes video activity, IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities).

EO MX01.01H – PARTICIPATE IN CITIZENSHIP LEARNING STATIONS

1. **Performance:** Participate in Citizenship Learning Stations
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet shall participate in citizenship learning stations.
4. **Teaching Points:** Have the cadets participate in citizenship learning stations that focus on various aspects of being a good Canadian citizen, such as:
 - a. rights and responsibilities of Canadian citizens,
 - b. Canadian identities (multiculturalism),
 - c. Canadian history,
 - d. modern Canada,
 - e. how Canadians govern themselves,
 - f. elections,
 - g. the justice system,
 - h. Canadian symbols,
 - i. Canada's economy, and
 - j. Canada's regions.
5. **Time:** One session (3 periods) = 90 min.
6. **Substantiation:** An in-class activity was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of citizenship.
7. **References:** Citizenship and Immigration Canada. (2012). *Discover Canada: The rights and responsibilities of Citizenship*. Retrieved March 12, 2013 from <http://www.cic.gc.ca/english/resources/publications/discover/index.asp>
8. **Training Aids:** Dependant on the learning stations chosen.
9. **Learning Aids:** Dependant on the learning stations chosen.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Although the instructional guide for this lesson provides a number of interactive learning stations, instructors are authorized to create their own learning stations.
 - b. Complementary training time may be allotted to this EO to allow for additional learning stations throughout the training year.

- c. There are numerous potential leadership opportunities for cadets when conducting these learning stations:
 - (1) Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the learning stations activity as a leadership project IAW PO 503 (Lead Cadet Activities); and
 - (2) Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments, such as leading or supervising individual learning stations, IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities).

EO CX01.01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES**1. Performance:** Participate in Citizenship Activities

An additional six sessions (18 periods) of one or more of the following lessons may be scheduled as complementary training:

- (1) EO MX01.01A (Participate in a Citizenship Tour),
- (2) EO MX01.01B (Attend a Presentation by a Community Organization),
- (3) EO MX01.01C (Attend a Presentation by a Citizen-of-Interest),
- (4) EO MX01.01D (Participate in the Canadian Citizenship Challenge),
- (5) EO MX01.01E (Host a Citizenship Ceremony),
- (6) EO MX01.01F (Participate in an Election),
- (7) EO MX01.01G (Participate in Heritage Minutes Video Activities), and
- (8) EO MX01.01H (Participate in Citizenship Learning Stations).

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SECTION 4**PO X02 – PERFORM COMMUNITY SERVICE**

1. **Performance:** Perform Community Service
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance.
 - b. Denied: Nil.
 - c. Environmental: Dependent on the community service activity chosen.
3. **Standard:** 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 corps / squadron or the sponsor.
5. **Complementary Material:** The complementary material associated with this PO is EO CX02.01 (Perform Community Service); it is designed to provide corps / squadrons an additional six sessions (18 periods) to perform community service.

EO MX02.01 – PERFORM COMMUNITY SERVICE

1. **Performance:** Perform Community Service
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance.
 - b. Denied: Nil.
 - c. Environmental: Dependent on the community service activity chosen.
3. **Standard:** 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. Have the cadets conduct a personal inventory of skills, talents and interests.
- b. Have the cadets select a community need to address.
- c. Have the cadets investigate the need and identify 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:** Three sessions (9 periods) = 270 min
6. **Substantiation:** A 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:** Kaye, Cathryn B. *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action*. Minneapolis, MN: Free Spirit Publishing Inc, 2010.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. The 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 CX02.01 (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 corps / squadron or the sponsor.

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EO CX02.01 – PERFORM COMMUNITY SERVICE

1. **Performance:** Perform Community Service

An additional six sessions (18 periods) of MX02.01 (Perform Community Service) may be scheduled as complementary training.

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SECTION 5**PO 103 – PARTICIPATE AS A MEMBER OF A TEAM**

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 – IDENTIFY THE RESPONSIBILITIES OF A FOLLOWER IN A TEAM

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 – MAP A PERSONAL GOAL FOR THE TRAINING YEAR

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: <ol 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 – PARTICIPATE IN TEAMBUILDING ACTIVITIES

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 – PARTICIPATE IN ICEBREAKER ACTIVITIES

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 – PARTICIPATE IN SELF-INTRODUCTIONS

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 – PARTICIPATE IN TEAMBUILDING ACTIVITIES

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.

SECTION 6**PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES**

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. track moderate- to vigorous-intensity physical activity time for four weeks using the Physical Activity Tracker;
 - b. use the Physical Activity Tracker to compare participation in physical activities to the *Canadian Physical Activity Guidelines* and *Canadian Sedentary Behaviour Guidelines*; and
 - c. identify strategies to improve participation in physical activities.
4. **Remarks:**
 - a. The aim of this PO is to encourage cadets to be more physically active in their daily lives.
 - b. Performance Checks (304, 404, and 504 PCs) have been developed for Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Level Five.
5. **Complementary Material:** Complementary material associated with this PO is designed to enhance the cadets' knowledge of personal fitness and healthy living through a number of activities:
 - a. EO CX04.01 (Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Fitness),
 - b. EO CX04.02 (Participate in Activities that Reinforce the Three Components of Physical Fitness),
 - c. EO CX04.03 (Participate in a Cooking Class),
 - d. EO CX04.04 (Attend a Personal Fitness and Healthy Living Presentation),
 - e. EO CX04.05 (Attend a Local Amateur Sporting Event), and
 - f. EO C504.01 (Reflect on Personal Fitness and Healthy Living). This EO is intended for Phase Five / Master Cadet / Proficiency Level Five cadets only.

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EO MX04.01 – PARTICIPATE IN 60 MINUTES OF MODERATE- TO VIGOROUS-INTENSITY PHYSICAL ACTIVITY (MVPA) AND TRACK PARTICIPATION IN PHYSICAL ACTIVITIES

1. **Performance:** Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity (MVPA) and Track Participation in Physical Activities
2. **Conditions:**
 - a. Given:
 - (1) *Canadian Physical Activity Guidelines for Youth,*
 - (2) *Canadian Sedentary Behaviour Guidelines for Youth,*
 - (3) Physical Activity Tracker,
 - (4) Supervision, and
 - (5) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet shall:
 - a. participate in 60 minutes of MVPA;
 - b. participate in a personal fitness and healthy living activity, to include:
 - (1) Phase One / Green Star / Proficiency Level One: *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth,*
 - (2) Phase Two / Red Star / Proficiency Level Two: Nutrition,
 - (3) Phase Three / Silver Star / Proficiency Level Three: Stress, and
 - (4) Phase Four / Gold Star / Proficiency Level Four: Healthy Lifestyle Tool Belt; and
 - c. track daily MVPA time for four consecutive weeks to meet the following requirements:
 - (1) Phases One and Two / Green and Red Stars / Proficiency Levels One and Two: Track their participation in MVPA over a period of four consecutive weeks;
 - (2) Phase Three / Silver Star / Proficiency Level Three: Achieve a minimum of 60 minutes of MVPA daily for at least 16 days over four consecutive weeks;
 - (3) Phase Four / Gold Star / Proficiency Level Four: Achieve a minimum of 60 minutes of MVPA daily for at least 20 days over four consecutive weeks; and
 - (4) Phase Five / Master Cadet / Proficiency Level Five: Achieve a minimum of 60 minutes of MVPA daily for at least 24 days over four consecutive weeks.

4. Teaching Points:

TP	Description	Method	Time	Refs
TP1	<p>Have the cadets participate in a series of MVPA that they could do on their own time to help them meet the <i>Canadian Physical Activity Guidelines for Youth</i>, to include:</p> <ul style="list-style-type: none"> a. a minimum of 10 physical activities, b. a focus on cardiovascular endurance, and c. activities that are easily conducted, with minimal equipment. 	Practical Activity	60 min	
TP2	<p>Conduct the following learning stations:</p> <ul style="list-style-type: none"> a. Phase One / Green Star / Proficiency Level One: <i>Canadian Physical Activity Guidelines for Youth</i> and <i>Canadian Sedentary Behaviour Guidelines for Youth</i>, b. Phase Two / Red Star / Proficiency Level Two: Nutrition, c. Phase Three / Silver Star / Proficiency Level Three: Stress, and d. Phase Four / Gold Star / Proficiency Level Four: Healthy Lifestyle Tool Belt. 	In-Class Activity	20 min	7a
TP3	<p>Distribute the Physical Activity Tracker and explain / review the requirements, to include:</p> <ul style="list-style-type: none"> a. Phases One and Two / Green and Red Stars / Proficiency Levels One and Two: Track their participation in MVPA over a period of four consecutive weeks; b. Phase Three / Silver Star / Proficiency Level Three: Achieve a minimum of 60 minutes of MVPA daily for at least 16 days over four consecutive weeks; c. Phase Four / Gold Star / Proficiency Level Four: Achieve a minimum of 60 minutes of MVPA daily for at least 20 days over four consecutive weeks; and d. Phase Five / Master Cadet / Proficiency Level Five: Achieve a minimum of 60 minutes of MVPA daily for at least 24 days over four consecutive weeks 	Interactive Lecture	5 min	7a 7c

TP	Description	Method	Time	Refs
TP4	Conduct an activity where cadets identify strategies to improve participation in physical activities, such as: <ol style="list-style-type: none"> a. identifying enjoyable activities; b. finding an activity partner; c. setting goals; d. tracking progress; e. joining a community or school recreational program; f. trying a new physical activity; g. building physical activity into daily routine; and h. planning for physical activity 	In-Class Activity	5 min	7b

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

6. **Substantiation:**

- a. A practical activity was chosen for TP 1 as it is a fun and interactive way to stimulate interest in physical activities.
- b. An in-class activity was chosen for TPs 2 and 4 as it is a fun and interactive way to stimulate interest in personal fitness and healthy living and in ways to improve participation in physical activity.
- c. An interactive lecture was chosen for TP 3 to orient the cadets to the Physical Activity Tracker requirements.

7. **References:**

- a. Canadian Society for Exercise Physiology. (2013). *Guidelines*. Retrieved from: <http://www.csep.ca>
- b. Health Canada. (2013). *Physical Activity*. Retrieved from: <http://www.hc-sc.gc.ca/hl-vs/physactiv/index-eng.php>
- c. 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. As per physical activities selected,
- b. Learning stations material,
- c. *Canadian Physical Activity Guidelines for Youth*,
- d. *Canadian Sedentary Behaviour Guidelines for Youth*, and
- e. Physical Activity Tracker.

9. **Learning Aids:**

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

10. **Test Details:** Nil.

11. **Remarks:**

- a. 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.
- b. 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 MX04.02 – IDENTIFY STRATEGIES TO IMPROVE PARTICIPATION IN PHYSICAL ACTIVITIES AND PARTICIPATE IN THE CADET FITNESS ASSESSMENT (CFA)

1. **Performance:** Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment (CFA)
2. **Conditions:**
 - a. Given:
 - (1) Completed Physical Activity Tracker,
 - (2) *Canadian Physical Activity Guidelines for Youth*,
 - (3) *Canadian Sedentary Behaviour Guidelines for Youth*,
 - (4) *Individual Score Sheet for the 20-m Shuttle Run Test*,
 - (5) *Cadet Fitness Assessment and Incentive Level Results*,
 - (6) Supervision, and
 - (7) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Training area large enough to accommodate the entire group and suitable for conducting the CFA.
3. **Standard:** The cadet shall:
 - a. use the Physical Activity Tracker to compare participation in moderate- to vigorous-intensity physical activities (MVPA) to the *Canadian Physical Activity Guidelines for Youth* and *Canadian Sedentary Behaviour Guidelines for Youth*;
 - b. identify barriers to physical activity;
 - c. identify strategies and set a SMART goal to improve participation in physical activities; and
 - d. participate in the CFA IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program*.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Conduct an activity where cadets compare their participation in physical activities to the <i>Canadian Physical Activity Guidelines for Youth</i> and the <i>Canadian Sedentary Behaviour Guidelines for Youth</i> .	In-Class Activity	15 min	7a
TP2	Conduct an activity where the cadets set a SMART goal to improve their participation in physical activity.	Practical Activity	15 min	
TP3	Supervise while the cadets participate in the Cadet Fitness Assessment.	Practical Activity	60 min	7b, 7c, 7d.

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

6. **Substantiation:**

- a. An in-class activity was chosen for TP 1 as it is a fun and interactive way for cadets to compare their physical activity to the *Canadian Physical Activity Guidelines for Youth* and the *Canadian Sedentary Behaviour Guidelines for Youth*.
- b. A practical activity was chosen for TPs 2 and 3 as it is a fun and interactive way to build on the cadets' knowledge of personal fitness and healthy living.

7. **References:**

- a. Canadian Society for Exercise Physiology. (2013). *Guidelines*. Retrieved from: <http://www.csep.ca>
- b. CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program*. Ottawa, ON: Department of National Defence.
- c. Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual (3rd ed.)*. Windsor, ON: Human Kinetics.
- d. The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.

8. **Training Aids:**

- a. CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,
- b. Leger 20-m Shuttle Run Test CD,
- c. Measuring tape,
- d. CD player,
- e. Pylons,
- f. Gym mats,
- g. 12-cm measuring strip,
- h. Stopwatches,
- i. Paper,
- j. Metre sticks,
- k. Back-saver sit and reach test apparatuses,
- l. *Individual Score Sheet for the 20-m Shuttle Run Test*,
- m. *Cadet Fitness Assessment and Incentive Level Results*, and
- n. Smart Goals Guide handout.

9. **Learning Aids:**

- a. Completed Physical Activity Tracker,
- b. *Canadian Physical Activity Guidelines for Youth*,
- c. *Canadian Sedentary Behaviour Guidelines for Youth*,
- d. *Individual Score Sheet for the 20-m Shuttle Run Test*,

- e. *Cadet Fitness Assessment and Incentive Level Results*, and
 - f. Smart Goals Guide handout.
10. **Test Details:** Nil.
11. **Remarks:**
- a. The purpose of the CFA is to have cadets measure their personal fitness to help them set individual goals for improvement. Each of the three components of fitness (cardiovascular, muscular strength, and muscular flexibility) is measured, and cadets are assessed using criterion-referenced standards as to whether they are in the healthy fitness zone (HFZ) within each of these components.
 - b. The HFZ is the level of fitness needed for good health. Cadets who do not fall within the HFZ for certain components should be coached and encouraged to set goals that will help them improve towards achieving the HFZ in the future.
 - c. The CFA shall be set up prior to conducting this lesson.
 - d. CFA results will be required during lesson MX04.03 (Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness).
 - e. Assistant instructors will be required for this lesson.
 - f. Retain cadets' CFA results for use in EO MX04.03 (Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness).

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EO MX04.03 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT (CFA) AND IDENTIFY STRATEGIES FOR IMPROVING PERSONAL PHYSICAL FITNESS

1. **Performance:** Participate in the Cadet Fitness Assessment (CFA) and Identify Strategies for Improving Personal Physical Fitness
2. **Conditions:**
 - a. Given:
 - (1) *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 CFA.
3. **Standard:** The cadet shall:
 - a. participate in the CFA IAW CATO 14-18, *Cadet Fitness Assessment and Incentive Program;*
 - b. identify areas for improvement; and
 - c. identify strategies to improve personal physical fitness.

4. **Teaching Points:**

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

5. **Time:** One session (3 periods) = 90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it allows the cadets to participate in the CFA in a safe and controlled environment.
7. **References:**
 - a. CATO 14-18 Director Cadets 3. (2010). *Cadet fitness assessment and incentive program.* Ottawa, ON: Department of National Defence.
 - b. Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.
 - c. The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit.* Windsor, ON: Human Kinetics.

8. **Training Aids:**

- a. CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,
- b. Leger 20-m Shuttle Run Test CD,
- c. Measuring tape,
- d. CD player,
- e. Pylons,
- f. Gym mats,
- g. 12-cm measuring strip,
- h. Stopwatches,
- i. Paper,
- j. Metre sticks,
- k. Back-saver sit and reach test apparatuses,
- l. Individual Score Sheet for the 20-m Shuttle Run Test,
- m. Individual Score Sheet for the 1600-m Run Test,
- n. Cadet Fitness Assessment and Incentive Level Results, and
- o. Strategies to Improve My Personal Physical Fitness handout.

9. **Learning Aids:**

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

10. **Test Details:** Nil.

11. **Remarks:**

- a. The purpose of the CFA is to have cadets measure their personal fitness to help them set individual goals for improvement. Each of the three components of fitness (cardiovascular, muscular strength,

and muscular flexibility) is measured, and cadets are assessed using criterion-referenced standards as to whether they are in the healthy fitness zone (HFZ) within each of these components.

- b. The HFZ is the level of fitness needed for good health. Cadets who do not fall within the HFZ for certain components should be coached and encouraged to set goals that will help them improve towards achieving the HFZ in the future.
- c. The CFA shall be set up prior to conducting this EO.
- d. Assistant instructors will be required for this lesson.

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EO CX04.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT AND IDENTIFY STRATEGIES FOR IMPROVING PERSONAL FITNESS

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

An additional session (3 periods) of EO MX04.03 (Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Fitness) may be scheduled as complementary training.

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EO CX04.02 – PARTICIPATE IN ACTIVITIES THAT REINFORCE THE THREE COMPONENTS OF PHYSICAL FITNESS

1. **Performance:** Participate in Activities that Reinforce the Three Components of Physical Fitness
2. **Conditions:**
 - a. Given:
 - (1) Activity equipment,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet shall participate in activities that reinforce the three components of fitness, to include:
 - a. cardiovascular activities,
 - b. muscular strength activities, and
 - c. muscular flexibility activities.
4. **Teaching Points:**
 - a. Have the cadets participate in a warm-up session, composed of light cardiovascular exercises and stretches.
 - b. Have the cadets participate in fun physical activities that reinforce the three components of fitness, to include:
 - (1) cardiovascular endurance,
 - (2) muscular strength, and
 - (3) muscular flexibility.
 - c. Have the cadets participate in a cool-down.
5. **Time:** One session (3 periods) = 90 min.
6. **Substantiation:** A practical activity was chosen for this lesson as it is a fun and interactive way to stimulate interest in the three components of physical fitness.
7. **Reference:** Panicucci, J. (2008). *Achieving Fitness: An Adventure Activity Guide*. Beverly, MA: Project Adventure, Inc.
8. **Training Aids:** As per activities selected.
9. **Learning Aids:** As per activities selected.
10. **Test Details:** Nil.
11. **Remarks:** Nil.

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EO CX04.03 – PARTICIPATE IN A COOKING CLASS

1. **Performance:** Participate in a Cooking Class
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Kitchen or training area large enough to accommodate the entire group.
3. **Standard:** The cadet shall participate in a cooking class.
4. **Teaching Points:**
 - a. Organize the cadets' participation in a cooking class.
 - b. Supervise as the cadets participate in a cooking class.
 - c. After the class, have the cadets reflect individually on the following questions:
 - (1) What are the three most interesting or surprising things you have learned?
 - (2) What skill or knowledge acquired today will help you achieve a healthier lifestyle? How so?
 - d. Have the cadets discuss these highlights with a partner or in small groups. If time permits, invite cadets to share highlights with the larger group.
5. **Time:** One session (3 periods) = 90 min.
6. **Substantiation:** A practical activity was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of personal fitness and healthy living.
7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:** There is no instructional guide for this EO.

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EO CX04.04 – ATTEND A PERSONAL FITNESS AND HEALTHY LIVING PRESENTATION

1. **Performance:** Attend a Personal Fitness and Healthy Living 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 the entire group.
3. **Standard:** The cadet shall attend a personal fitness and healthy living presentation.
4. **Teaching Points:**
 - a. Provide the guest speaker information about their audience (the cadets), including any particular interests that may be applicable. Ask the guest speaker to leave time for questions and answers. It may be helpful to have the cadets generate a list of what they would like to know or questions for the guest speaker in advance.
 - b. Have the guest speaker provide any information they may wish to have included in their introduction.
 - c. Collaborate with the guest speaker to provide them with any materials they may require (eg, projector, television, DVD player, microphone) and set up the room to suit their needs.
 - d. Acquire a bottle of water and have the cadets prepare a thank-you card for the guest speaker.
 - e. Arrange for a cadet(s) to introduce the guest speaker and for a cadet(s) to thank and present the card to the guest speaker.
 - f. Have a cadet(s) welcome the guest speaker upon arrival, provide them with the bottle of water and assist them with any final preparation details, such as set-up of visual aids and orientation to the presentation room.
 - g. Have a cadet(s) introduce the guest speaker.
 - h. Have the cadets participate in the presentation, to include:
 - (1) listening to the guest speaker's story, and
 - (2) a question-and-answer period.
 - i. Have a cadet(s) thank the guest speaker on behalf of all cadets and present the thank-you card.
 - j. After the guest speaker departs, have the cadets reflect on what they have learned. Potential activities include:
 - (1) Highlights. Have the cadets individually list the three most interesting or surprising things they have learned from the presentation. Have the cadets discuss these highlights with a partner or in small groups. If time permits, invite cadets to share highlights with the larger group.
 - (2) Journal. Have the cadets write a journal entry about the presentation.
 - (3) Visual representation. Have the cadets create a visual representation of their experience.

5. **Time:** One session (3 periods) = 90 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 personal fitness and healthy living.
7. **References:** Nil.
8. **Training Aids:**
 - a. Bottle of water, and
 - b. Any materials required by the guest speaker.
9. **Learning Aids:** Thank-you card materials.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Examples of guest speakers include:
 - (1) personal trainer,
 - (2) professional athlete,
 - (3) nutritionist, and
 - (4) coach.
 - b. There is no instructional guide for this EO.

EO CX04.05 – ATTEND A LOCAL AMATEUR SPORTING EVENT

1. **Performance:** Attend a Local Amateur Sporting Event
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Sports field, gymnasium or area large enough to accommodate the entire group.
3. **Standard:** The cadet shall attend a local amateur sporting event.
4. **Teaching Points:**
 - a. Select a local amateur sporting event. The event selected should reflect an activity that is available for cadets to start practicing, should they decide to do so, even if they have no prior experience.
 - b. Make arrangements to have the cadets view the event.
 - c. Have the cadets attend the sporting event.
5. **Time:** One session (3 periods) = 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 personal fitness and healthy living.
7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:** Nil.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. The aim of this EO is to expose cadets to various sporting events or activities conducted in their local communities, and in which they may choose to participate.
 - b. Examples of sporting events include:
 - (1) martial arts competition,
 - (2) roller derby,
 - (3) dance competitions,
 - (4) equestrian event, and
 - (5) sports tournament.
 - c. There is no instructional guide for this EO.

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SECTION 7**PO X05 – PARTICIPATE IN PHYSICAL ACTIVITIES**

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 CX05.01 (Participate in Physical Activities), and
 - b. EO CX05.02 (Participate in a Tournament).

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EO MX05.01 – PARTICIPATE IN PHYSICAL ACTIVITIES

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.
 - d. Have the cadets participate in the selected physical activity.
 - e. Have the cadets participate in a cool-down session.
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:**
- a. About Ultimate. (2006). *About ultimate*. Retrieved October 30, 2006, from <http://www.upa.org/ultimate>
 - b. Alberta Centre for Active Living. (2007). *What should parents know about strength training for youth ages 12 to 17?* Retrieved October 4, 2011 from <http://www.centre4activeliving.ca/our-work/faq/strength-train.pdf>
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 - d. Bagshaw, C. (Ed.). (2006). *The ultimate hiking skills manual*. ISBN 978-0-7153-2254-3. Cincinnati, OH: David & Charles
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 - f. Body Bar. (2010). *Programs & education*. Retrieved October 5, 2011, from <http://www.bodybar.com/Programs-Education>
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 - h. Canadian Orienteering Federation (1985). *Orienteering Level Two Coaching Certification*.
 - i. Chapman, J.R. Major, M.B.E. (1968). A-CR-CCP-150/PT-001 *Orienteering: an Aid to Training*. London, England: Hillside Printing & Publishing Co.
 - j. Corbin, C., & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. ISBN 978-0-7360-6675-4. Windsor, ON: Human Kinetics
 - k. Curtis, R. (2005). *The backpacker's field manual: A comprehensive guide to mastering backcountry skills*. ISBN 1-4000-5309-9. New York, NY: Three Rivers Press
 - l. Director Cadets 3. (2006). A-CR-CCP-951/PT-002. *Royal Canadian Army Cadets adventure training safety standards*. Ottawa, ON: Department of National Defence.
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 - n. Graydon, D., & Hanson, K. (Eds.). (2001). *Mountaineering: The freedom of the hills* (6th ed.). ISBN 0-89886-427-5 Seattle, WA: The Mountaineers
 - o. Hanlon, T. (1998). *The sports rules book: Essential rules for 54 sports*. ISBN 0-88011-807-5. USA: Human Kinetics Publishers, Inc.
 - p. International Orienteering Federation (2006). Retrieved 20 April 2006, from <http://www.orienteeing.org/footo/pictsymb.htm>.
 - q. Kjellstrom, B. (1994). *Be Expert With Map & Compass: The Complete Orienteering Handbook*. ISBN 0-02-029265-1. New York: Hungry Minds, Inc.
 - r. LeBlanc, J., & Dickson, L. (1997). *Straight talk about children and sport: Advice for parents, coaches, and teachers*. ISBN 0-88962-630-8. Oakville, ON: Mosaic Press.

- s. Livestrong.com. (2011). *Beginner's Pilates exercises*. Retrieved October 4, 2011, from <http://www.livestrong.com/article/452265-beginner-pilates-exercises/>
 - t. Lose the Back Pain (2006). Retrieved April 25, 2006, from www.losethebackpain.com
 - u. Men's Health. (2011). *The 5-minute six-pack abs*. Retrieved October 5, 2011, from <http://www.menshealth.com.sg/fitness/5-minute-six-pack-abs>
 - v. Norris, G. (Ed.). (1998). *National Football Federation: Touch football rule book 2004*. Ottawa, ON: National Football Federation
 - w. Panicucci, J. (2008). *Achieving Fitness: An Adventure Activity Guide*. ISBN 0-934387-29-X. Beverly, MA: Project Adventure, Inc
 - x. Popovic, Srdjan. (2011). *10 Skipping Rope Exercises for a Better Body*. Retrieved October 6, 2011, from <http://www.bloomtofit.com/10-skipping-rope-exercises-for-a-better-body>
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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 lesson 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 / squadron.
- 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.

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EO CX05.01 – PARTICIPATE IN PHYSICAL ACTIVITIES

1. **Performance:** Participate in Physical Activities

An additional three sessions (9 periods) of EO MX05.01 (Participate in Physical Activities) may be scheduled as complementary training.

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EO CX05.02 – PARTICIPATE IN A TOURNAMENT

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 exercises and stretches.
 - c. Have the cadets participate in a tournament.
 - d. Have the cadets participate in a cool-down session.
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. Directorate of Physical Education, Recreation and Amenities. (1989). A-PD-050-015/PT-002. *Physical fitness training in the Canadian Forces* (Vol. 2). Ottawa, ON: Department of National Defence
 - b. 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.

SECTION 8**PO 106 – FIRE THE CADET AIR RIFLE**

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 – IDENTIFY THE PARTS AND CHARACTERISTICS OF THE DAISY 853C AIR RIFLE

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: <ul style="list-style-type: none"> 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:**

- a. Daisy 853C air rifle; and
- b. 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 – CARRY OUT SAFETY PRECAUTIONS ON THE CADET AIR RIFLE

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> <ol 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: <ol style="list-style-type: none"> 1. the rifle is in the case, by: <ol 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: <ol 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: <ol 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> <ol 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. <p>Note: Cadets will be required to perform this skill during their air rifle handling test.</p>	Demonstration and Performance	10 min	A0-027 (p. 1-3-3, para 3.1.5)
TP3	<p>Explain and demonstrate (where applicable) safety regulations for the cadet air rifle, to include:</p> <ol style="list-style-type: none"> a. treating the air rifle as if it is loaded; b. never pointing the air rifle at anyone; 	Interactive Lecture	5 min	A0-027 (pp. 1-3-3 and 1-3-4, para 3.2, and para 3.4)

TP	Description	Method	Time	Refs
	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.			

5. **Time:**

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

6. **Substantiation:**

- 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.
- 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:**

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

9. **Learning Aids:**

- Cadet air rifle,
- Safety glasses/goggles, and
- 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 – APPLY BASIC MARKSMANSHIP TECHNIQUES

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)

TP	Description	Method	Time	Refs
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> <ol 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); 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. 	Demonstration and Performance	15 min	A0-027 (p. 2-16)
TP5	<p>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:</p> <ol style="list-style-type: none"> 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. <p>Note: Cadets will be required to perform these skills during the Cadet Air Rifle Handling Test.</p>	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 Cds 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 – FOLLOW RULES AND COMMANDS ON AN AIR RIFLE RANGE

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> <ol 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: <ol 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 – PARTICIPATE IN MARKSMANSHIP FAMILIARIZATION USING THE CADET AIR RIFLE

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 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY

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 – CLEAN AND STORE THE CADET AIR RIFLE

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)

TP	Description	Method	Time	Refs
TP2	<p>Explain and demonstrate the sequence for storing the air rifle, to include:</p> <ul 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; 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. 	Demonstration and Performance	10 min	A0-027 (p. 1-3-2)

5. **Time:**

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

6. **Substantiation:**

- a. The demonstration method was chosen for TP1 as it allows the instructor to demonstrate the procedures for cleaning the cadet air rifle.
- b. 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:**

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

9. **Learning Aids:**

- a. Cadet air rifle,
- b. Air rifle case, and
- c. Air rifle safety rod.

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

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SECTION 9**PO 107 – SERVE IN A SEA CADET CORPS**

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 – PARTICIPATE IN A DISCUSSION ON PHASE ONE TRAINING

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

TP	Description	Method	Time	Refs
TP2	Explain available optional training at the cadet corps, to include: <ul style="list-style-type: none"> a. cultural education / travel, b. music, c. summer and winter biathlon, d. first aid, and e. other opportunities as resources allow. 	Interactive Lecture	10 min	A1-019

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 – IDENTIFY SEA CADET AND NAVAL OFFICER RANKS

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), j. Vice-Admiral (VAdm), and k. Admiral (Adm). 	Interactive Lecture	15 min	A1-011 A1-014

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 – OBSERVE THE RULES AND PROCEDURES FOR THE PAYING OF COMPLIMENTS

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)

TP	Description	Method	Time	Refs
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; 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. 	In-Class Activity	5 min	A0-002 (pp. 1-2-2 to 1-2-3)
TP3	<p>Explain the regulations for paying compliments inside a building:</p> <ol style="list-style-type: none"> a. cadets shall salute indoors only if the following conditions apply: <ol 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: <ol 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: <ol 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)

TP	Description	Method	Time	Refs
TP4	Explain other occasions to pay compliments, to include when: <ol 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; 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. 	Interactive Lecture	5 min	A0-002 (pp. 1-2-3 to 1-2-4)

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 – STATE THE AIM AND MOTTO OF THE SEA CADET PROGRAM

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

TP	Description	Method	Time	Refs
TP2	<p>Conduct a brainstorming activity on the vision of the sea cadet program, by:</p> <ol style="list-style-type: none"> separating the class into two groups; giving each group flip chart paper and markers; having the cadets brainstorm what the vision of the cadet program is and write it on the flip chart paper; and having the groups present their ideas. <p>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.</p>	In-Class Activity	5 min	A0-010
TP3	<p>Describe the aim of the cadet program, to include:</p> <ol style="list-style-type: none"> 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. 	Interactive Lecture	10 min	A0-010
TP4	<p>State the motto of the sea cadet program, which is "Ready Aye Ready".</p>	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 Cdts. (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,

- d. Scissors, and
 - e. Envelopes.
9. **Learning Aids:** Nil.
 10. **Test Details:** Nil.
 11. **Remarks:** Nil.

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EO M107.05 – WEAR THE SEA CADET UNIFORM

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: <ol style="list-style-type: none"> a. male hair, to include: <ol 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 – IDENTIFY YEAR ONE SUMMER TRAINING OPPORTUNITIES

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 – MAINTAIN THE SEA CADET UNIFORM

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
TP4	Demonstrate the correct method of care for the tunic, as per CATO.	Demonstration and Performance	5 min	A2-028

TP	Description	Method	Time	Refs
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
TP7	<p>Demonstrate the method for wearing the hair, for male cadets and for female cadets, as per CATO.</p>	Demonstration and Performance	10 min	A2-028 A0-001

TP	Description	Method	Time	Refs
TP8	Supervise and advise cadets as they practise maintaining the uniform, to include: 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:	35 min
d. Performance:	10 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 – PARTICIPATE IN A TOUR OF THE CORPS

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 – PARTICIPATE IN AN ACTIVITY ABOUT THE HISTORY OF THE CORPS

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.

SECTION 10**PO 108 – PERFORM DRILL MOVEMENTS DURING AN ANNUAL CEREMONIAL REVIEW**

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 – ADOPT THE POSITIONS OF ATTENTION, STAND AT EASE, AND STAND EASY

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 – EXECUTE A SALUTE AT THE HALT WITHOUT ARMS

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 – EXECUTE TURNS AT THE HALT

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 – CLOSE TO THE RIGHT AND LEFT

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 – EXECUTE PACES FORWARD AND TO THE REAR

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 – EXECUTE THE MOVEMENTS REQUIRED FOR A RIGHT DRESS

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 – EXECUTE AN OPEN ORDER AND CLOSE ORDER MARCH

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 – MARCH AND HALT IN QUICK TIME

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 – EXECUTE MARK TIME, FORWARD AND HALT IN QUICK TIME

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 – EXECUTE A SALUTE ON THE MARCH

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 – PAY COMPLIMENTS WITH A SQUAD ON THE MARCH

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 – PERFORM DRILL MOVEMENTS DURING AN ANNUAL CEREMONIAL REVIEW

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 – EXECUTE SUPPLEMENTARY DRILL MOVEMENTS

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 – PARTICIPATE IN A DRILL COMPETITION

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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SECTION 11**PO 111 – PARTICIPATE IN RECREATIONAL SUMMER BIATHLON ACTIVITIES**

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 – PARTICIPATE IN A BIATHLON BRIEFING

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 – RUN WIND SPRINTS

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; c. expand the muscles' capillaries to accommodate the increase in blood circulation; and d. raise muscle temperature to facilitate reactions in muscle tissue. 	Practical Activity	5 min	C0-002 (pp. 109–113) C0-089

TP	Description	Method	Time	Refs
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: <ol style="list-style-type: none"> allow the body time to slowly recover from physical activity and to help prevent injury; prepare the respiratory and cardiovascular systems to return to their normal state; and 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:**

- 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.
- 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:**

- 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 16, 2006, from <http://www.marthajefferson.org/warmup.php>
- C0-058 Webb Physiotherapists Inc. (n.d.). *Running exercises*. 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://in-motion.ca/walkingworkout/plan/flexibility/>
- 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). *MyDietExcercise.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 – SIMULATE FIRING THE CADET AIR RIFLE FOLLOWING PHYSICAL ACTIVITY

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:**

- a. 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.
- b. 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:**

- 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. 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.
- c. C0-057 Martha Jefferson Hospital. (2001). *Warm-ups*. Retrieved October 26, 2006, from <http://www.marthajefferson.org/warmup.php>
- d. C0-058 Webb Physiotherapists Inc. (n.d.). *Running exercise*. Retrieved October 26, 2006 from <http://www.physioline.co.za/conditions/article.asp?id=46>
- e. 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>
- f. C0-060 Impacto Protective Products Inc. (1998). *Exercises*. Retrieved October 25, 2006, from <http://www.2protect.com/work3b.htm>
- g. 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/>
- h. C0-089 ISBN 0-936070-22-6 Anderson, B. (2000). *Stretching: 20th anniversary* (Rev. ed.). Bolinas, CA: Shelter Publications, Inc
- i. 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.
- j. C0-151 Devin Manufacturing Incorporated. (2005). *Biathlon style airgun target*. Retrieved February 15, 2007 from <http://www.devinmfg.com/targets1.html>
- 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#l1>

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 – PARTICIPATE IN A RECREATIONAL SUMMER BIATHLON ACTIVITY

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.

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SECTION 12**PO X20 – PARTICIPATE IN CAF FAMILIARIZATION ACTIVITIES**

1. **Performance:** Participate in CAF Familiarization Activities
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet will participate in CAF familiarization activities designed to stimulate an interest in the sea, land or air environments of the CAF, such as:
 - a. participate in a CAF activity;
 - b. participate in a CAF familiarization tour;
 - c. fire the C7 rifle;
 - d. participate in a mess dinner;
 - e. attend a CAF presentation;
 - f. attend a CAF commemorative ceremony;
 - g. participate in a CAF video activity; and / or
 - h. participate in CAF familiarization learning stations.
4. **Remarks:**
 - a. The aim of this PO is to stimulate the interest of cadets in the sea, land and air activities of the CAF. Activities chosen for this training are not limited to those presented above but must be age appropriate, safe and in-line with the aim.
 - b. Two sessions (six periods) of mandatory training are allocated for this PO. Corps / squadrons may choose one or more of the above activities.
 - c. More time for these activities may be allocated from complementary training time.
 - d. Any of the activities can be combined. For example, cadets may attend a CAF presentation for two periods and watch a CAF familiarization video for one period.
 - e. Participation in an exercise with an affiliated unit or other CAF unit shall be IAW CATO 11-33, *Affiliated Unit Support and Canadian Forces Training*.
 - f. CAF exercises using pyrotechnics and blank ammunition shall be IAW CATO 14-48, *Use of Pyrotechnics and Blank Ammunition*.
 - g. Firing of the C7 rifle shall be IAW CATO 14-41, *Authorized Rifle Training*.
 - h. All mock tower activities shall be conducted IAW LCFO 22.01, *Parachuting*.

- i. Participating in a rappelling activity shall be IAW CATO 45-03, *Military Rappel Training*.
 - j. Activities should focus on hands-on / practical training with the CAF directly, such as participating in a CAF exercise; where that is not possible corps / squadrons may choose indirect familiarization activities, such as watching a CAF familiarization video.
5. **Complementary Material:** The complementary material associated with this PO is EO CX20.01 (Participate in CAF Familiarization Activities); it is designed to provide opportunities for cadets to participate in additional CAF familiarization activities.

EO MX20.01A – PARTICIPATE IN A CAF ACTIVITY

1. **Performance:** Participate in a CAF Activity
2. **Conditions:**
 - a. Given:
 - (1) Equipment as required by CAF staff,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet shall participate in a CAF activity.
4. **Teaching Points:**
 - a. Provide the CAF staff with information about the cadets (eg, age) and ask them to leave time for questions and answers. Confirm if additional equipment is needed.
 - b. Brief the cadets on their expected behaviour during the activity.
 - c. Have the cadets prepare a thank-you card(s) for the CAF staff.
 - d. CAF staff will brief the cadets, to include:
 - (1) safety rules and regulations,
 - (2) description and characteristics of the equipment being used / activity being conducted,
 - (3) the procedures to be followed when:
 - (a) preparing to use equipment / participate in an activity;
 - (b) using equipment / participating in an activity; and
 - (c) upon completion of using the equipment / participating in the activity; and
 - (4) any other pertinent information.
 - e. Have the cadets participate in the CAF activity.
 - f. Debrief the cadets. Ideally this will be done by the CAF staff who were involved in the activity and should include:
 - (1) how the cadets felt about the activity,
 - (2) a question and answer period, and
 - (3) having a cadet (or cadets) thank the staff on behalf of all cadets and present the thank-you card(s).

5. **Time:** Up to two sessions (six periods) of mandatory training are allocated for this EO, with the option of adding complementary training time.
6. **Substantiation:** A practical activity was chosen for this lesson as it is a fun way to build on the cadets' knowledge of the CAF.
7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:** Materials for making thank-you cards.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Examples of CAF activities include:
 - (1) CAF exercise,
 - (2) Royal Canadian Navy (RCN) ship day sails,
 - (3) CAF equipment displays / rides (eg, armoured vehicles, aircraft and ships),
 - (4) small arms trainer,
 - (5) simulator,
 - (6) CAF mock tower familiarization,
 - (7) CAF rappelling, and
 - (8) CAF confidence course.
 - b. Activities shall be chosen based on human and material resources available to the corps / squadron.
 - c. There is no instructional guide for this EO.
 - d. Participation in activities with affiliated / CAF units shall be IAW CATO 11-33, *Affiliated Unit Support and Canadian Forces Training*.
 - e. CAF activities that use pyrotechnics and blank ammunition shall be IAW CATO 14-48, *Use of Pyrotechnics and Blank Ammunition*.
 - f. Participating in a rappelling activity shall be IAW CATO 45-03, *Military Rappel Training*.
 - g. Mock Tower activities shall be conducted IAW LFCO 22.01, *Parachuting*.
 - h. Participation in a CAF confidence course will be as per the standing orders of the unit in charge of the confidence course.

EO MX20.01B – PARTICIPATE IN A CAF FAMILIARIZATION TOUR

1. **Performance:** Participate in a CAF Familiarization Tour
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet shall participate in a CAF familiarization tour.
4. **Teaching Points:**
 - a. Provide the tour guide information about their audience (the cadets), including any particular interests that may be applicable. Ask the tour guide to leave time for questions and answers. It may be helpful to have the cadets generate a list of what they would like to know or questions for the tour guide in advance.
 - b. Conduct a briefing by describing:
 - (1) the facility / site,
 - (2) the significance of the facility / site, and
 - (3) the expected behaviour during the tour.
 - c. Have the cadets prepare a thank-you card for the facility / tour guide.
 - d. Have the tour guide:
 - (1) describe aspects of the facility / site during the tour, and
 - (2) facilitate a question-and-answer period.
 - e. Have a cadet(s) thank the facility / tour guide on behalf of all cadets and present the thank-you card.
 - f. Have the cadets reflect on what they have learned. Potential activities include:
 - (1) Highlights. Have the cadets individually list the three most interesting or surprising things they have learned from the tour. Have the cadets discuss these highlights with a partner or in small groups. If time permits, invite cadets to share highlights with the larger group.
 - (2) Journal. Have the cadets write a journal entry about the tour.
 - (3) Visual representation. Have the cadets create a visual representation of their experience.

5. **Time:** Up to two sessions (6 periods) of mandatory training time, with the option of adding complementary training time.
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 the CAF.
7. **References:** Nil.
8. **Training Aids:** Nil.
9. **Learning Aids:** Thank-you card materials.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Examples of facilities / sites include:
 - (1) Canadian Forces Base (CFB) or Station,
 - (2) museum,
 - (3) affiliated unit,
 - (4) war memorial,
 - (5) Royal Canadian Navy (RCN) Ship or equipment,
 - (6) Royal Canadian Air Forces (RCAF) planes or equipment, and
 - (7) Canadian Army equipment.
 - b. Activities shall be chosen based on human and material resources available to the corps / squadron.
 - c. This EO may be conducted with the entire corps / squadron. Training should be progressive and not repeated over subsequent years.
 - d. There is no instructional guide for this EO.
 - e. Complementary training time may be allotted to this EO to allow for more time during a single tour or to conduct more than one tour.

EO MX20.01C – FIRE THE C7 RIFLE

1. **Performance:** Fire the C7 Rifle
2. **Conditions:**
 - a. Given:
 - (1) C7 rifle,
 - (2) 25 rounds of 5.56-mm ammunition,
 - (3) Magazines,
 - (4) Marksmanship target,
 - (5) Target frame,
 - (6) 5.56-mm dummy rounds,
 - (7) Hearing protectors,
 - (8) Marksmanship mat,
 - (9) Cleaning kit,
 - (10) Supervision, and
 - (11) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Small arms range, during daylight hours, in favourable weather conditions.
3. **Standard:** The cadet shall fire, at a range of 100 m, 25 rounds using the C7 rifle.
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	<p>Explain safety rules and regulations pertaining to the C7 rifle, to include:</p> <ol style="list-style-type: none"> a. always completing a safety check when picking up or being handed a rifle; b. always controlling the rifle when holding it; c. always treating the rifle as if it were loaded; d. always having the fire control selector to 'S' (safe) when the rifle is cocked; and e. never touching the trigger unless firing on a range. 	Interactive Lecture	5 min	para 7. (pp. 28–30)

TP	Description	Method	Time	Refs
TP2	Identify the following parts of the C7 rifle: <ol style="list-style-type: none"> a. upper receiver group, to include: <ol style="list-style-type: none"> 1. upper receiver, to include: <ol style="list-style-type: none"> (a) carrying handle, (b) ejection port, (c) ejection port cover, (d) spent casing deflector, (e) forward assist, and (f) front and rear sights; 2. barrel, to include: <ol style="list-style-type: none"> (a) flash suppressor, and (b) hand guards; 3. bolt and cocking handle; and b. lower receiver group, to include: <ol style="list-style-type: none"> 1. lower receiver, to include: <ol style="list-style-type: none"> (a) trigger, (b) trigger guard, (c) pistol grip, (d) fire control selector, (e) bolt catch, (f) magazine, and (g) magazine release; and 2. butt and butt plate. 	Interactive Lecture	10 min	para 7. (p. 19, pp. 27–28)
TP3	Explain the following characteristics of the C7 rifle: <ol style="list-style-type: none"> a. calibre, b. weight, c. length, d. modes of fire, e. operation, f. effective range, g. sights, and h. magazine capacity. 	Interactive Lecture	5 min	para 7. (p. 20, p. 27)

TP	Description	Method	Time	Refs
TP4	<p>Explain, demonstrate and have the cadet practice completing an individual safety check by:</p> <ul style="list-style-type: none"> a. adopting the standing load position; b. pulling the cocking handle to the rear; c. engaging the bolt catch; d. tilting the rifle; e. inspecting the chamber; f. ensuring the rifle is clear; g. pulling the cocking handle fully to the rear; h. allowing the action to go forward under control; i. striking the forward assist; j. firing the rifle; k. closing the ejection port cover; and l. laying down the rifle with the ejection port cover facing up. 	Demonstration and Performance	15 min	para 7. (pp. 28–29)
TP5	<p>Have the cadet practice holding the C7 rifle in the prone position by:</p> <ul style="list-style-type: none"> a. adopting the prone position; b. picking up the rifle; c. placing the butt of the rifle into the right (left) shoulder; d. placing the left (right) hand on the hand guard; e. holding the pistol grip with the right (left) hand; f. placing the right (left) cheek naturally on the butt; and g. looking through the front and rear sights with the aiming eye. 	Performance	5 min	para 7. (pp. 59–60)
TP6	<p>Explain and demonstrate aiming the C7 rifle by looking through the front and rear sights.</p>	Demonstration	5 min	para 7. (p. 61)

TP	Description	Method	Time	Refs
TP7	<p>Explain, demonstrate and have the cadet practice the following actions when given the command LOAD:</p> <ol style="list-style-type: none"> a. Pick up a magazine. b. Check to see if the rounds are positioned correctly. c. Push the magazine firmly into the magazine housing. d. Check that the magazine is secure by pulling downwards. e. Return the hand to hold the rifle. <p>Note: The cadets must be briefed on how to differentiate between live and dummy rounds.</p>	Demonstration and Performance	10 min	para 7. (pp. 52–53)
TP8	<p>Explain, demonstrate and have the cadet practice the following actions when given the command READY or RANGE:</p> <ol style="list-style-type: none"> a. Check the front and rear sights to ensure they are set correctly. b. Cock the rifle. c. Strike the forward assist. d. Close the ejection port cover. e. Ensure the fire control selector is on 'S' (safe). f. Return the hand to hold the rifle. 	Demonstration and Performance	5 min	para 7. (p. 53)
TP9	<p>Explain, demonstrate and have the cadet practice the following actions when given the command FIRE:</p> <ol style="list-style-type: none"> a. Set the fire control selector to 'R' (repetition). b. Fire all rounds in the magazine. c. Change magazines as required. 	Demonstration and Performance	5 min	para 7. (p. 53)

TP	Description	Method	Time	Refs
TP10	<p>Explain, demonstrate and have the cadet practice the following actions when given the command UNLOAD:</p> <ol style="list-style-type: none"> a. Set the fire control selector to 'S' (safe). b. Remove the magazine. c. Cock the rifle twice. d. Pull the cocking handle to the rear. e. Engage the bolt catch. f. Tilt the rifle to the left. g. Wait to be cleared by the Range Safety Officer (RSO). h. Receive the command CLEAR from the RSO. i. Disengage the bolt catch. j. Strike the forward assist. k. Set the fire control selector to 'R' (repetition). l. Fire the rifle. m. Close the ejection port cover. n. Lay down the rifle. 	Demonstration and Performance	10 min	para 7. (p. 53)
TP11	<p>Explain, demonstrate and have the cadet practice the following actions when given the command CEASE FIRE:</p> <ol style="list-style-type: none"> a. Set the fire control selector to 'S' (safe). b. Wait for further command. 	Demonstration and Performance	5 min	para 7. (p. 70)

TP	Description	Method	Time	Refs
TP12	<p>Explain, demonstrate and have the cadet practice the following immediate actions:</p> <p>a. When the bolt is at the rear:</p> <ol style="list-style-type: none"> 1. check for an empty magazine and change as required; 2. disengage the bolt catch; 3. strike the forward assist; and 4. continue firing. <p>b. When the bolt is fully forward:</p> <ol style="list-style-type: none"> 1. ensure the magazine is seated properly and locked in place; 2. cock the rifle while watching for a round or empty casing to eject; 3. where a round ejects: <ol style="list-style-type: none"> (a) strike the forward assist; and (b) continue firing; and 4. where a round does not eject: <ol style="list-style-type: none"> (a) attempt to continue firing; and (b) if required, request assistance. <p>c. When the bolt is partially forward:</p> <ol style="list-style-type: none"> 1. cock the rifle; 2. engage the bolt catch; 3. examine the chamber of the rifle; 4. remove the magazine if a live round or empty casing is in the chamber; 5. clear the obstruction; 6. replace the magazine; 7. disengage the bolt catch; 8. strike the forward assist; and 9. continue firing. 	Demonstration and Performance	15 min	para 7. (pp. 88–89)
TP13	<p>Have the cadet participate in a mock range activity, to include:</p> <p>a. performing firing drills; and</p> <p>b. executing range commands.</p> <p>Note: The handling test will be started during this TP. Where extra time is required, the handling test may also be completed during TP 17.</p>	Practical Activity	30 min	

TP	Description	Method	Time	Refs
TP14	<p>Explain and demonstrate field stripping the C7 rifle by:</p> <ul style="list-style-type: none"> a. carrying out an individual safety check (without operating the trigger); b. ensuring the fire control selector is set to 'S' (safe); c. unlocking the upper receiver by pushing / pulling the takedown pin; d. pulling the cocking handle partially to the rear; e. removing the bolt; f. pushing the cocking handle fully forward; g. laying down the rifle; h. removing the bolt from the bolt carrier; and i. laying down the bolt and bolt carrier. <p>Note: The cadet will field strip the rifle prior to cleaning it in TP 17.</p>	Demonstration	5 min	para 7. (p. 37)
TP15	<p>Explain and demonstrate cleaning the C7 rifle after a range practice, to include:</p> <ul style="list-style-type: none"> a. chamber, b. flash suppressor, c. barrel, d. bolt and carrier, e. upper receiver, f. lower receiver, and g. butt and hand guards. <p>Note: The cadet will clean the C7 after firing in TP 17.</p>	Demonstration	5 min	para 7. (pp. 40–43)

TP	Description	Method	Time	Refs
TP16	<p>Explain and demonstrate assembling the C7 rifle by:</p> <ol style="list-style-type: none"> a. replacing the bolt in the bolt carrier; b. pulling the cocking handle partially to the rear; c. placing the bolt in the rifle; d. pushing the cocking handle fully forward; e. ensuring the fire control selector is set to 'S' (safe); f. locking the upper receiver with the takedown pin; and g. completing the function test by: <ol style="list-style-type: none"> 1. cocking the rifle; 2. attempting to fire with the fire control selector at 'S' (safe); 3. setting the fire control selector to 'R' (repetition); 4. firing the action; 5. cocking the action while holding in on the trigger; 6. releasing the trigger (after hearing the hammer fall); 7. firing the action; 8. setting the fire control selector to 'AUTO' (automatic); 9. firing the action; 10. cocking the action while holding in on the trigger; 11. releasing the trigger (after hearing the hammer fall); 12. returning the fire control selector to 'R' (repetition); and 13. closing the ejection port cover. <p>Note: The cadet will assemble the C7 rifle after cleaning it in TP 17.</p>	Demonstration	5 min	para 7. (p. 38)
TP17	Have the cadet fire 25 rounds with the C7 rifle.	Practical Activity	130 min	

5. **Time:** 320 min (Both mandatory sessions [6 periods] and at least three complementary sessions [9 periods] will be required to complete this training).
6. **Substantiation:**
 - a. An interactive lecture was chosen for TPs 1–3 to present background information and give direction on procedures.
 - b. A demonstration and performance was chosen for TPs 4 and 7–12 as it allows the instructor to explain and demonstrate how to complete a safety check and the actions in response to range commands while providing an opportunity for the cadet to practice under supervision.
 - c. A performance was chosen for TP 5 as it allows the cadet to practice handling the C7 rifle in a controlled environment.
 - d. A demonstration was chosen for TPs 6 and 14–16 as it allows the instructor to explain and demonstrate aiming a C7 rifle as well as the procedures required for stripping, cleaning and assembling the C7 rifle.
 - e. A practical activity was chosen for TPs 13 and 17 as it is an interactive way for the cadet to practice and experience range procedures and develop marksmanship skills and knowledge in a safe and controlled environment.
7. **References:** B-GL-317-018/PT-001 Canadian Forces. (1987). *Weapons: The rifle 5.56 mm C7 and the carbine 5.56 mm C8* (Vol. 18). Ottawa, ON: Department of National Defence.
8. **Training Aids:**
 - a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for the classroom / training area,
 - b. C7 rifle,
 - c. 5.56-mm ammunition,
 - d. Magazines,
 - e. Marksmanship target,
 - f. Target frame,
 - g. 5.56-mm dummy rounds,
 - h. Hearing protectors,
 - i. Marksmanship mats,
 - j. First aid kit,
 - k. Stretcher,
 - l. Cell phone / radio,
 - m. Folding tables,
 - n. Empty sandbags,
 - o. Green and red flags,
 - p. Target patches,
 - q. Range standing orders,

- r. Cleaning kits,
- s. C7 rifle handling test, and
- t. Pen / pencil.

9. **Learning Aids:**

- a. C7 rifle,
- b. 5.56-mm ammunition,
- c. Magazines,
- d. Marksmanship target,
- e. Target frame,
- f. 5.56-mm dummy rounds,
- g. Hearing protectors,
- h. Marksmanship mat,
- i. Cleaning kit, and
- j. C7 rifle handling test.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Each cadet must successfully complete a C7 Rifle Handling Test prior to firing the rifle on a small arms range.
- b. The cleaning kit contains the following:
 - (1) a case,
 - (2) a four-piece rod,
 - (3) a swab holder,
 - (4) a bore brush,
 - (5) a chamber brush,
 - (6) a bolt key brush,
 - (7) a container of cleaner, lubricant, preservative (CLP),
 - (8) pipe cleaners, and
 - (9) swabs (38 mm by 50 mm).
- c. All familiarization firing must be led by a Large Bore Range Safety Officer (RSO [LB]). Consult and adhere to the policies outlined in CATO 14-41, *Authorized Rifle Training*.
- d. The firing shall be familiarization and shall include an inspection of targets at least once throughout the 25 rounds to allow the cadets to make adjustments if inclined to do so.
- e. Assistant instructors are required for this lesson.

- f. Where butts are being used, time shall be spent instructing the cadets on their operation and the following equipment is required:
 - (1) helmets,
 - (2) pointers, and
 - (3) communication devices.
- g. Additional complementary training time may be allotted to this EO to allow for more time during the activity.

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EO MX20.01D – PARTICIPATE IN A MESS DINNER

1. **Performance:** Participate in a Mess Dinner
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet shall participate in a mess dinner.
4. **Teaching Points:**
 - a. Conduct a mess dinner ensuring that the protocols and procedures are followed, to include:
 - (1) pre-dinner gathering,
 - (2) mess call,
 - (3) arrival of the head table,
 - (4) dinner,
 - (5) passing of the port,
 - (6) loyal toast,
 - (7) marches,
 - (8) speeches, and
 - (9) departure of the head table.
 - b. Following the dinner, have the cadets reflect on their experience. This could include having each cadet sign a guest book with a comment about the dinner.
5. **Time:** One session (3 periods) = 90 min
6. **Substantiation:** A practical activity was chosen for this lesson as it an interactive way to allow cadets to experience a mess dinner in a safe, controlled environment. This activity is an interactive way to build on the cadets' knowledge of the CAF.
7. **References:**
 - a. A-CR-050-801/PH-001 Directorate of Cadets 6. (2009). *Training plan DP1 Cadet Instructors Cadre: Basic Officer Training Course*. Ottawa, ON: Department of National Defence.
 - b. A-AD-200-000/AG-000 Director Honours and Recognition. (1999). *The honours, flags and heritage structure of Canadian Forces*. Ottawa, ON: Department of National Defence.
 - c. A-AD-262-000/AG-000 Director of Physical Education, Recreation and Amenities. (1984). *Mess administration*. Ottawa, ON: Department of National Defence.
 - d. CFACM 1-900 Air Command. (2007). *Air command mess dinner procedures*. Ottawa, ON: Department of National Defence.

- e. HMCS Queen Regina's Naval Reserve Division. (2009). *Chief Petty Officers & Petty Officers mess dinner naval customs*. Retrieved April 28, 2009, from <http://www.hmcsqueen.ca/cpomessdinner.pdf>.
- f. Love, D.W. (1990). *Manual of Canadian naval etiquette*. Victoria, BC: VENTURE, The Naval Officer Training Centre.
- g. ReadyAyeReady (2009). *Naval Toasts of the Day – Customs and Traditions: Naval toasts of the day*. Retrieved April 1, 2009 from <http://www.readyayeready.com/tradition/naval-toasts-of-theday.htm>

8. **Training Aids:**

- a. Cadet Mess Dinner pamphlet,
- b. Role of the President of the Mess Committee (PMC) handout,
- c. Role of the Vice-President of the Mess Committee (VPMC) handout, and
- d. Organize a Mess Dinner Aide-Memoire.

9. **Learning Aids:**

- a. Cadet Mess Dinner pamphlet,
- b. Role of the President of the Mess Committee (PMC) handout, and
- c. Role of the Vice-President of the Mess Committee (VPMC) handout.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Where possible, all roles should be filled by cadets.
- b. There are numerous leadership opportunities for cadets when conducting a mess dinner:
 - (1) Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the mess dinner as a leadership project IAW PO 503 (Lead Cadet Activities); and
 - (2) Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments such as acting as the Mess President and the Mess Vice-Presidents IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities).
- c. The organization of the mess dinner shall be based on human and material resources available to the corps / squadron.

EO MX20.01E – ATTEND A CAF PRESENTATION

1. **Performance:** Attend a CAF 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 the entire group.
3. **Standard:** The cadet shall attend a CAF presentation.
4. **Teaching Points:**
 - a. Provide the guest speaker information about their audience (the cadets), including any particular interests that may be applicable. Ask the guest speaker to leave time for questions and answers. It may be helpful to have the cadets generate a list of what they would like to know or questions for the guest speaker in advance.
 - b. Have the guest speaker provide any information they may wish to have included in their introduction.
 - c. Collaborate with the guest speaker to provide them with any materials they may require (eg, projector, television, DVD player, microphone) and set up the room to suit their needs.
 - d. Acquire a bottle of water and have the cadets prepare a thank-you card for the guest speaker.
 - e. Arrange for a cadet(s) to introduce the guest speaker and for a cadet(s) to thank and present the card to the guest speaker.
 - f. Have a cadet(s) welcome the guest speaker upon arrival, provide them with the bottle of water and assist them with any final preparation details, such as set-up of visual aids and orientation to the presentation room.
 - g. Have a cadet(s) introduce the guest speaker.
 - h. Have the cadets participate in the presentation, to include:
 - (1) listening to the guest speaker's presentation; and
 - (2) a question-and-answer period.
 - i. Have a cadet(s) thank the guest speaker on behalf of all cadets and present the thank you card.
 - j. After the guest speaker departs, have the cadets reflect on what they have learned. Potential activities include:
 - (1) Highlights. Have the cadets individually list the three most interesting or surprising things they have learned from the tour. Have the cadets discuss these highlights with a partner or in small groups. If time permits, invite cadets to share highlights with the larger group.
 - (2) Journal. Have the cadets write a journal entry about the presentation.
 - (3) Visual representation. Have the cadets create a visual representation of their experience.

5. **Time:** One session (3 periods) = 90 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 the CAF.
7. **References:** Nil.
8. **Training Aids:**
 - a. Bottle of water, and
 - b. Any materials required by the guest speaker.
9. **Learning Aids:** Thank-you card materials.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Examples of presenters include:
 - (1) current CAF member,
 - (2) former CAF member,
 - (3) veteran,
 - (4) member of the Royal Canadian Legion, and
 - (5) historian.
 - b. The Dominion Institute Speakers Bureau is a national program that arranges for veterans to visit schools and community groups year-round to share their personal stories and reflections. Visit www.thememoryproject.com for further information.
 - c. The Department of National Defence has a National Veterans' Week Speakers Program each fall that arranges for CAF members to visit and talk about their experiences in uniform.
 - d. The Royal Canadian Air Force Speakers Bureau has members available who are experts in the field of military aviation. Their speakers include pilots, search and rescue and members who provide relief after natural disasters and dedicated professionals who defend Canada and Canadian interests. Visit the Air Force website (www.rcaf-arc.forces.gc.ca) for further information.
 - e. Local branches of the Royal Canadian Legion may be able to connect corps / squadrons with local veterans who are available for speaking engagements with youth.
 - f. If a guest speaker is unable to attend in person, consider showing a veteran interview video. Veterans Affairs Canada's Heroes Remember collection features a searchable database with a wide selection of on-line interviews with veterans from across Canada. Visit the Veterans Affairs Canada website (www.veterans.gc.ca) for additional information.
 - g. There is no instructional guide for this EO.
 - h. Complementary training time may be allotted to this EO to allow for multiple presentations throughout the training year.

EO MX20.01F – ATTEND A CAF COMMEMORATIVE CEREMONY

1. **Performance:** Attend a CAF Commemorative Ceremony
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet shall attend a CAF commemorative ceremony.
4. **Teaching Points:**
 - a. Conduct a briefing by describing:
 - (1) dates and significance of the event being commemorated,
 - (2) Canada's role in the event,
 - (3) format for the ceremony,
 - (4) any additional information the cadets require prior to attending the ceremony (eg, dress).
 - b. Have the cadets attend the CAF commemorative ceremony.
 - c. After the ceremony, have the cadets reflect on what they have learned. Potential activities include:
 - (1) Highlights. Have the cadets individually list the three most interesting or surprising things they have learned from the ceremony. Have the cadets discuss these highlights with a partner or in small groups. If time permits, invite cadets to share highlights with the larger group.
 - (2) Journal. Have the cadets write a journal entry about the ceremony.
 - (3) Visual representation. Have the cadets create a visual representation of their experience.
5. **Time:** Up to two sessions (6 periods) of mandatory training time, with the option of adding complementary training time.
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 the CAF.
7. **References:** Dependant on the ceremony.
8. **Training Aids:** Dependant on the ceremony.
9. **Learning Aids:** Dependant on the ceremony.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Examples of CAF commemorative ceremonies include:
 - (1) Remembrance Day,
 - (2) Battle of the Atlantic,

(3) Battle of Vimy Ridge, and

(4) Battle of Britain.

- b. There is no instructional guide for this EO.
- c. Complementary training time may be allotted to this EO to allow for multiple ceremonies throughout the training year.

EO MX20.01G – PARTICIPATE IN CAF FAMILIARIZATION VIDEO ACTIVITIES

1. **Performance:** Participate in CAF Familiarization Video Activities
2. **Conditions:**
 - a. Given:
 - (1) Television and DVD player / laptop and projector,
 - (2) Supervision, and
 - (3) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet shall watch a CAF familiarization video.
4. **Teaching Points:**
 - a. Conduct a briefing by describing:
 - (1) the significance of the video being watched,
 - (2) the role of the CAF in the video, and
 - (3) details of the video (eg, anything to watch for, questions to answer).
 - b. Have the cadets watch the video.
 - c. Conduct a debriefing and have the cadets reflect on what they saw and how it affected their perceptions of the CAF.
5. **Time:** One session (3 periods) = 90 min.
6. **Substantiation:** An in-class activity was chosen for this lesson as it is a fun and interactive way to build on the cadets' knowledge of the CAF.
7. **References:**
 - a. DVD Video Chadderton, H. C. (Producer) (2000). *A War Of Their Own: The Canadians in Sicily and Italy*. Ontario: The War Amps of Canada.
 - b. DVD Video Chadderton, H. C. (Producer) (2005). *The Boys of Kelvin High: Canadians in Bomber Command*. Ontario: The War Amps of Canada.
 - c. DVD Video (2010). *The International Fleet Reviews of The Canadian Navy Centennial 2010* Canada: Department of National Defence.
 - d. DVD Video Gimblett, R. H. (Author) (2004). *Operation Apollo: The Canadian Navy in the War Against Terrorism – 2001-2003*. Canada: Magic Light Publishing.
 - e. DVD Video Guilmain, C. (Director) (2012). *The Van Doos in Afghanistan*. National Film Board of Canada.
8. **Training Aids:**
 - a. Television and DVD player / laptop and projector, and
 - b. Video question pages.

9. **Learning Aids:**

- a. Pen / Pencil, and
- b. Video question pages.

10. **Test Details:** Nil.

11. **Remarks:**

- a. Corps / squadrons can choose any CAF-related video or acquire any video from the list provided.
 - (1) *A War Of Their Own – The Canadians in Sicily and Italy – Part 1* (60 minutes),
 - (2) *A War Of Their Own – The Canadians in Sicily and Italy – Part 2* (60 minutes),
 - (3) *Operation Apollo – The Canadian Navy in the War Against Terrorism, 2001-2003* (30 minutes),
 - (4) *The Boys of Kelvin High – Canadians in Bomber Command – Part 1* (60 minutes),
 - (5) *The Boys of Kelvin High – Canadians in Bomber Command – Part 2* (60 minutes),
 - (6) *The Van Doos in Afghanistan* (45 minutes), and
 - (7) *The International Fleet Reviews of The Canadian Navy Centennial 2010* (22 minutes).
- b. There are potential leadership opportunities for cadets when conducting CAF Familiarization video activities:
 - (1) Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the session as a leadership project IAW PO 503 (Lead Cadet Activities); and
 - (2) Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Levels Five cadets may complete leadership assignments IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities), such as leading a CAF Familiarization video activity.

EO MX20.01H – PARTICIPATE IN CAF FAMILIARIZATION LEARNING STATIONS

1. **Performance:** Participate in CAF Familiarization Learning Stations
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** The cadet shall participate in CAF familiarization learning stations.
4. **Teaching Points:** Have the cadets participate in CAF familiarization learning stations designed to stimulate an interest in the sea, land or air environments of the CAF, such as:
 - a. CAF history,
 - b. Battle of the Atlantic / Battle of Vimy Ridge / Battle of Britain,
 - c. roles of the CAF,
 - d. current CAF,
 - e. CAF careers, and
 - f. contacting a deployed soldier / sailor.
5. **Time:** One session (3 periods) = 90 min.
6. **Substantiation:** Learning stations were chosen for this lesson as they are a fun and interactive way to build on the cadets' knowledge of the CAF.
7. **References:** Dependant on the learning stations chosen.
8. **Training Aids:** Dependant on the learning stations chosen.
9. **Learning Aids:** Dependant on the learning stations chosen.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Although the instructional guide for this lesson provides a number of interactive learning stations, instructors are authorized to create their own learning stations.
 - b. Activities shall be chosen based on human and material resources available to the corps / squadron.
 - c. Complementary training time may be allotted to this EO to allow for additional learning stations throughout the training year.
 - d. There are a number of resources available to make learning about the CAF interesting and interactive. Some of these include:
 - o Over The Top - an interactive adventure game that allows participants to experience life in the trenches during the First World War.
http://www.warmuseum.ca/cwm/games/overtop/index_e.shtml -

- Armoured Warrior - an interactive game that is based on the experiences of the First Canadian Army in combat in the Second World War.
<http://www.civilization.ca/cwm/games/armwar/history.shtml>
 - Canadian Military History Gateway - an online service providing access to websites and digitized resources about Canada's military history.
<http://www.cmhg.gc.ca/flash/index-eng.asp?t=1>
 - Juno Beach Centre, Teacher Resources - a list of resources available from a variety of sources including activities, videos, audios, websites etc.
<http://www.junobeach.org/centre/english/education/plans.html>
 - Canadian Armed Forces Imagery Gallery and the Canadian Forces Combat Camera - Combat camera is a direct link from the front line to the front page and the image gallery has photos from operations since 1990.
<http://www.combatcamera.forces.gc.ca/site/combat-camera-eng.asp>
- e. There are potential leadership opportunities for cadets when conducting CAF familiarization learning stations:
- (1) Phase Five / Master Cadet / Proficiency Level Five cadets may plan, prepare and conduct the stations as a leadership project IAW PO 503 (Lead Cadet Activities); and
 - (2) Phase Three / Silver Star / Proficiency Level Three, Phase Four / Gold Star / Proficiency Level Four, and Phase Five / Master Cadet / Proficiency Level Five cadets may complete leadership assignments IAW POs 303 (Perform the Role of a Team Leader), 403 (Act as a Team Leader), and 503 (Lead Cadet Activities), such as leading a CAF familiarization learning station.

EO CX20.01 – PARTICIPATE IN CAF FAMILIARIZATION ACTIVITIES**1. Performance:** Participate in CAF Familiarization Activities

An additional six sessions (18 periods) of one or more of the following lessons may be scheduled as complementary training:

- (1) EO MX20.01A (Participate in a CAF Activity),
- (2) EO MX20.01B (Participate in a CAF Familiarization Tour),
- (3) EO MX20.01C (Fire the C7 Rifle),
- (4) EO MX20.01D (Participate in a Mess Dinner),
- (5) EO MX20.01E (Attend a CAF Presentation),
- (6) EO MX20.01F (Attend a CAF Commemorative Ceremony),
- (7) EO MX01.01G (Participate in CAF Familiarization Video Activities), and
- (8) EO MX01.01H (Participate in CAF Familiarization Learning Stations).

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SECTION 13**PO 121 – PERFORM BASIC ROPEWORK**

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 – TIE KNOTS, BENDS AND HITCHES

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. 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.
- b. 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:**

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

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

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

11. **Remarks:** Nil.

EO M121.02 – WHIP THE END OF A LINE USING A COMMON WHIPPING

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 – COIL AND HEAVE A LINE

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 – WHIP THE END OF A LINE USING A WEST COUNTRY WHIPPING

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 – WHIP THE END OF A LINE USING A SAILMAKER’S WHIPPING

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 – COMPLETE A ROLLING HITCH

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 – COMPLETE A MARLING HITCH

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.

SECTION 14**PO 123 – RESPOND TO BASIC FORMS OF NAVAL COMMUNICATIONS**

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 – DEFINE BASIC NAVAL TERMINOLOGY

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 – IDENTIFY PIPES AND THE CORRECT RESPONSES

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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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)

TP	Description	Method	Time	Refs
TP3	<p>Explain the required response to each pipe, to include:</p> <p>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</p> <p>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.</p>	Interactive Lecture	10 min	A1-007 (pp. 9-4 to 9-7)

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 – PARTICIPATE IN A REVIEW OF SHIP’S OPERATIONS

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 – READ THE 24-HOUR CLOCK

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 – RECITE THE PHONETIC ALPHABET

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 – PARTICIPATE IN A SEMAPHORE EXERCISE

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)
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:	90 min
f. Total:	150 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. C1-00 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 – RING THE SHIP’S BELL

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.

SECTION 15**PO X24 – PARTICIPATE IN SAIL CANADA CANSAIL PROGRAM**

1. **Performance:** Participate in Sail Canada CANSail Program.
2. **Conditions:**
 - a. Given:
 - (1) *CANSail Level 1 Checklist*,
 - (2) Fully equipped sailboat,
 - (3) Helmet,
 - (4) Personal Floatation Device (PFD),
 - (5) Supervision, and
 - (6) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental:
 - (1) Training area large enough to accommodate the entire group, and
 - (2) During daylight hours, in suitable weather conditions, IAW A-CR-CCP-030/PT-001, *Water Safety Orders*.
3. **Standard:** The cadet will sail a sailboat IAW *CANSail Level 1*, to include:
 - a. balance,
 - b. trim,
 - c. direction,
 - d. heading up,
 - e. bearing off,
 - f. tacking,
 - g. gybing,
 - h. stopping, and
 - i. going / accelerating.
4. **Remarks:**
 - a. All sail training should take place at a cadet nautical site or CTC with the exception of EO MX24.01.
 - b. Sail training is to be delivered by a Sail Canada qualified sail instructor.
 - c. Prior to conducting any *CANSail* training, sail instructors are to check the Sail Canada website for the most up to date *CANSail Level 1 Checklist* and *CANSail Level 1 Rubric*.

- d. The CANSail Level 1 qualification is required for the completion of Phase 4.
 - e. If a cadet obtains CANSail Level 1, prior to Phase 4, they are encouraged to continue to develop their sailing skills.
5. **Complementary Material:** Complementary material associated with this PO is EO CX24.01 (Prepare for a Sail Weekend); it is designed to provide additional instructional time to prepare for a sail weekend.

EO MX24.01 – PREPARE FOR A SAIL WEEKEND

1. **Performance:** Prepare for a Sail Weekend
2. **Conditions:**
 - a. Given:
 - (1) *CANSail Level 1 Checklist*,
 - (2) *CANSail Level 1 Rubric*,
 - (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 prepare for a sail weekend by attending a briefing, to include:
 - a. skills required to obtain *CANSail* Level 1,
 - b. proper clothing and footwear to wear while sailing,
 - c. schedule, and
 - d. cadet nautical sites Standard Operating Procedures (SOPs).
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	Describe Sail Canada and the <i>CANSail</i> program.	Interactive Lecture	5 min	
TP2	Review the skills found in the Sail Canada <i>CANSail Level 1 Checklist</i> and <i>CANSail Level 1 Rubric</i> .	Interactive Lecture	5 min	C1-305
TP3	Provide an overview of the sail weekend schedule.	Interactive Lecture	5 min	
TP4	Review the cadet nautical sites SOPs highlighting: <ol style="list-style-type: none"> a. location, b. basic rules, and c. weekend expectations (weather, capsizing, food, etc.). 	Interactive Lecture	5 min	

TP	Description	Method	Time	Refs
TP5	Identify the clothing and footwear to be worn for sailing based on the weather forecast, to include: <ol style="list-style-type: none"> a. a rainy day: <ol style="list-style-type: none"> 1. PFD, 2. rubber boots, 3. raincoat / rain pants, 4. hat, 5. sunglasses, 6. sunscreen, and 7. wetsuit / dry suit; b. a hot day: <ol style="list-style-type: none"> 1. PFD, 2. soft-soled shoes, 3. light-weight clothing, 4. hat, 5. sunglasses, 6. sunscreen, and 7. wetsuit / dry suit; and c. a cold day: <ol style="list-style-type: none"> 1. PFD, 2. layered clothing, 3. warm boots / shoes, 4. warm hat, 5. sunscreen, and 6. wetsuit / dry suit. 	Interactive Lecture	5 min	A1-101

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 skills required to obtain Sail Canada *CANSail* Level 1, the expectations of a sail weekend and the clothing and footwear to be worn while sailing.

7. **References:**

- a. A1-101 A-CR-CCP-612/PF-001 Director Cadets 3. (2012). *Royal Canadian Sea Cadets: CANSail 1 Technical Package*. Ottawa, ON: Department of National Defence.
- b. C1-305 Sail Canada. (2012). *CANSail 1 – 2 instructor package*. Kingston, ON: Sail Canada.

8. Training Aids:

- a. Presentation aids (eg, whiteboard / flip chart / OHP / multimedia projector) appropriate for classroom / training area,
- b. *CANSail Level 1 Checklist*,
- c. *CANSail Level 1 Rubric*, and
- d. cadet nautical sites SOPs.

9. Learning Aids:

- a. *CANSail Level 1 Checklist*, and
- b. *CANSail Level 1 Rubric*.

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

- a. This EO shall be scheduled at the corps during regular training prior to attending the cadet nautical sites.
- b. Corps should contact the local cadet nautical sites to obtain a copy of the centre SOPs, *CANSail Level 1 Checklist* and *CANSail Level 1 Rubric*.

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EO CX24.01 – PREPARE FOR A SAIL WEEKEND

1. **Performance:** Prepare for a Sail Weekend

A complementary period has been added if additional time is required to prepare for the sail weekend.

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SECTION 16**PO X25 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND**

1. **Performance:** Participate in a Nautical Training Weekend
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Any.
3. **Standard:** Cadets shall participate in a nautical training weekend to:
 - a. reinforce mandatory / complementary phase training,
 - b. become familiar with naval aspects of the Canadian Armed Forces (CAF) or maritime community / industry, and
 - c. provide a hands-on opportunity that introduces new nautical skills / knowledge.
4. **Remarks:**
 - a. Activities should focus on nautical training onboard a small craft / vessel while underway. Where that is not possible, corps may choose nautical training alongside or on shore. The focus should be on hands on activities and learning or reinforcing previously taught nautical skills.
 - 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 X25 is a complementary package designed to provide additional opportunities for cadets to employ and enhance their nautical skills / knowledge.

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EO CX25.01 – PREPARE FOR A NAUTICAL TRAINING WEEKEND

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 be briefed on the nautical weekend, to include:
 - a. the activities / skills to be completed; and
 - b. the weekend structure; to include:
 - (1) schedule, and
 - (2) training site standard operating procedures (SOPs).
4. **Teaching Points:**

TP	Description	Method	Time	Refs
TP1	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	10 min	
TP2	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	10 min	
TP3	Review any skills to be practiced during the nautical training weekend.	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-CR-CCP-030/PT-001 D Cds 4. (2005). Water safety orders. 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 lesson content will depend on the activity chosen.
 - b. Instructors shall contact the training site prior to this lesson to obtain a copy of the SOPs.

EO CX25.02 – PARTICIPATE IN A NAUTICAL ACTIVITY

1. **Performance:** Participate in a Nautical Activity
2. **Conditions:**
 - a. Given:
 - (1) Supervision, and
 - (2) Assistance as required.
 - b. Denied: Nil.
 - c. Environmental: Training area or vessel large enough to accommodate the entire group.
3. **Standard:** Cadets shall participate in a nautical training weekend to:
 - a. reinforce mandatory / complementary phase training,
 - b. become familiar with naval aspects of the Canadian Armed Forces (CAF) or maritime community / industry, and
 - c. provide a hands-on opportunity that introduces new nautical skills / knowledge.
4. **Teaching Points:**
 - a. The TPs will be dependant on and specific to the nautical activity chosen.
 - b. Examples of TPs for small craft / vessel while underway 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 a nautical activity and allows the cadets to experience this activity in a safe and controlled environment.
7. **References:** A-CR-CCP-030/PT-001 D Cdts 4. (2005). *Water safety orders*. Ottawa, ON: Department of National Defence.
8. **Training Aids:** Dependant on the chosen activity.
9. **Learning Aids:** Dependant on the chosen activity.
10. **Test Details:** Nil.
11. **Remarks:**
 - a. Activities chosen shall be in collaboration with detachment / RCSU staff and can include one or a combination of activities. The focus should be on nautical training onboard a small craft / vessel while underway. Activities may include, but are not limited to:
 - (1) Small Craft Operations Program (SCOP) training (Modules 3 and 5),
 - (2) Canadian Coast Guard / CAF / Commercial vessel day sail,
 - (3) charter vessel day sail,
 - (4) keelboat sailing at a yacht / sailing club,
 - (5) canoeing / kayaking,
 - (6) white water rafting,
 - (7) wind surfing, and
 - (8) ice boat sailing, and;
 - b. If training onboard a small craft / vessel is not available, nautical training may be conducted alongside, to include:
 - (1) SCOP training (Module 4),
 - (2) damage control training,
 - (3) SCUBA diving, as per CATO 14-10, *Scuba Diving as Optional Training*,
 - (4) marine search and rescue (SAR),
 - (5) sea survival training,
 - (6) specialized seamanship training seminars (eg, rigging repair, sail making / repairs, basic marine motor maintenance),
 - (7) on-the-job training (eg, dockyards, naval reserve division, CCG), and
 - c. If training onboard or alongside is not possible, nautical activities may be conducted inside parade location or other facility, to include:
 - (1) SCOP Modules 1 and 2,
 - (2) seamanship training (eg, lifting devices, advanced ropework), and
 - (3) simulators (eg, bridge, sailing, etc.).

- d. If training is being conducted inside parade location, ensure it is practical and hands-on for the cadets. Use videos and practical exercises, where possible for SCOP training.
- e. Instructors must verify the training aids and learning aids required prior to conducting the activity.
- f. There is no instructional guide for this lesson.

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SECTION 17

SEAMANSHIP INTER-DIVISIONAL COMPETITION (SIDC) – PARTICIPATE IN A SEAMANSHIP INTER-DIVISIONAL COMPETITION

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/nfld/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

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

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>CASE STUDY</p> <p>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</p> <p>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> <p>A method of instruction where the instructor, by actually performing an operation or doing a job, shows the cadet what to do, how to do it and through explanations brings out why, where and when it is done.</p>	<p>Demonstration Method</p> <p>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>	<p>Demonstration Method</p> <p>1. Minimizes damage and waste. 2. Saves time. 3. Can be presented to large groups.</p>	<p>Demonstration Method</p> <p>1. Requires careful preparation and rehearsal. 2. Requires special classroom arrangements. 3. Requires equipment and aids.</p>

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"> 1. To teach manipulative hands-on operations or procedures. 2. To teach operations or functioning of equipment. 3. To teach team skills. 4. To teach safety procedures. 	<p>Performance Method</p> <ol style="list-style-type: none"> 1. Builds confidence. 2. Enables learning evaluation. 3. Reduces damage and waste. 4. Promotes safety. 	<p>Performance Method</p> <ol style="list-style-type: none"> 1. Requires tools and equipment. 2. Requires large blocks of time. 3. 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"> 1. To teach practical skills. 2. To learn how to learn. 3. To teach transferable skills. 4. To teach the process or principle. 5. To teach problem solving. 	<ol style="list-style-type: none"> 1. Knowledge is shared and created by everyone. 2. Everyone is actively involved in the teaching – learning process. 3. Numerous resources are used. 4. Cadet based. 	<ol style="list-style-type: none"> 1. Many resources are required (may be expensive). 2. Needs a lot of planning, preparation and organization prior to activity. 3. The instructor must master the subject developed. 4. Instructor needs very good pedagogical skills. 5. May not be a good process for learning details.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>Stage 4: Active Experimentation: Cadets look ahead to and plan the application of skills and knowledge acquired to future experience. Sample activities include: simulation, fieldwork.</p> <p>Note: The cycle is ongoing as each learning experience builds on another.</p>			
<p>FIELD TRIP</p> <p>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</p> <p>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</p> <p>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"> 1. To develop imaginative solutions to problems. 2. To stimulate thinking and interest and to secure cadet participation. 3. To emphasize main teaching points. 4. To supplement lectures. 5. To determine how well cadets understand the concepts and principles. 6. To prepare cadets for application of theory or procedure. 7. To summarize, clarify points or review. 8. To prepare cadets for instruction that will follow. 9. To determine cadet progress and effectiveness of prior instruction. 	<ol style="list-style-type: none"> 1. Increases cadet interest. 2. Increases cadet acceptance and commitment. 3. Utilizes cadet knowledge and experience. 4. Results in more permanent learning because of the high degree of cadet participation / cognitive involvement. 	<ol style="list-style-type: none"> 1. Requires highly skilled instructors. 2. Required preparation by cadets. 3. Limits contents. 4. Consumes time. 5. Restricts size of group. 6. Requires selective group composition.
<p>IN-CLASS ACTIVITY</p> <p>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"> 1. To reinforce instructional topics. 2. To orient cadets to the subject. 3. To introduce a subject. 4. To give direction on procedures. 5. To present basic material. 6. To introduce a demonstration, discussion or performance. 7. To illustrate the application of rules, principles or concepts. 8. To review, clarify, empathize or summarize. 	<ol style="list-style-type: none"> 1. To provoke thought and stimulate interest among cadets, while maintaining relevance to the performance objectives. 2. Permits flexibility with class size. 3. Requires less rigid space requirements. 4. Permits adaptability. 5. Permits versatility. 6. Permits better control over content and sequence. 	<ol style="list-style-type: none"> 1. Encourages cadet passiveness. 2. Difficult to gauge cadet reaction. 3. Takes time to prepare.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>INTERACTIVE LECTURE</p> <p>The instructor-driven methodology combines both lecture and interaction to meet lesson objectives. Lecture portions of the lesson are offset with relevant activities such as videos with discussion, games to confirm and completion of handouts.</p>	<ol style="list-style-type: none"> 1. To orient cadets to the subject. 2. To introduce a subject. 3. To give instruction on procedures. 4. To present basic material. 5. To illustrate the application of rules, principles or concepts. 6. To review, clarify, empathize or summarize. 	<ol style="list-style-type: none"> 1. Saves time. 2. Permits flexibility of class size. 3. Requires less rigid space requirements. 4. Permits adaptability. 5. Permits versatility. 6. Permits better control over content and sequence. 	<ol style="list-style-type: none"> 1. Involves one-way communication. 2. Poses problems in skill teaching. 3. Encourages passive behaviour. 4. Difficult to gauge cadet reaction. 5. Requires highly skilled instructors. 6. Requires a high level of concentration from the cadets.
<p>LECTURE</p> <p>This is a formal or semi-formal discourse in which the instructor presents a series of events, facts, principles, explores a problem or explains relationships.</p>	<ol style="list-style-type: none"> 1. To orient cadets to the subject. 2. To introduce a subject. 3. To give instruction on procedures. 4. To present basic material. 5. To illustrate the application of rules, principles or concepts. 6. To review, clarify, empathize or summarize. 	<ol style="list-style-type: none"> 1. Proficient oral skills are required. 2. Useful for big groups. 3. Saves time because of fewer interruptions. 	<ol style="list-style-type: none"> 1. Should have a clear introduction and conclusion. 2. Cadets may be passive and uninvolved.
<p>PRACTICAL ACTIVITY</p> <p>Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives.</p>	<ol style="list-style-type: none"> 1. Review. 2. In practical situations such as leadership development, parade appointments, etc. 3. To introduce a subject. 	<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. Fun and interesting. 5. Creates ownership. 6. Highly participative in small groups. 7. Many resources involved. 	<ol style="list-style-type: none"> 1. Extensive supervision is required to ensure proper content is covered. 2. Takes time to prepare. 3. Not suitable for large groups.

METHOD(S)	APPLICATIONS	ADVANTAGES	DISADVANTAGES
<p>PROBLEM-BASED LEARNING</p> <p>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</p> <p>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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