



ROYAL CANADIAN SEA CADETS

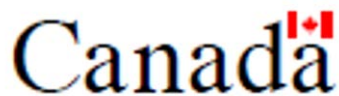
PHASE FOUR INSTRUCTIONAL GUIDES

(ENGLISH)

(Supersedes A-CR-CCP-604/PF-001 dated 2015-12-01)

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

Issued on Authority of the Chief of the Defence Staff





NOTICE

This documentation has been reviewed by the technical authority and does not contain controlled goods. Disclosure notices and handling instructions originally received with the document shall continue to apply.

AVIS

Cette documentation a été révisée par l'autorité technique et ne contient pas de marchandises contrôlées. Les avis de divulgation et les instructions de manutention reçues originalement doivent continuer de s'appliquer.

ROYAL CANADIAN SEA CADETS

PHASE FOUR INSTRUCTIONAL GUIDES

(ENGLISH)

(Supersedes A-CR-CCP-604/PF-001 dated 2015-12-01)

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

Issued on Authority of the Chief of the Defence Staff

LIST OF EFFECTIVE PAGES

Insert latest changed pages; dispose of superseded pages in accordance with applicable orders.

NOTE

On a changed page, the portion of the text affected by the latest change is indicated by a vertical line in the margin of the page. Changes to illustrations by miniature pointing hands, or black vertical lines.

Dates of issue for original and changed pages are:

Original	0	2016-08-29	Change	3
Change	1		Change	4
Change	2		Change	5

Zero in Change No. column indicates an original page. Total number of pages in this publication is 790, consisting of the following:

Page No.	Change No.	Page No.	Change No.
Cover page	0	4-C403.01A-1 to 4-C403.01A-2.....	0
Title	0	4-C403.01B-1 to 4-C403.01B-8.....	0
A to C	0	4-C403.01B1-1 to 4-C403.01B1-2.....	0
i to xiv	0	4-C403.01B2-1 to 4-C403.01B2-2.....	0
1-400-1/2	0	4-C403.01B3-1 to 4-C403.01B3-2.....	0
1-400-1 to 1-400-2	0	4-C403.01B4-1 to 4-C403.01B4-2.....	0
2-X01-1/2	0	4-C403.01B5-1 to 4-C403.01B5-2.....	0
2-X01-1 to 2-X01-2	0	4-C403.01B6-1 to 4-C403.01B6-2.....	0
3-X02-1/2	0	4-C403.01C-1 to 4-C403.01C-8.....	0
3-X02-1 to 3-X02-2	0	4-C403.01C1-1 to 4-C403.01C1-2.....	0
4-403-1/2	0	4-C403.01D-1 to 4-C403.01D-8.....	0
4-M403.01-1 to 4-M403.01-8.....	0	4-C403.01D1-1 to 4-C403.01D1-2.....	0
4-M403.01A-1 to 4-M403.01A-2.....	0	4-C403.01D2-1 to 4-C403.01D2-2.....	0
4-M403.02-1 to 4-M403.02-12.....	0	4-C403.01D3-1 to 4-C403.01D3-2.....	0
4-M403.02A-1 to 4-M403.02A-2.....	0	4-C403.01E-1 to 4-C403.01E-6.....	0
4-M403.02B-1 to 4-M403.02B-4.....	0	4-C403.01E1-1 to 4-C403.01E1-2.....	0
4-M403.02C-1 to 4-M403.02C-2.....	0	4-C403.01E2-1 to 4-C403.01E2-2.....	0
4-M403.02D-1 to 4-M403.02D-2.....	0	4-C403.06B-1 to 4-C403.06B-6.....	0
4-M403.03-1 to 4-M403.03-8.....	0	5-X04-1/2	0
4-M403.03A-1 to 4-M403.03A-2.....	0	5-X04-1 to 5-X04-2	0
4-M403.03B-1 to 4-M403.03B-2.....	0	6-X05-1/2	0
4-M403.03C-1 to 4-M403.03C-2.....	0	6-X05-1 to 6-X05-2	0
4-M403.04-1 to 4-M403.04-10.....	0	7-406-1/2	0
4-M403.04A-1 to 4-M403.04A-2.....	0	7-M406.01-1 to 7-M406.01-6.....	0
4-M403.04B-1 to 4-M403.04B-4.....	0	7-M406.01A-1 to 7-M406.01A-2.....	0
4-M403.05-1 to 4-M403.05-12.....	0	7-M406.01B-1 to 7-M406.01B-2.....	0
4-M403.05A-1 to 4-M403.05A-2.....	0	7-M406.01C-1 to 7-M406.01C-2.....	0
4-M403.05B-1 to 4-M403.05B-2.....	0	7-M406.01D-1 to 7-M406.01D-2.....	0
4-M403.05C-1 to 4-M403.05C-2.....	0	7-M406.01E-1 to 7-M406.01E-2.....	0
4-M403.06-1 to 4-M403.06-10.....	0	7-M406.01F-1 to 7-M406.01F-2.....	0
4-M403.06A-1 to 4-M403.06A-4.....	0	7-M406.01G-1 to 7-M406.01G-2.....	0
4-M403.06B-1 to 4-M403.06B-8.....	0	7-M406.01H-1 to 7-M406.01H-2.....	0
4-C403.01-1 to 4-C403.01-4.....	0	7-M406.01I-1 to 7-M406.01I-2.....	0

LIST OF EFFECTIVE PAGES (CONT)

Page No.	Change No.	Page No.	Change No.
7-M406.01J-1 to 7-M406.01J-2	0	10-M409.03I-1 to 10-M409.03I-2	0
7-C406.01-1 to 7-C406.01-8	0	10-M409.03J-1 to 10-M409.03J-2	0
7-C406.01A-1 to 7-C406.01A-4	0	10-M409.03K-1 to 10-M409.03K-2	0
7-C406.02-1 to 7-C406.02-10	0	10-M409.03L-1 to 10-M409.03L-2	0
7-C406.02A-1 to 7-C406.02A-2	0	10-M409.04-1 to 10-M409.04-6	0
7-C406.02B-1 to 7-C406.02B-2	0	10-M409.04A-1 to 10-M409.04A-6	0
7-C406.02C-1 to 7-C406.02C-2	0	10-M409.04B-1 to 10-M409.04B-4	0
7-C406.02D-1 to 7-C406.02D-2	0	10-M409.04C-1 to 10-M409.04C-2	0
8-407-1/2	0	10-M409.04D-1 to 10-M409.04D-2	0
8-M407.01-1 to 8-M407.01-14	0	10-M409.04E-1 to 10-M409.04E-2	0
8-M407.01A-1 to 8-M407.01A-4	0	10-C409.03-1 to 10-C409.03-4	0
8-M407.02-1 to 8-M407.02-10	0	10-C409.04-1 to 10-C409.04-12	0
8-C407.01-1 to 8-C407.01-10	0	10-C409.04A-1 to 10-C409.04A-2	0
8-C407.01A-1 to 8-C407.01A-2	0	10-C409.04B-1 to 10-C409.04B-2	0
8-C407.01B-1 to 8-C407.01B-2	0	10-C409.04C-1 to 10-C409.04C-4	0
8-C407.01C-1 to 8-C407.01C-2	0	10-C409.04D-1 to 10-C409.04D-2	0
8-C407.01D-1 to 8-C407.01D-2	0	10-C409.04E-1 to 10-C409.04E-2	0
9-408-1/2	0	10-C409.04F-1 to 10-C409.04F-2	0
9-M408.01-1 to 9-M408.01-6	0	10-C409.04G-1 to 10-C409.04G-2	0
9-M408.02-1 to 9-M408.02-10	0	10-C409.04H-1 to 10-C409.04H-2	0
9-M408.03-1 to 9-M408.03-10	0	10-C409.04I-1 to 10-C409.04I-2	0
9-M408.03A-1 to 9-M408.03A-2	0	10-C409.04J-1 to 10-C409.04J-2	0
9-M408.04-1 to 9-M408.04-6	0	10-C409.04K-1 to 10-C409.04K-2	0
9-M408.04A-1 to 9-M408.04A-2	0	10-C409.04L-1 to 10-C409.04L-2	0
9-M408.04B-1 to 9-M408.04B-2	0	10-C409.04M-1 to 10-C409.04M-2	0
9-C408.01-1 to 9-C408.01-8	0	10-C409.05-1 to 10-C409.05-4	0
9-C408.01A-1 to 9-C408.01A-2	0	10-C409.06-1 to 10-C409.06-6	0
10-409-1/2	0	10-C409.06A-1 to 10-C409.06A-2	0
10-M409.01-1 to 10-M409.01-10	0	11-X20-1/2	0
10-M409.01A-1 to 10-M409.01A-2	0	11-X20-1 to 11-X20-2	0
10-M409.01B-1 to 10-M409.01B-2	0	12-421-1/2	0
10-M409.01C-1 to 10-M409.01C-8	0	12-C421.01-1 to 12-C421.01-12	0
10-M409.01D-1 to 10-M409.01D-6	0	12-C421.01A-1 to 12-C421.01A-2	0
10-M409.01E-1 to 10-M409.01E-6	0	12-C421.01B-1 to 12-C421.01B-6	0
10-M409.01F-1 to 10-M409.01F-2	0	12-C421.02-1 to 12-C421.02-10	0
10-M409.01G-1 to 10-M409.01G-2	0	12-C421.02A-1 to 12-C421.02A-2	0
10-M409.01H-1 to 10-M409.01H-2	0	12-C421.02B-1 to 12-C421.02B-2	0
10-M409.02-1 to 10-M409.02-16	0	12-C421.02C-1 to 12-C421.02C-2	0
10-M409.02A-1 to 10-M409.02A-4	0	12-C421.03-1 to 12-C421.03-16	0
10-M409.02B-1 to 10-M409.02B-2	0	12-C421.03A-1 to 12-C421.03A-2	0
10-M409.02C-1 to 10-M409.02C-2	0	12-C421.03B-1 to 12-C421.03B-2	0
10-M409.03-1 to 10-M409.03-14	0	12-C421.03C-1 to 12-C421.03C-2	0
10-M409.03A-1 to 10-M409.03A-2	0	13-422-1/2	0
10-M409.03B-1 to 10-M409.03B-2	0	13-422-1 to 13-422-2	0
10-M409.03C-1 to 10-M409.03C-4	0	14-423-1/2	0
10-M409.03D-1 to 10-M409.03D-2	0	14-M423.01-1 to 14-M423.01-14	0
10-M409.03E-1 to 10-M409.03E-4	0	14-M423.01A-1 to 14-M423.01A-2	0
10-M409.03F-1 to 10-M409.03F-2	0	14-M423.01B-1 to 14-M423.01B-2	0
10-M409.03G-1 to 10-M409.03G-2	0	14-M423.02-1 to 14-M423.02-8	0
10-M409.03H-1 to 10-M409.03H-2	0	14-M423.02A-1 to 14-M423.02A-2	0

LIST OF EFFECTIVE PAGES (CONT)

Page No.	Change No.	Page No.	Change No.
14-M423.02B-1 to 14-M423.02B-2	0	15-SIDC-1 to 15-SIDC-20	0
14-M423.02C-1 to 14-M423.02C-4	0	15-SIDCA-1 to 15-SIDCA-10	0
14-M423.03-1 to 14-M423.03-16	0	15-SIDCB-1 to 15-SIDCB-8	0
14-M423.03A-1 to 14-M423.03A-2	0	15-SIDCC-1 to 15-SIDCC-2	0
14-M423.03B-1 to 14-M423.03B-2	0	15-SIDCD-1 to 15-SIDCD-4	0
14-M423.03C-1 to 14-M423.03C-2	0	15-SIDCE-1 to 15-SIDCE-6	0
14-M423.03D-1 to 14-M423.03D-2	0	15-SIDCF-1 to 15-SIDCF-2	0
14-M423.04-1 to 14-M423.04-14	0	15-SIDCG-1 to 15-SIDCG-2	0
14-M423.04A-1 to 14-M423.04A-4	0	16-X24-1/2	0
14-C423.01-1 to 14-C423.01-8	0	16-X24-1 to 16-X24-2	0
14-C423.02-1 to 14-C423.02-10	0	17-X25-1/2	0
15-1/2	0	17-X25-1 to 17-X25-2	0

FORWARD AND PREFACE

1. **Issuing Authority.** This Instructional Guide (IG) A-CR-CCP-604/PF-001 was developed under the authority of the Director Cadets and Junior Canadian Rangers, and issued on the authority of the Chief of Defence Staff.
2. **Development.** Development of this IG was in accordance with the performance oriented concept of training outlined in the A-P9-050 Series, Canadian Forces Individual Training and Education System, with modifications to meet the needs of the Cadet Organization.
3. **Purpose of the IG.** The IG to be used by Royal Canadian Sea Cadet Corps in conjunction with other resources to conduct Phase Four training. The IG provides instructors with the base means from which to deliver training. Individual IGs are to be reviewed in conjunction with the Lesson Specifications (LSs) found in chapter 4 of A-CR-CCP-604/PG-001, Royal Canadian Sea Cadet Phase Four Qualification Standard and Plan, before instructing, so that each instructor can adequately plan for and prepare each lesson. Instructors may be required to develop instructional materials to support training in addition to any that may be provided, eg, posters, videos, handouts, models, etc, supplemental to training control and support documents. Suggested instructional activities are included in most IGs to maximize learning and fun. Instructors are also encouraged to modify and / or enhance the activities, as long as they continue to contribute to enabling objective achievement.
4. **Use of the IG.** Throughout these instructional guides, a series of information boxes are used to highlight information; they include:



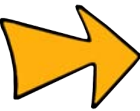
Note to the Instructor.



Key information to pass along to cadets.



Refer to the following CF regulations and policies.



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

5. **Suggested Changes.** Suggested changes to this document may be sent directly to cadetraining@canada.ca.

THIS PAGE INTENTIONALLY LEFT BLANK

TABLE OF CONTENTS

		PAGE
CHAPTER 1	PO 400 – PARTICIPATE IN POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING	1-400-1/2
CHAPTER 2	PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES	2-X01-1/2
CHAPTER 3	PO X02 – PERFORM COMMUNITY SERVICE	3-X02-1/2
CHAPTER 4	PO 403	4-403-1/2
Section 1	EO M403.01 – DESCRIBE NEEDS AND EXPECTATIONS OF TEAM MEMBERS.....	4-M403.01-1
Attachment A	NEEDS AND EXPECTATIONS OF TEAM MEMBERS.....	4-M403.01A-1
Section 2	EO M403.02 – SELECT A LEADERSHIP APPROACH.....	4-M403.02-1
Attachment A	OUTCOMES AS A RESULT OF THE TEAM LEADER’S FOCUS.....	4-M403.02A-1
Attachment B	.....	4-M403.02B-1
Attachment C	SCENARIOS.....	4-M403.02C-1
Attachment D	TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP.....	4-M403.02D-1
Section 3	EO M403.03 – MOTIVATE TEAM MEMBERS.....	4-M403.03-1
Attachment A	EXTRINSIC MOTIVATORS.....	4-M403.03A-1
Attachment B	INTRINSIC MOTIVATORS.....	4-M403.03B-1
Attachment C	.....	4-M403.03C-1
Section 4	EO M403.04 – PROVIDE FEEDBACK TO TEAM MEMBERS.....	4-M403.04-1
Attachment A	SCENARIOS FOR PROVIDING FEEDBACK.....	4-M403.04A-1
Attachment B	EFFECTIVE FEEDBACK.....	4-M403.04B-1
Section 5	EO M403.05 – PARTICIPATE IN A MENTORING RELATIONSHIP.....	4-M403.05-1
Attachment A	SCENARIO FOR THE MENTORING DEMONSTRATION.....	4-M403.05A-1
Attachment B	SCENARIO 1 FOR THE ROLE-PLAY ACTIVITY.....	4-M403.05B-1
Attachment C	SCENARIO 2 FOR THE ROLE-PLAY ACTIVITY.....	4-M403.05C-1
Section 6	EO M403.06 – ACT AS A TEAM LEADER DURING A LEADERSHIP APPOINTMENT.....	4-M403.06-1
Attachment A	POSSIBLE YEAR FOUR LEADERSHIP ASSIGNMENTS.....	4-M403.06A-1
Attachment B	LEADERSHIP APPOINTMENT AIDE-MEMOIRE.....	4-M403.06B-1
Section 7	EO C403.01 – PARTICIPATE IN A LEADERSHIP SEMINAR.....	4-C403.01-1
Attachment A	SEMINAR INFORMATION.....	4-C403.01A-1
Attachment B	LEADERSHIP SEMINAR PROBLEM SOLVING.....	4-C403.01B-1
Appendix 1	.....	4-C403.01B1-1
Appendix 2	NASA Survival on the Moon Team Answer Sheet.....	4-C403.01B2-1
Appendix 3	Answers to the Survival on the Moon.....	4-C403.01B3-1
Appendix 4	STEPLADDER OR SIX THINKING HATS SCENARIO.....	4-C403.01B4-1
Appendix 5	PROBLEMS TO SOLVE.....	4-C403.01B5-1

TABLE OF CONTENTS (Cont)

	PAGE
Appendix 6	ANSWER KEY TO PROBLEMS..... 4-C403.01B6-1
Attachment C	LEADERSHIP SEMINAR TIME MANAGEMENT..... 4-C403.01C-1
Appendix 1	SCENARIO FOR CREATING A TO-DO LIST..... 4-C403.01C1-1
Attachment D	LEADERSHIP SEMINAR COMMUNICATIONS..... 4-C403.01D-1
Appendix 1	..... 4-C403.01D1-1
Appendix 2	SCENARIO FOR ROLE-PLAY..... 4-C403.01D2-1
Appendix 3	READING BODY LANGUAGE..... 4-C403.01D3-1
Attachment E	LEADERSHIP SEMINAR SUPERVISION..... 4-C403.01E-1
Appendix 1	..... 4-C403.01E1-1
Appendix 2	SCENARIO FOR SUPERVISION PLAN..... 4-C403.01E2-1
Section 8	EO M403.06 – ACT AS A TEAM LEADER DURING A LEADERSHIP APPOINTMENT..... 4-M403.06-1
Attachment A	..... 4-M403.06A-1
Attachment B	LEADERSHIP APPOINTMENT AIDE-MEMOIRE..... 4-C403.06B-1
CHAPTER 5	PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES 5-X04-1/2
CHAPTER 6	PO X05 – PARTICIPATE IN PHYSICAL ACTIVITIES 6-X05-1/2
CHAPTER 7	PO 406 7-406-1/2
Section 1	EO M406.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY..... 7-M406.01-1
Attachment A	CLASSIFICATION ACTIVITY..... 7-M406.01A-1
Attachment B	..... 7-M406.01B-1
Attachment C	..... 7-M406.01C-1
Attachment D	..... 7-M406.01D-1
Attachment E	..... 7-M406.01E-1
Attachment F	..... 7-M406.01F-1
Attachment G	TIMED ACTIVITIES..... 7-M406.01G-1
Attachment H	..... 7-M406.01H-1
Attachment I	COMPETITIVE ACTIVITIES..... 7-M406.01I-1
Attachment J	COMPETITIVE ACTIVITIES..... 7-M406.01J-1
Section 2	EO C406.01 – ASSIST THE RANGE SAFETY OFFICER (RSO)..... 7-C406.01-1
Attachment A	WAYS TO ASSIST THE RSO..... 7-C406.01A-1
Section 3	EO C406.02 – SCORE AIR RIFLE MARKSMANSHIP TARGETS..... 7-C406.02-1
Attachment A	SAMPLE GROUPING TARGET..... 7-C406.02A-1
Attachment B	AIR RIFLE GROUPING TEMPLATE..... 7-C406.02B-1
Attachment C	SAMPLE COMPETITION TARGET..... 7-C406.02C-1
Attachment D	SCORING TEMPLATE..... 7-C406.02D-1

TABLE OF CONTENTS (Cont)

		PAGE
CHAPTER 8	PO 407	8-407-1/2
Section 1	EO M407.01 – IDENTIFY PHASE FOUR TRAINING OPPORTUNITIES	8-M407.01-1
Attachment A	.....	8-M407.01A-1
Section 2	EO M407.02 – IDENTIFY YEAR FOUR CADET SUMMER TRAINING CENTRE (CSTC) TRAINING OPPORTUNITIES.....	8-M407.02-1
Section 3	EO C407.01 – PREPARE FOR A MERIT REVIEW BOARD.....	8-C407.01-1
Attachment A	EXAMPLE QUESTIONS TO EXPECT AT A MERIT REVIEW BOARD FOR PROMOTION.....	8-C407.01A-1
Attachment B	PREPARATION FOR A MERIT REVIEW BOARD FOR PROMOTION...	8-C407.01B-1
Attachment C	MERIT REVIEW BOARD SCORESHEET.....	8-C407.01C-1
Attachment D	DRESS INSPECTION SCORESHEET.....	8-C407.01D-1
CHAPTER 9	PO 408	9-408-1/2
Section 1	EO M408.01 – DISCUSS COMMANDING A DIVISION ON PARADE....	9-M408.01-1
Section 2	EO M408.02 – IDENTIFY PARADE SEQUENCE.....	9-M408.02-1
Section 3	EO M408.03 – COMMAND A SQUAD.....	9-M408.03-1
Attachment A	PARADE SEQUENCE AIDE-MÉMOIRE CARD.....	9-M408.03A-1
Section 4	EO M408.04 – INSPECT A CADET ON PARADE.....	9-M408.04-1
Attachment A	DRESS INSTRUCTIONS ACTIVITY WORKSHEET.....	9-M408.04A-1
Attachment B	DRESS INSTRUCTIONS CHECKLIST.....	9-M408.04B-1
Section 5	EO C408.01 – DISCUSS THE HISTORY OF DRILL.....	9-C408.01-1
Attachment A	SUMMARY OF SIGNIFICANT DRILL EVENTS.....	9-C408.01A-1
CHAPTER 10	PO 409	10-409-1/2
Section 1	EO M409.01 – IDENTIFY METHODS OF INSTRUCTION.....	10-M409.01-1
Attachment A	.....	10-M409.01A-1
Attachment B	.....	10-M409.01B-1
Attachment C	METHODS OF INSTRUCTION PUZZLE.....	10-M409.01C-1
Attachment D	.....	10-M409.01D-1
Attachment E	.....	10-M409.01E-1
Attachment F	.....	10-M409.01F-1
Attachment G	METHOD MADNESS.....	10-M409.01G-1
Attachment H	METHODS OF INSTRUCTION SUMMARY.....	10-M409.01H-1
Section 2	EO M409.02 – IDENTIFY ELEMENTS OF A POSITIVE LEARNING ENVIRONMENT.....	10-M409.02-1
Attachment A	RELAXATION EXERCISES.....	10-M409.02A-1
Attachment B	CREATE A POSITIVE LEARNING ENVIRONMENT CROSSWORD PUZZLE.....	10-M409.02B-1
Attachment C	CREATE A POSITIVE LEARNING ENVIRONMENT ANSWER KEY.....	10-M409.02C-1

TABLE OF CONTENTS (Cont)

		PAGE
Section 3	EO M409.03 – DESCRIBE LEARNER NEEDS.....	10-M409.03-1
Attachment A	TIGER COMIC.....	10-M409.03A-1
Attachment B	LEARNING PYRAMID.....	10-M409.03B-1
Attachment C	DEVELOPMENTAL PERIODS CONFIRMATION.....	10-M409.03C-1
Attachment D	LEARNING STYLES INFORMATION SHEET.....	10-M409.03D-1
Attachment E	LEARNING STYLES SURVEY.....	10-M409.03E-1
Attachment F	HOW TO MAKE A JUMPING FROG.....	10-M409.03F-1
Attachment G	HOW TO MAKE A TRIANGULAR BOX.....	10-M409.03G-1
Attachment H	.....	10-M409.03H-1
Attachment I	INSTRUCTOR TIPS FOR LEARNING STYLES.....	10-M409.03I-1
Attachment J	INSTRUCTOR TIPS FOR LEARNING STYLES ANSWER KEY.....	10-M409.03J-1
Attachment K	ACTIVITIES IN DEVELOPMENTAL PERIODS.....	10-M409.03K-1
Attachment L	ACTIVITIES IN DEVELOPMENTAL PERIODS ANSWER KEY.....	10-M409.03L-1
Section 4	EO M409.04 – EXPLAIN ASSESSMENT.....	10-M409.04-1
Attachment A	Annex B.....	10-M409.04A-1
Attachment B	303 PC.....	10-M409.04B-1
Attachment C	303 PC ASSESSMENT RUBRIC.....	10-M409.04C-1
Attachment D	308 PC ASSESSMENT CHECKLIST.....	10-M409.04D-1
Attachment E	321 PC Group Checklist.....	10-M409.04E-1
Section 5	EO C409.03 – ACT AS AN ASSISTANT INSTRUCTOR.....	10-C409.03-1
Section 6	EO C409.04 – PARTICIPATE IN A CREATIVE LESSON-PLANNING WORKSHOP.....	10-C409.04-1
Attachment A	MIXER.....	10-C409.04A-1
Attachment B	PIGTURE THIS.....	10-C409.04B-1
Attachment C	CLICHE STRETCHING.....	10-C409.04C-1
Attachment D	MIXER ANSWER KEY.....	10-C409.04D-1
Attachment E	.....	10-C409.04E-1
Attachment F	THE BENEFITS OF CREATIVE LESSONS.....	10-C409.04F-1
Attachment G	.....	10-C409.04G-1
Attachment H	.....	10-C409.04H-1
Attachment I	BENEFITS OF CREATIVE LESSONS PHRASE STRIPS.....	10-C409.04I-1
Attachment J	THE CREATIVE PROCESS.....	10-C409.04J-1
Attachment K	.....	10-C409.04K-1
Attachment L	.....	10-C409.04L-1
Attachment M	WAYS TO INCORPORATE CREATIVITY.....	10-C409.04M-1
Section 7	EO C409.05 – ACT AS AN ASSISTANT DRILL INSTRUCTOR.....	10-C409.05-1

TABLE OF CONTENTS (Cont)

		PAGE
Section 8	EO C409.06 – INSTRUCT A 30-MINUTE DRILL LESSON.....	10-C409.06-1
Attachment A	DRILL INSTRUCTIONAL TECHNIQUE.....	10-C409.06A-1
CHAPTER 11	PO X20 – PARTICIPATE IN CAF FAMILIARIZATION ACTIVITIES	11-X20-1/2
CHAPTER 12	PO 421	12-421-1/2
Section 1	EO C421.01 – MAKE A BOATSWAIN'S BELT.....	12-C421.01-1
Attachment A	BOATSWAIN'S BELT PLANNING SHEET.....	12-C421.01A-1
Attachment B	ALTERNATIVE METHODS FOR SECURING A BOATSWAIN'S BELT...	12-C421.01B-1
Section 2	EO C421.02 – MAKE A ROUND MAT.....	12-C421.02-1
Attachment A	.....	12-C421.02A-1
Attachment B	Round Mat Pattern.....	12-C421.02B-1
Attachment C	Additional Round Mat Pattern.....	12-C421.02C-1
Section 3	EO C421.03 – MAKE A NET HAMMOCK.....	12-C421.03-1
Attachment A	INSTRUCTIONS FOR ATTACHING A HAMMOCK HARNESS.....	12-C421.03A-1
Attachment B	DETAILED EXPLANATION OF FRONT AND BACK IN RELATION TO HARNESS STRANDS.....	12-C421.03B-1
Attachment C	STEPS TO TYING A SIMPLE CHAIN.....	12-C421.03C-1
CHAPTER 13	PO 422 – ATTAIN THE RESTRICTED RADIO OPERATOR'S CERTIFICATE (MARITIME) (ROC[M]) WITH DIGITAL SELECTIVE CALLING (DSC) ENDORSEMENT	13-422-1/2
CHAPTER 14	PO 423	14-423-1/2
Section 1	EO M423.01 – IDENTIFY ASPECTS OF A CHART.....	14-M423.01-1
Attachment A	Chart Information Worksheet.....	14-M423.01A-1
Attachment B	Chart Information Answer Sheet.....	14-M423.01B-1
Section 2	EO M423.02 – USE NAVIGATION INSTRUMENTS.....	14-M423.02-1
Attachment A	HOW TO USE A HINGED PARALLEL RULER.....	14-M423.02A-1
Attachment B	HOW TO USE A ROLLING PARALLEL RULER.....	14-M423.02B-1
Attachment C	HOW TO USE A SPEED-TIME-DISTANCE CALCULATOR.....	14-M423.02C-1
Section 3	EO M423.03 – DESCRIBE LATITUDE AND LONGITUDE.....	14-M423.03-1
Attachment A	LATITUDE AND LONGITUDE WORKSHEET.....	14-M423.03A-1
Attachment B	LATITUDE AND LONGITUDE ANSWER KEY.....	14-M423.03B-1
Attachment C	POSITION WORKSHEET.....	14-M423.03C-1
Attachment D	POSITION ANSWER KEY.....	14-M423.03D-1
Section 4	EO M423.04 – PLOT A FIX.....	14-M423.04-1
Attachment A	PLOT A FIX.....	14-M423.04A-1
Section 5	EO C423.01 – PLOT A POSITION USING A THREE-BEARING FIX.....	14-C423.01-1

TABLE OF CONTENTS (Cont)

		PAGE
Section 6	EO C423.02 – PLOT A POSITION USING A HORIZONTAL ANGLE FIX.....	14-C423.02-1
CHAPTER 15	SIDC	15-1/2
	SEAMANSHIP INTERDIVISIONAL COMPETITION.....	15-SIDC-1
Attachment A	SCORESHEETS.....	15-SIDCA-1
Attachment B	SUGGESTED TRIVIA QUESTIONS.....	15-SIDCB-1
Attachment C	BOATSWAIN'S CALL CARDS.....	15-SIDCC-1
Attachment D	TASK CARDS.....	15-SIDCD-1
Attachment E	TYPES OF SHIPS.....	15-SIDCE-1
Attachment F	MOST LIKE ME ACTIVITY SHEET.....	15-SIDCF-1
Attachment G	SECRET MESSAGE CARD.....	15-SIDCG-1
CHAPTER 16	PO X24 – SAIL A SAILBOAT IN ACCORDANCE WITH SAIL CANADA CANSAIL LEVEL 1	16-X24-1/2
CHAPTER 17	PO X25 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND	17-X25-1/2

LIST OF FIGURES

FIGURE	TITLE	PAGE
1	Outcomes as a Result of the Team Leader's Focus.....	4-M403.02-4
2	Selecting a Leadership Approach.....	4-M403.02-7
3	Selecting a Leadership Approach.....	4-M403.02-8
A-1	Outcome as a Result of the Team Leader's Focus.....	4-M403.02A-1
B-1	Key Aspects of Leadership Approaches.....	4-M403.02B-1
B-2	Selecting a Leadership Approach.....	4-M403.02B-2
B-3	Selecting a Leadership Approach.....	4-M403.02B-3
D1-1	Picture A.....	4-C403.01D-1
D1-2	Picture B.....	4-C403.01D-2
1	Air Rifle Range Commands.....	7-M406.01-4
B-1	Pyramid Target.....	7-M406.01B-2
C-1	Star Target.....	7-M406.01C-2
D-1	Beach Ball Target.....	7-M406.01D-2
E-1	Balloon Target.....	7-M406.01E-2
F-1	Chase the Dots Target.....	7-M406.01F-2
G-1	Speed Grid Target.....	7-M406.01G-2
H-1	Clock Target.....	7-M406.01H-2
1	Cadet Air Rifle Range.....	7-C406.01-3
1	The CCM Air Rifle Grouping Target (CCT2000GRTD).....	7-C406.02-3
2	The CCM Competition Target (CCT2001AR853).....	7-C406.02-4
3	Scoring Penalties.....	7-C406.02-8
A-1	Target 1.....	7-C406.02A-1
A-2	Target 2.....	7-C406.02A-2
B-1	Air Rifle Grouping Template.....	7-C406.02B-1
C-1	Target 1 (Left Half).....	7-C406.02C-1
C-2	Target 1 (Right Half).....	7-C406.02C-2
D-1	Scoring Template.....	7-C406.02D-1
1	When Officers Fall In.....	9-M408.03-4
2	Squad in Line.....	9-M408.03-5
3	Completing the Inspection.....	9-M408.03-7
4	Squad in Column of Route.....	9-M408.03-8
5	Squad in Column of Threes.....	9-M408.03-9
1	Diagram of a Drill Movement in the 1600s.....	9-C408.01-5
A-1	Teaching = Learning.....	10-M409.01A-1
C-1	Methods of Instruction Puzzle.....	10-M409.01C-1
A-1	Rag Doll.....	10-M409.02A-1
A-2	Neck Roll.....	10-M409.02A-2
A-3	Body Board Start Position.....	10-M409.02A-2

LIST OF FIGURES (Cont)

FIGURE	TITLE	PAGE
A-4	Body Board Finish Position.....	10-M409.02A-3
A-5	Jaw Stretch.....	10-M409.02A-3
1	Types of Memory.....	10-M409.03-4
2	Identifying DPs.....	10-M409.03-6
3	Needs for Developmental Periods.....	10-M409.03-7
A-1	Hide and Seek.....	10-M409.03A-1
B-1	Learning Pyramid.....	10-M409.03B-1
D-1	Learning Styles.....	10-M409.03D-1
D-2	Learning Styles and Instructional Activities.....	10-M409.03D-1
D-3	Dominant Learning Style.....	10-M409.03D-2
E-1	Survey.....	10-M409.03E-3
F-1	Jumping Frog.....	10-M409.03F-1
G-1	Triangular Box.....	10-M409.03G-1
H-1	Kinesthetic Learning.....	10-M409.03H-1
B-1	Creative Pictures.....	10-C409.04B-2
C-1	Brain Bender.....	10-C409.04C-4
1	Completed Boatswain's Belt.....	12-C421.01-3
2	Step 1.....	12-C421.01-4
3	Step 2.....	12-C421.01-5
4	Step 3.....	12-C421.01-5
5	Step 4 (Half Knot).....	12-C421.01-6
6	Step 5 (Flat Portuguese Sennit).....	12-C421.01-6
7	Step 7 (Twisted Portuguese Sennit).....	12-C421.01-7
8	Step 3.....	12-C421.01-8
9	Step 5.....	12-C421.01-8
10	Step 6.....	12-C421.01-9
11	Step 7.....	12-C421.01-9
12	Bight Extended.....	12-C421.01-10
13	Finished Boatswain's Belt.....	12-C421.01-10
B-1	Steps 1b and 1c.....	12-C421.01B-1
B-2	Steps 1d–1f.....	12-C421.01B-2
B-3	Steps 1g and 1h.....	12-C421.01B-2
B-4	Step 2a.....	12-C421.01B-2
B-5	Step 2b.....	12-C421.01B-3
B-6	Step 2c.....	12-C421.01B-3
B-7	Step 3.....	12-C421.01B-3
B-8	Loop and Toggle.....	12-C421.01B-4
B-9	Loop and Carabiner.....	12-C421.01B-5

LIST OF FIGURES (Cont)

FIGURE	TITLE	PAGE
1	Completed Round Mat.....	12-C421.02-2
2	Typical Mat Pattern.....	12-C421.02-3
3	Pattern Grid.....	12-C421.02-4
4	Pattern Scaling Chart.....	12-C421.02-4
5	Step 2.....	12-C421.02-5
6	Step 3.....	12-C421.02-6
7	Step 5.....	12-C421.02-6
8	Step 7.....	12-C421.02-7
9	Step 8.....	12-C421.02-8
10	Step 9.....	12-C421.02-8
1	Strands Through the Ring.....	12-C421.03-3
2	Numbering the Strands.....	12-C421.03-4
3	Beginning the Weave Step 4.....	12-C421.03-5
4	Passing the Strands Steps 5 and 6.....	12-C421.03-6
5	Passing the Strands Steps 6 through 9.....	12-C421.03-6
5	No More Strands to Weave.....	12-C421.03-7
6	Completing the Weaving.....	12-C421.03-7
7	Tightening the Weave.....	12-C421.03-8
8	Mesh Cut Diagonally.....	12-C421.03-9
9	Starting the Side Chain.....	12-C421.03-10
11	Attaching the Side Chain to the Netting.....	12-C421.03-10
12	Finishing the Side Chain.....	12-C421.03-11
13	Weaving the Harness into the Netting.....	12-C421.03-11
14	Prepare to Attach the Harness to the Netting.....	12-C421.03-12
15	Strand Overlap Onto Netting.....	12-C421.03-13
16	Attaching the Outside Strands Through the Mesh Steps 2 and 3.....	12-C421.03-13
17	Attaching the Strands Through the Mesh Step 3.....	12-C421.03-14
18	Inside Strand Through Three Meshes.....	12-C421.03-14
19	Trimmed Bowline.....	12-C421.03-15
20	Attaching the Hammock to a Tree.....	12-C421.03-16
A-1	Weaving the Harness into the Netting.....	12-C421.03A-1
B-1	Strand Through the Ring.....	12-C421.03B-1
C-1	Steps 1 and 2 of the Simple Chain.....	12-C421.03C-1
C-2	Steps 3 and 4 of the Simple Chain.....	12-C421.03C-1
C-3	Step 5 of the Simple Chain.....	12-C421.03C-1
1	Chart Title Block Part One.....	14-M423.01-5
2	Title Block Part Two.....	14-M423.01-6
3	Chart Number and Title.....	14-M423.01-7

LIST OF FIGURES (Cont)

FIGURE	TITLE	PAGE
4	Chart Edition and Correction Date.....	14-M423.01-7
5	Special Notes–Turn Point Special Operating Area.....	14-M423.01-8
6	Explanation of Special Notes.....	14-M423.01-8
7	Patricia Bay Mooring Buoys.....	14-M423.01-9
8	Weapons Practice Area.....	14-M423.01-9
9	Adjoining Chart Numbers.....	14-M423.01-10
10	Large Scale Chart Numbers.....	14-M423.01-10
11	Tidal Diamond.....	14-M423.01-11
12	Continuation A.....	14-M423.01-11
13	Distance Scales.....	14-M423.01-12
14	Compass Rose.....	14-M423.01-13
1	Hinged Parallel Ruler.....	14-M423.02-4
2	Rolling Parallel Ruler.....	14-M423.02-4
3	Dividers.....	14-M423.02-5
4	Drafting Compass.....	14-M423.02-6
5	Portland Speed-Time-Distance Calculator.....	14-M423.02-6
C-1	Top Scale.....	14-M423.02C-1
C-2	Bottom Scale.....	14-M423.02C-1
C-3	Top and Bottom Speed Arrows.....	14-M423.02C-2
C-4	Centre Scale.....	14-M423.02C-2
C-5	Step 1a.....	14-M423.02C-3
C-6	Step 1b.....	14-M423.02C-3
C-7	Step 2a.....	14-M423.02C-3
C-8	Step 2b.....	14-M423.02C-4
C-9	Step 3a.....	14-M423.02C-4
C-10	Step 3b.....	14-M423.02C-4
1	Parallels of Latitude.....	14-M423.03-3
2	Meridians of Longitude.....	14-M423.03-4
3	Latitude and Longitude.....	14-M423.03-4
4	Minutes and Tenths of Minutes.....	14-M423.03-5
5	Measuring Latitude.....	14-M423.03-7
6	Determining Latitude Step 4.....	14-M423.03-7
7	Determining Longitude.....	14-M423.03-8
8	Determining Longitude Step 4.....	14-M423.03-9
9	Measuring the Distance Between Arachne Rf. and Pt. Fairfax Step 2.....	14-M423.03-12
10	Measuring the Distance Between Arachne Rf. and Pt. Fairfax Step 5.....	14-M423.03-13
11	Measuring the Distance Between Gowlland Pt. and Sandy Pt. Step 1.....	14-M423.03-14
12	Measuring the Distance Between Gowlland Pt. and Sandy Pt. Steps 3 and 4.....	14-M423.03-15

LIST OF FIGURES (Cont)

FIGURE	TITLE	PAGE
13	Measuring the Distance Between Gowlland Pt. and Sandy Pt. Step 5.....	14-M423.03-15
1	Line of Position Step 1.....	14-M423.04-3
2	Line of Position Step 2.....	14-M423.04-3
3	Line of Position Steps 3 and 4.....	14-M423.04-4
4	Line of Position Steps 6 and 7.....	14-M423.04-4
5	Plotting a Track Steps 3 and 4.....	14-M423.04-6
6	Plotting a Track Step 5.....	14-M423.04-6
7	Labelling a Track.....	14-M423.04-7
8	Plotting a DR Step 2.....	14-M423.04-9
9	Plotting a DR Step 3.....	14-M423.04-9
10	Plotting a DR Step 3.....	14-M423.04-10
11	Labelling a DR.....	14-M423.04-10
A-1	Labelling a Track.....	14-M423.04A-1
A-2	Plotting a DR Step 2.....	14-M423.04A-3
A-3	Plotting a DR Step 3.....	14-M423.04A-3
A-4	Plotting a DR Step 3.....	14-M423.04A-4
A-5	Labelling a DR.....	14-M423.04A-4
1	Three-Bearing Fix Step 4.....	14-C423.01-3
2	Three-Bearing Fix Step 5.....	14-C423.01-4
3	Three-Bearing Fix Step 7.....	14-C423.01-5
1	Parts of a Station Pointer.....	14-C423.02-2
2	Horizontal Angle Fix Step 1.....	14-C423.02-4
3	Horizontal Angle Fix Step 2.....	14-C423.02-4
4	Horizontal Angle Fix Step 4.....	14-C423.02-5
5	Horizontal Angle Fix Step 5.....	14-C423.02-5
6	Horizontal Angle Fix Step 6.....	14-C423.02-6
7	Horizontal Angle Fix Step 7.....	14-C423.02-6
8	Horizontal Angle Fix Step 8.....	14-C423.02-7
9	Horizontal Angle Fix Step 9.....	14-C423.02-7
1	Coil and Heave a Line Activity Layout.....	15-SIDC-3
2	Boatswain's Call Activity Layout.....	15-SIDC-4
3	Knots, Bends and Hitches Activity Layout.....	15-SIDC-6
4	Whipping and Splicing Activity Layout.....	15-SIDC-7
5	Option One Trivia Activity Layout.....	15-SIDC-9
6	Option Two Trivia Activity Layout.....	15-SIDC-9
7	Across the River Activity Layout.....	15-SIDC-15
8	Final Event Layout.....	15-SIDC-17
1	HMCS Algonquin.....	15-SIDCE-1

LIST OF FIGURES (Cont)

FIGURE	TITLE	PAGE
E-2	HMCS Brandon.....	15-SIDCE-1
E-3	HMCS Regina.....	15-SIDCE-2
E-4	HMCS Protecteur.....	15-SIDCE-2
E-5	Cargo Vessel.....	15-SIDCE-3
E-6	Cruise Ship.....	15-SIDCE-3
E-7	Car Ferry.....	15-SIDCE-4
E-8	Tanker.....	15-SIDCE-4
E-9	Tug Handling Supply Vessel.....	15-SIDCE-5

CHAPTER 1

PO 400 – PARTICIPATE IN POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING



COMMON TRAINING
MASTER CADET
INSTRUCTIONAL GUIDE
POSITIVE SOCIAL
RELATIONS FOR YOUTH



PO 400 – PARTICIPATE IN POSITIVE SOCIAL RELATIONS FOR YOUTH TRAINING

Total Time:

The instructional guides for this PO are located in A-CR-CCP-915/PG-001, *Positive Social Relations for Youth Training Facilitator's Package*.

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 2

PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES



**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
CITIZENSHIP**



PO X01 – PARTICIPATE IN CITIZENSHIP ACTIVITIES

Total Time:

For the following EOs, refer to the lesson specifications located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*:

- 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, and
- CX01.01 – Participate in Citizenship Activities.

For the following EOs, refer to the instructional guides located in A-CR-CCP-601/PF-001, *Royal Canadian Sea Cadets Instructional Guides*:

- MX01.01F – Participate in an Election,
- MX01.01G – Participate in Heritage Minutes Video Activities, and
- MX01.01H – Participate in Citizenship Learning Stations.

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 3
PO X02 – PERFORM COMMUNITY SERVICE



**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
COMMUNITY SERVICE**



PO X02 – PERFORM COMMUNITY SERVICE

Total Time:

For the following EOs, refer to the instructional guides located in A-CR-CCP-601/PF-001, *Royal Canadian Sea Cadets Phase One Instructional Guides*:

- MX02.01 – Perform Community Service, and
- CX02.01 – Perform Community Service.

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 4

PO 403



COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE



SECTION 1

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

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the Needs and Expectations of Team Members handout located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

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

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

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

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

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

Time: 5 min

Method: Interactive Lecture

THE NEEDS OF TEAM MEMBERS

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

Acceptance of and by Other Team Members

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

Acceptance and Understanding of Leaders

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

Approval of Leaders

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

Opportunities to Try Different Tasks and Roles

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

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What are the needs of team members?
- Q2. Once team members feel acknowledged and understood by others on the team, what may happen?
- Q3. How do team leaders show approval of team members?

ANTICIPATED ANSWERS:

- A1. The needs of team members are:
 - acceptance of and by other team members;
 - acceptance and understanding of leaders;
 - approval of leaders; and
 - opportunities to try different tasks and roles.
- A2. Once team members feel acknowledged and understood by others on the team, team members strive to make teamwork possible.
- A3. Team leaders show approval of team members by giving team members respect and praise.

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

Time: 10 min

Method: In-Class Activity

BACKGROUND KNOWLEDGE



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

THE EXPECTATIONS THAT A TEAM MEMBER HAS OF A TEAM LEADER

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

Good Leadership

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

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

Effective Communication

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

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

Effective Supervision

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

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

ACTIVITY

Time: 10 min

OBJECTIVE

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

RESOURCES

- Three flip charts, and
- Three markers.

ACTIVITY LAYOUT

Set a flip chart in three corners of the room.

ACTIVITY INSTRUCTIONS

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



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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

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

Time: 10 min

Method: Group Discussion



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

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

BACKGROUND KNOWLEDGE



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

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. Give examples of when you have seen a team leader satisfy the needs of their team members.
- Q2. List ways a team leader might satisfy the needs of their team members.
- Q3. Give examples of when you have seen a team leader meet the expectations of team members.
- Q4. List ways a team leader might meet the expectations of their team.
- Q5. Give examples of when you have seen a team leader not satisfy the needs or not meet the expectations of their team.



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



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

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What are the needs of team members?
- Q2. What are the three expectations that team members have of the team leader?
- Q3. List ways a team leader might satisfy the needs or meet the expectations of their team members.

ANTICIPATED ANSWERS:

- A1. The needs of team members are:
- acceptance of and by other team members;
 - acceptance and understanding of leaders;
 - approval of leaders; and
 - opportunities to try different tasks and roles.

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

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

A3. Answers will vary.



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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

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

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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

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

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

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

NEEDS AND EXPECTATIONS OF TEAM MEMBERS

THE NEEDS OF TEAM MEMBERS

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

Acceptance of and by Other Team Members

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

Acceptance and Understanding of Leaders

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

Approval of Leaders

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

Opportunities to Try Different Tasks and Roles

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

THE EXPECTATIONS THAT A TEAM MEMBER HAS OF A TEAM LEADER

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

Good Leadership

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

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

Effective Communication

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

- **Giving information on what is expected of them.** Team members need to know what is expected of them. Team members require basic information about what they are to accomplish.

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

Effective Supervision

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

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



COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE



SECTION 2

EO M403.02 – SELECT A LEADERSHIP APPROACH

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the handouts located at Attachments A, B and D for each cadet.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

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

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

Time: 5 min

Method: Interactive Lecture

TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

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

Transactional Leadership:

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

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

Transformational Leadership:

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



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

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

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

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. Describe transactional leadership.
- Q2. On what does transformational leadership focus?
- Q3. Leadership within the cadet program has been designed to create which kind of leadership?

ANTICIPATED ANSWERS:

- A1. Transactional leadership is when leaders exchange promises of rewards and benefits to team members so the team members will fulfill agreements with the leaders.
- A2. Transformational leadership focuses on the process of being a leader by helping team members transform themselves from followers into leader.
- A3. Leadership within the cadet program has been designed to create transformational leadership.

Teaching Point 2

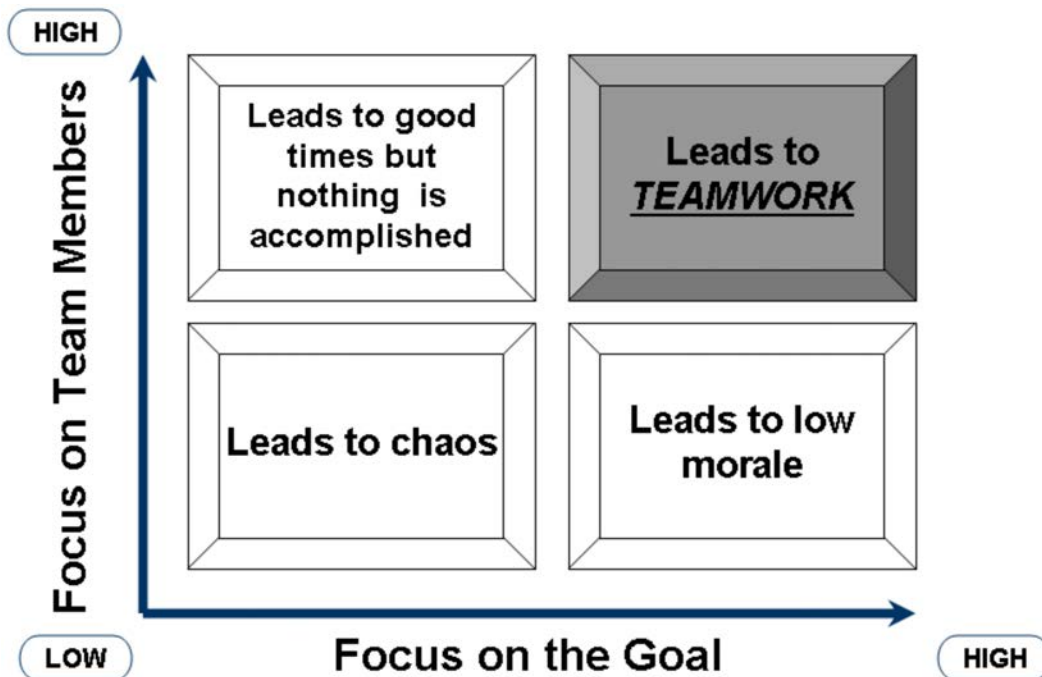
Describe the outcomes that occur as a result of the team leader focussing on team members and the goal.

Time: 10 min

Method: Interactive Lecture



Distribute Attachment A to each cadet.



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

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

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

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



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

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



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

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



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

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



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



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

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What are the two main things on which a team leader needs to focus while leading a team?
- Q2. If a team leader is not focused on the goal and is not focused on their team members, what is usually the outcome?
- Q3. What has every leadership opportunity within the CP has been designed to create?

ANTICIPATED ANSWERS:

- A1. The team leader needs to focus on the team members and on the goal.
- A2. If a team leader is not focused on the goal and is not focused on their team members, the outcome is usually chaos.
- A3. Every leadership opportunity within the CP has been designed to create teamwork.

Teaching Point 3

Describe leadership approaches.

Time: 10 min

Method: Interactive Lecture

LEADERSHIP APPROACHES

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

- control,
- coach and
- empower.

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



Distribute Attachment B to each cadet.

Key Aspects of the Control Approach

Key aspects of the control approach are:

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

Key Aspects of the Coach Approach

Key aspects of the coach approach are:

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

Key Aspects of the Empower Approach

Key aspects of the empower approach are:

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

Selecting the Approach

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

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

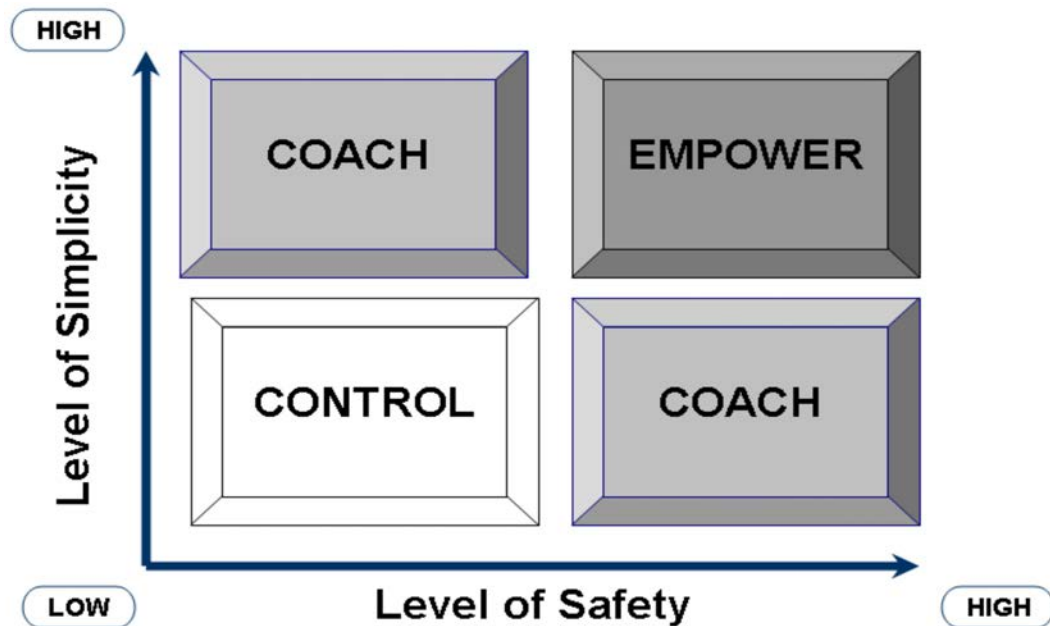
- the level of simplicity of the task; and
- the level of safety of cadets.

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

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

SELECTING A LEADERSHIP APPROACH

Leadership assignment / appointment



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

Figure 2 Selecting a Leadership Approach

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

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

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

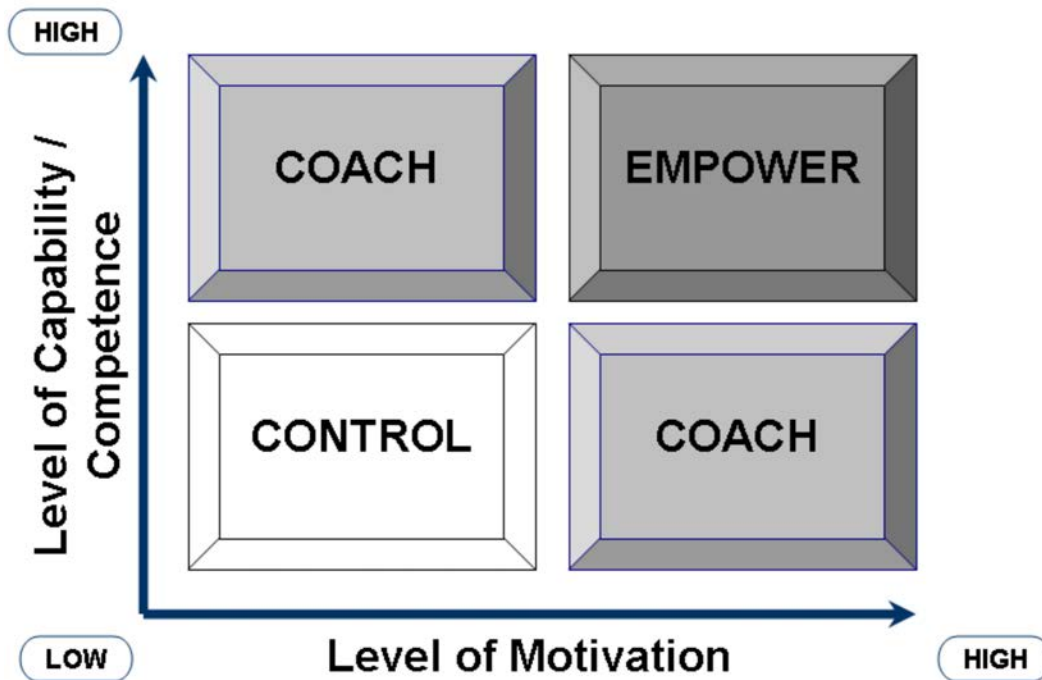
If the task is simple and the cadets are doing something without risk, the team leader should choose the empower approach. This allows the team members develop their leadership skills and their sense of responsibility.



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

SELECTING A LEADERSHIP APPROACH

Leadership team



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

Figure 3 Selecting a Leadership Approach

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

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

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

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



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

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. Name the three leadership approaches used in the CP.
- Q2. Which leadership approach is based on one-way communication?
- Q3. What are the four topics that must be considered when selecting a leadership approach?

ANTICIPATED ANSWERS:

- A1. The three leadership approaches used in the CP are:
- control,
 - coach, and
 - empower.
- A2. The leadership approached based on one-way communication is control.
- A3. The four factors that must be considered when selecting a leadership approach are:
- the level of simplicity of the task;
 - the level of safety of cadets;
 - the level of capability / competence of cadets; and
 - the level of motivation level of cadets.

Teaching Point 4

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

Time: 20 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

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

RESOURCES

Scenarios.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

3. Have the cadet select what leadership approach they would use to complete the scenario.
4. Have one cadet read their scenario out loud and explain which leadership approach they would choose and why. The explanation of the selection must be based on the information provided during TP3.
5. Allow the other cadets to comment on the choice and reasons.
6. Repeat Steps 4 and 5 until each cadet has had a turn.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION



Distribute the handout located at Attachment D to each cadet.

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

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

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

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

REFERENCES

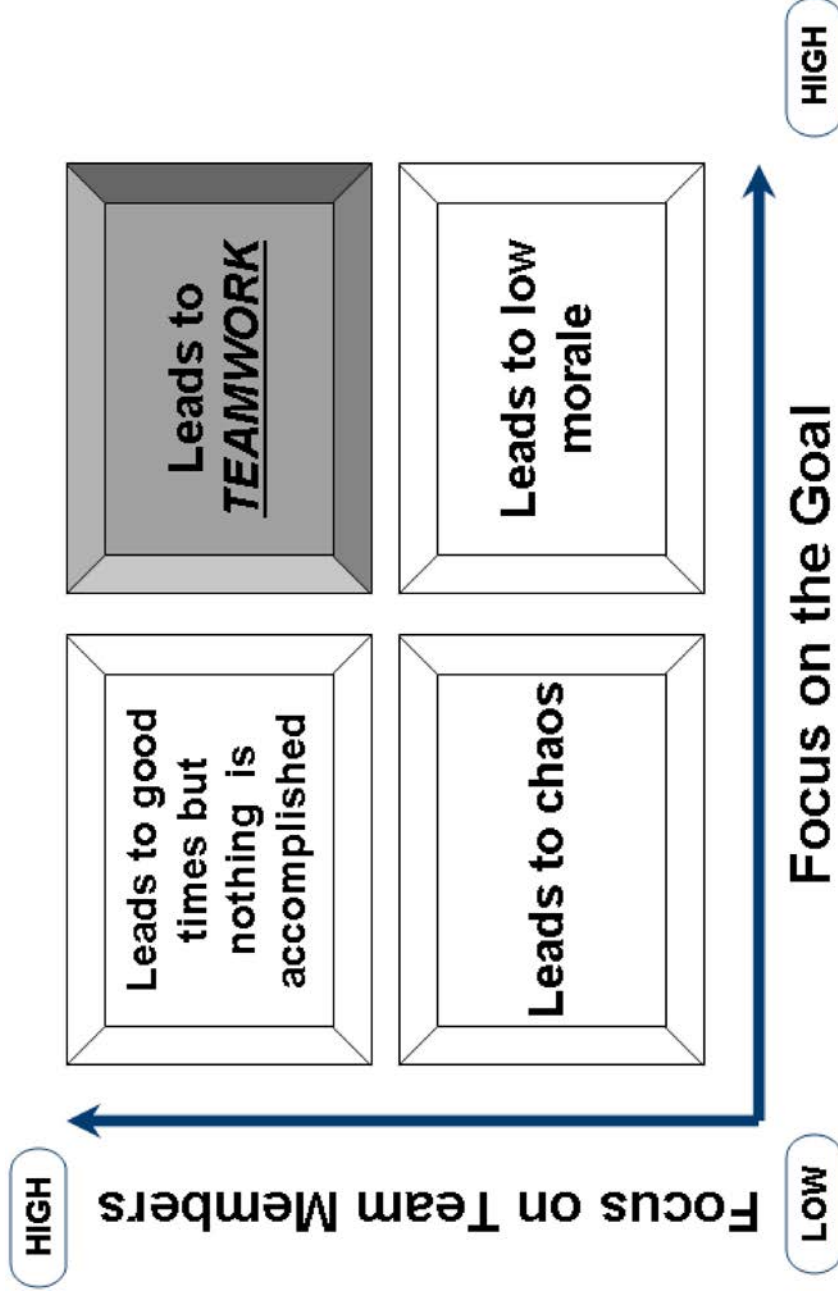
C0-115 ISBN 0-7879-4059-3 van Linden, J. A., & Fertman, C. I. (1998). *Youth leadership*. San Francisco, CA: Jossey-Bass Inc., Publishers.

C0-410 The ASPIRA Association. (2009). *Module #5: Defining leadership styles*. Retrieved on February 12, 2009, from http://www.aspira.org/files/documents/youthdev08/U_V_M_5_dls.pdf

C0-413 University of Arkansas, Division of Agriculture, Cooperative Extension Service. (2006). *4-H volunteer leaders' series: The enabler—A leadership style*. Retrieved February 18, 2009, from http://www.uaex.edu/other_areas/publications/PDF/4HCD2.pdf

THIS PAGE INTENTIONALLY LEFT BLANK

OUTCOMES AS A RESULT OF THE TEAM LEADER'S FOCUS

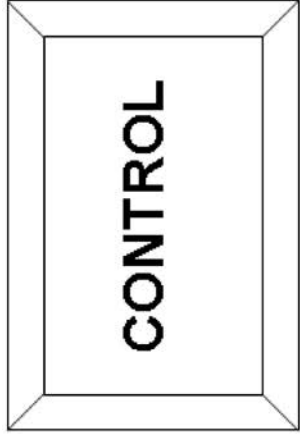


Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence

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

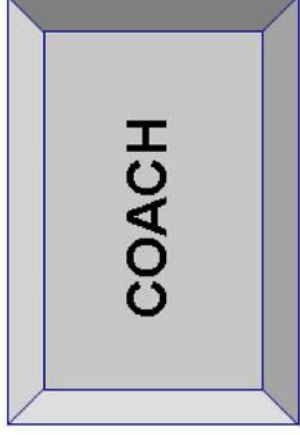
THIS PAGE INTENTIONALLY LEFT BLANK

KEY ASPECTS OF LEADERSHIP APPROACHES



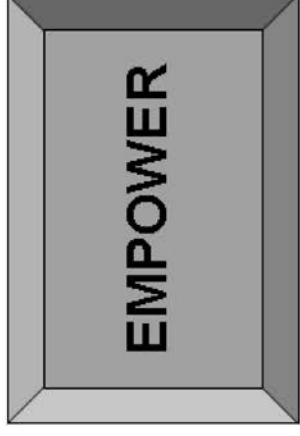
Key aspects of this approach:

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



Key aspects of this approach:

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



Key aspects of this approach:

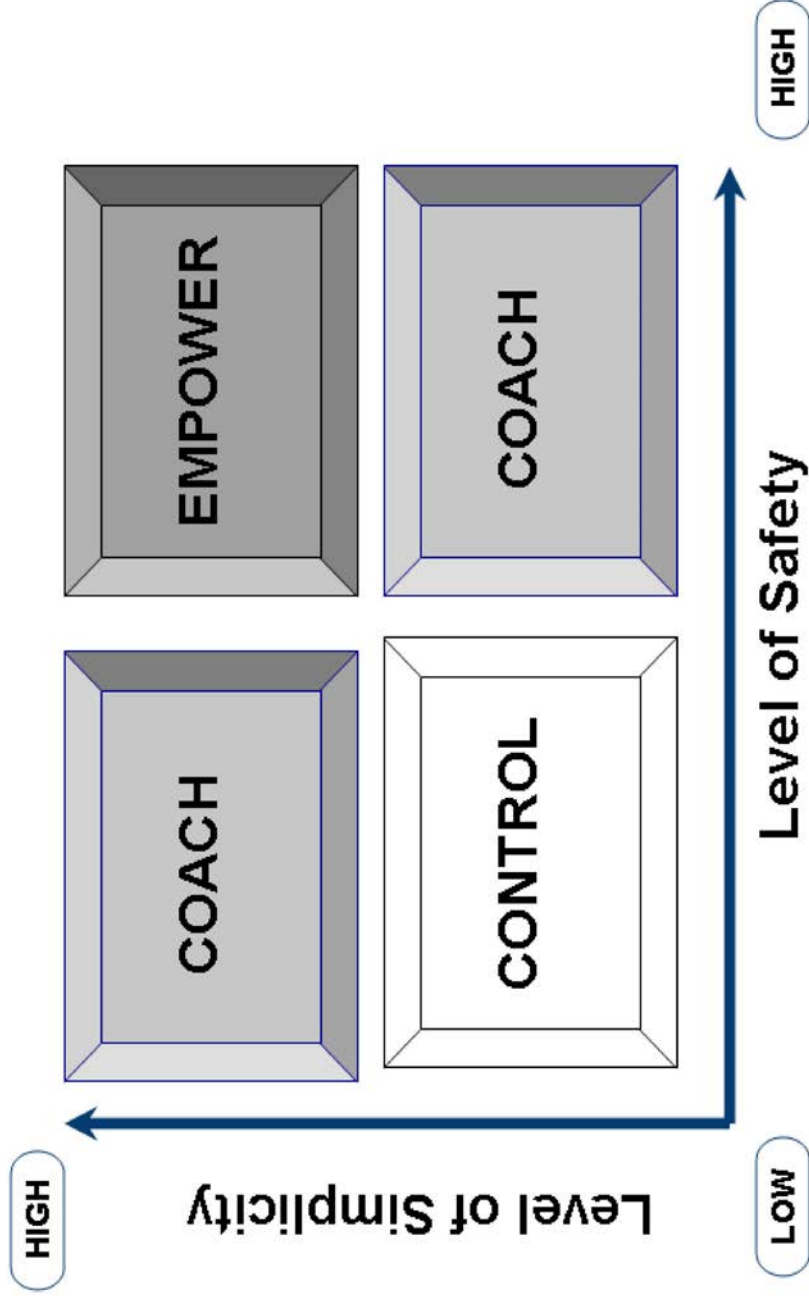
- The leader empowers members of the team to make decisions and take action in areas where they have experience and expertise.
- Members of the team can operate independently and have a strong sense of responsibility but know when to seek assistance from the leader.
- Communication is mainly two-way.

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

Figure B-1 Key Aspects of Leadership Approaches

SELECTING A LEADERSHIP APPROACH

Leadership assignment / appointment

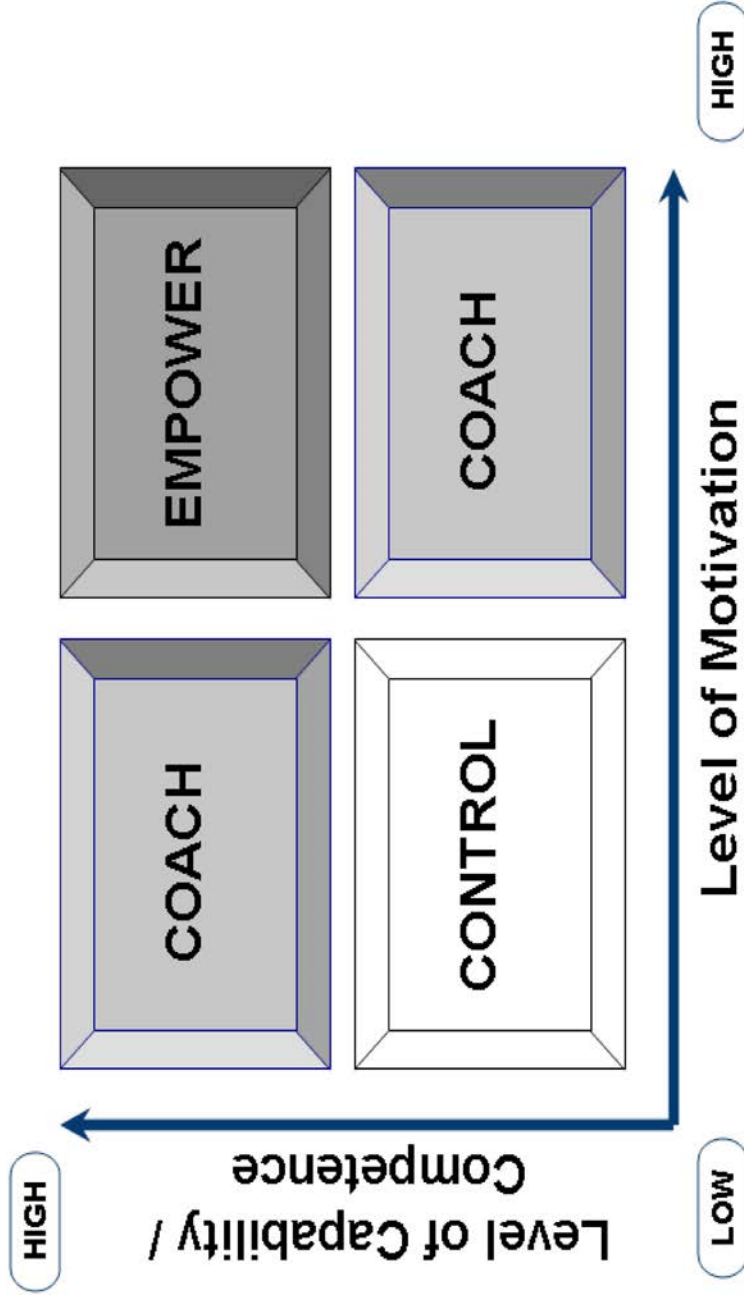


Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence

Figure B-2 Selecting a Leadership Approach

SELECTING A LEADERSHIP APPROACH

Leadership team



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

Figure B-3 Selecting a Leadership Approach

THIS PAGE INTENTIONALLY LEFT BLANK

SCENARIOS

SCENARIO #1

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

SCENARIO #2

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

SCENARIO #3

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

SCENARIO #4

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

SCENARIO #5

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

SCENARIO #6

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

SCENARIO #7

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

SCENARIO #8

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

THIS PAGE INTENTIONALLY LEFT BLANK

TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

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

Transactional Leadership:

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

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

Transformational Leadership:

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



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

Transactional leadership focuses on the skills and tasks associated with leadership, such as public speaking, writing, delegating authority, leading meetings and making decisions. It is what people who are leaders do. Transformational leadership focuses on the process of leadership and what it means to be a leader. It is concerned with how individuals use their abilities to influence people. Think of the main difference between transactional and transformational leadership as doing leadership tasks versus being a leader.

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE**



**SECTION 3
EO M403.03 – MOTIVATE TEAM MEMBERS**

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the handouts located at Attachments A, B and C for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

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

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

It is important for cadets to motivate team members because motivation is the key ingredient for success in the cadet organization. One of the duties of a team leader is to motivate team members to succeed to accomplish

goals. Motivating team members also may encourage team members to develop new knowledge and skills. In addition, recognizing team members for the effort they put toward a task makes them feel appreciated.

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

Time: 20 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

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

RESOURCES

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

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Explain why team leaders should encourage intrinsic motivation.

Time: 5 min

Method: Interactive Lecture

WHY TEAM LEADERS SHOULD ENCOURAGE INTRINSIC MOTIVATION



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

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

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

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

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

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



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

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

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. While using intrinsic motivation, why do team leaders need to accomplish goals and tasks?
- Q2. What happens when a team leader displays intrinsic motivation?
- Q3. Give an example of a team leader encouraging intrinsic motivation in team members.

ANTICIPATED ANSWERS:

- A1. While using intrinsic motivation, team leaders need to accomplish goals and tasks because they believe the goals and tasks are worth accomplishing.
- A2. When a team leader displays intrinsic motivation, team members realize that intrinsic motivation is an attribute to be imitated.
- A3. Answers will vary.

Teaching Point 3

Conduct a group discussion about when and how team leaders motivate team members.

Time: 25 min

Method: Guided Discussion

BACKGROUND KNOWLEDGE

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

WHEN TEAM LEADERS MOTIVATE TEAM MEMBERS

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

HOW TEAM LEADERS MOTIVATE TEAM MEMBERS

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

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

Praising Effort and Perseverance During a Task

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

Praising the use of Different Strategies During a Task

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

Praising Improvement During a Task

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

Encouraging the Development of Knowledge and Skills

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

Praising the Completion of a Task

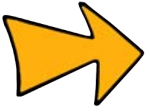
When team members complete a task, praise should be given. It is important to recognize dedication shown in seeing a task through to completion.

Thanking Team Members for Their Endeavours

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

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

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



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

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. Give some examples of when a team leader may praise their team members.
- Q2. Give some examples of what a team leader might say to praise their team members.
- Q3. Give some examples of when you were praised by team members, team leaders, activity managers, officers or adults?

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

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



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



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

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

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



Distribute the handout located at Attachment C to each cadet.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

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

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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

C0-401 ISBN 0-7879-6068-3 Hesselbein, F., & Johnston, R. (2002). *A leader to leader guide: On mission and leadership*. San Francisco, CA: Jossey-Bass Publishing.

C0-411 Dweck, C. S. (2007). The perils and promises of praise. *Education Leadership*, 65(2), 34-39.

C0-414 Bainbridge, C. (2009). About.com: Gifted children. *Extrinsic Motivation*. Retrieved on February 26, 2009, from <http://giftedkids.about.com/od/glossary/g/extrinsic.htm>

C0-415 Bainbridge, C. (2009). About.com: Gifted children. *Intrinsic Motivation*. Retrieved on February 26, 2009, from <http://giftedkids.about.com/od/glossary/g/intrinsic.htm>

EXTRINSIC MOTIVATORS

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

Advantage

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

Disadvantage

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

List some examples of extrinsic motivators:

THIS PAGE INTENTIONALLY LEFT BLANK

INTRINSIC MOTIVATORS

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

Advantage

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

Disadvantage

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

List some examples of intrinsic motivators:

THIS PAGE INTENTIONALLY LEFT BLANK

WHEN TEAM LEADERS MOTIVATE TEAM MEMBERS

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

HOW TEAM LEADERS MOTIVATE TEAM MEMBERS

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

HOW TEAM LEADERS MOTIVATE TEAM MEMBERS

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

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

Praising Effort and Perseverance During a Task

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

Praising the use of Different Strategies During a Task

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

Praising Improvement During a Task

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

Encouraging the Development of Knowledge and Skills

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

Praising the Completion of a Task

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

Thanking Team Members for Their Endeavours

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

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

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

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE



SECTION 4

EO M403.04 – PROVIDE FEEDBACK TO TEAM MEMBERS

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the scenarios located at Attachment A. Cut out the scenarios and distribute one to each cadet. If there are more cadets than scenarios provided, multiple cadets may be given the same scenario.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

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

INTRODUCTION

REVIEW

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

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

- answer a question;
- fulfill a request for information;
- reply to or rebut a point of discussion;

- suggest a revision during a task; or
- evaluate task or job performance.

OBJECTIVES

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

IMPORTANCE

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

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

Time: 5 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

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

RESOURCES

- Two flip charts, and
- Two markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

SAFETYNil

CONFIRMATION OF TEACHING POINT 1

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

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

Time: 10 min

Method: Interactive Lecture

PRINCIPLES OF EFFECTIVE FEEDBACK

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

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

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

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

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



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



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

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What does frequent feedback mean?
- Q2. What does accurate feedback mean?
- Q3. What does specific feedback mean?
- Q4. What does timely feedback mean?

ANTICIPATED ANSWERS:

- A1. Frequent feedback means giving feedback to team members often.
- A2. Accurate feedback means giving feedback that is truthful and fact-based.
- A3. Specific feedback means giving feedback that is detailed and clear-cut.
- A4. Timely feedback means giving feedback at the right time.

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

Time: 10 min

Method: Interactive Lecture

GROUND RULES FOR PROVIDING FEEDBACK

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

Focusing on What is Observed

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

For example:

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

Focusing on Behaviour

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

For example:

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

Keeping it Neutral

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

For example:

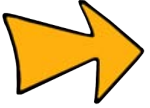
The team leader observes a team member arriving late again. The team leader says "You are late a lot." This is incorrect because the team leader has made a judgment on how many times the team member has been late. The team leader should say "You have been late three times in the past two months." This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

Using it to Inform

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

For example:

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



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

Making it Supportive

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

For example:

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

Keeping it Simple

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

For example:

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

ACTIVITY

Time: 5 min

OBJECTIVE

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

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

3. Have the cadet with the latest birthday recite another ground rule for providing feedback to their partner.
4. Have the cadets take turns reciting the ground rules for providing feedback until all the ground rules have been recited.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4

Explain the steps for providing and receiving feedback.

Time: 10 min

Method: Interactive Lecture

STEPS FOR PROVIDING FEEDBACK

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

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

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

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

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

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

RECEIVING FEEDBACK

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

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

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

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

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

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

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

- Q1. State two of the five steps for providing feedback.
- Q2. State two of the five considerations for receiving feedback.

ANTICIPATED ANSWERS:

- A1. Planning what to say; providing examples of behaviours; allowing time for feedback; motivating; and setting a timeline for action and follow-up.
- A2. Seeing each feedback session as a learning opportunity; actively listening to the sender's ideas; asking for more information if the ideas are not understood; being honest about how the feedback is affecting one's emotions; and remaining open-minded about future learning opportunities.

Teaching Point 5

Using scenarios, have the cadets practice providing feedback to team members.

Time: 15 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

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

RESOURCES



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

Scenarios located at Attachment A.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

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



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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

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

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-258 ISBN 978-1-59869-450-5 Nigro, N. (2008). *The everything coaching and mentoring book*. (2nd ed.). Avon, MA: F+W Publications Company.

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

C0-404 Mochal, T. (2006). *Follow these six steps when providing constructive performance feedback*. Retrieved February 5, 2009, from http://articles.techrepublic.com.com/5100-10878_11-6102736.html

C0-412 ISBN 978-0-87425-495-2 Tulgan, B. (1999). *Fast feedback* (2nd ed). Amherst, MA: HRD Press, Inc.

SCENARIOS FOR PROVIDING FEEDBACK

SCENARIO #1

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

SCENARIO #2

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

SCENARIO #3

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

SCENARIO #4

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

SCENARIO #5

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

SCENARIO #6

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

SCENARIO #7

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

SCENARIO #8

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

SCENARIO #9

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

SCENARIO #10

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

THIS PAGE INTENTIONALLY LEFT BLANK

EFFECTIVE FEEDBACK

PRINCIPLES OF EFFECTIVE FEEDBACK

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

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

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

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

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

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

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

GROUND RULES FOR PROVIDING FEEDBACK

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

Focusing on What is Observed

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

Focusing on Behaviour

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

Keeping it Neutral

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

Using it to Inform

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

Making it Supportive

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

Keeping it Simple

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

STEPS FOR PROVIDING FEEDBACK

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

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

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

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

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

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

RECEIVING FEEDBACK

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

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

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

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

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

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

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE**



SECTION 5

EO M403.05 – PARTICIPATE IN A MENTORING RELATIONSHIP

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

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

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

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

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

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

Time: 5 min

Method: Interactive Lecture

THE MENTORING RELATIONSHIP

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

Recognizing the Purpose of a Mentoring Relationship

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

Identifying the Benefits of Participating in a Mentoring Relationship

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

Contributing to a Mentoring Match

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

Being Open to New Things

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

Being Responsive to Suggestions and Constructive Criticism

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

Providing Feedback to the Mentor

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

Learning From the Mentor's Example

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

Participating in Mentoring Activities

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

Appreciating the Mentoring Relationship

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

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What is the basic benefit of a mentoring relationship for the cadet being mentored?
- Q2. What are the foundations of a mentoring relationship?
- Q3. What are some examples of mentoring activities?

ANTICIPATED ANSWERS:

- A1. The basic benefit is that the cadet being mentored will grow in their skills and become a more independent cadet.
- A2. Expanding boundaries and increasing knowledge are foundations of the mentoring relationship.
- A3. Mentoring activities may include reflection, self-assessment, and discussions about successes, problems and failures.

Teaching Point 2

Discuss the difference between formal and informal mentoring.

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



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

FORMAL MENTORING

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

INFORMAL MENTORING

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

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. Do you feel there is a difference between formal and informal mentoring? What is the difference?
- Q2. Which do you feel would be more appropriate for you? Why?
- Q3. Is formal or informal mentoring used more often within the Cadet Program? Give some examples of formal mentoring you have seen. Give some examples of informal mentoring you have seen.



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



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

CONFIRMATION OF TEACHING POINT 2

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

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

Time: 10 min

Method: Interactive Lecture



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

STEPS OF A FORMAL MENTORING SESSION

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



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

A formal mentoring session has four steps:

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



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

2. **Setting goals.** During this step, goals are established. Work must be done to ensure the goals are specific, measurable, achievable, relevant, and timed. These goals should be in writing.
3. **Meeting goals and expectations.** During this step, the cadet being mentored must describe how they are going to meet the goals just set. In subsequent mentoring sessions, the cadet being mentored should be praised for achieving goals but may need to account for why the goals and expectations were not met.
4. **Concluding the mentoring session.** This conclusion should begin with the cadet being mentored giving a short explanation of new goals to be met and how the cadet plans to achieve them. The mentor should encourage the cadet being mentored and arrange the time and date for the next mentoring session.

CONFIRMATION OF TEACHING POINT 3**QUESTIONS:**

- Q1. What are the three Ps of mentoring?
- Q2. What is the most important skill for a mentor?
- Q3. What are the four steps of a formal mentoring session?

ANTICIPATED ANSWERS:

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

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

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

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

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

Time: 10 min

Method: Demonstration



Present the following information before demonstrating a mentoring session.

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

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

KEEPING THE MENTORING RELATIONSHIP PROFESSIONAL

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

KEEPING THE CONVERSATION DURING THE MENTORING SESSION IN CONFIDENCE

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

USING THE GROUND RULES FOR FEEDBACK DURING A MENTORING SESSION

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

- focusing on what is observed;
- focusing on behaviour;
- keeping it neutral;
- using it to inform;

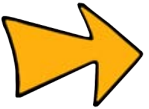
- making it supportive; and
- keeping it simple.



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

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

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



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

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

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

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



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

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

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

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

- Q1. How does a mentor build trust with the cadet being mentored?
- Q2. Did the mentoring session go well? Why or why not?
- Q3. Give some examples of how the mentor used active listening skills?

ANTICIPATED ANSWERS:

- A1. The mentor builds trust by:
- keeping the mentoring relationship professional;
 - keeping the conversation during the mentoring session in confidence; and
 - using the ground rules for feedback during a mentoring session.
- A2. Answers will vary.
- A3. Answers will vary.

Teaching Point 5

Have the cadets role-play a mentoring session based on two given scenarios.

Time: 20 min

Method: Role Play



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

ACTIVITY

OBJECTIVE

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

RESOURCES

Scenarios located at Attachments B and C.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

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

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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

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

REFERENCES

C0-258 ISBN 978-1-59869-450-5 Nigro, N. (2008). *The everything coaching and mentoring book*. (2nd ed.). Avon, MA: F+W Publications Company.

C0-324 Taylor, J. S. (2003). *Training new mentees: A manual for preparing youth in mentoring programs*. USA: The National Mentoring Center.

C0-405 ISBN 0-7879-6294-5 Rhodes, J. (2002). *New directions for youth development: A critical view of youth mentoring*. New York, NY: Jossey-Bass.

THIS PAGE INTENTIONALLY LEFT BLANK

SCENARIO FOR THE MENTORING DEMONSTRATION

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

THIS PAGE INTENTIONALLY LEFT BLANK

SCENARIO 1 FOR THE ROLE-PLAY ACTIVITY

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

THIS PAGE INTENTIONALLY LEFT BLANK

SCENARIO 2 FOR THE ROLE-PLAY ACTIVITY

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

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE**



SECTION 6

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

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

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

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

Time: 5 min

Method: Interactive Lecture

LEADERSHIP ASSIGNMENT

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



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

LEADERSHIP APPOINTMENT

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

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

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



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

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What kind of team will the team leader have during a leadership appointment?
- Q2. How many leadership assignments will be assessed in Phase Four training?
- Q3. How many leadership appointments will be assessed in Phase Four training?

ANTICIPATED ANSWERS:

- A1. During a leadership appointment, the team leader will have an assigned, established team of cadets outside their peer group.
- A2. At least one leadership assignment will be assessed in Phase Four training.
- A3. One leadership appointment will be assessed in Phase Four training.

Teaching Point 2

Describe the leadership appointments that may be assigned at the corps.

Time: 5 min

Method: Interactive Lecture



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

SAMPLE YEAR FOUR LEADERSHIP APPOINTMENTS**Organizational Appointments:**

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

Training Appointments:

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

Supplementary Appointments:

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

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What leadership appointments are available at the corps?

ANTICIPATED ANSWERS:

A1. Answers will vary.

Teaching Point 3

Describe how to conduct the leadership appointment.

Time: 15 min

Method: Interactive Lecture



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

When conducting the leadership appointment, use the following steps:

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

PREPARING FOR THE LEADERSHIP APPOINTMENT

Ensuring the Required Resources are Available

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

Completing a Time Appreciation

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

Making a Plan

Make a plan to be successful in the appointment by:

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

BRIEFING TEAM MEMBERS DURING THE LEADERSHIP APPOINTMENT

Communicating the Overall Plan

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

Communicating the Tasks Involved in the Leadership Appointment

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

Assigning Tasks to Team Members as Applicable

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

Ensuring the Team Members Understand Their Tasks

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

CARRYING OUT THE TASKS ASSOCIATED WITH THE LEADERSHIP APPOINTMENT

Supervising Team Members

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

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

Do not wait until the last minute to ensure tasks are being completed. If tasks are not being completed as planned, whether too slow or too fast, the plan may need to be adjusted and feedback should be given. Careful

monitoring of team members and the overall situation will ensure the team leader is leading successfully during the leadership appointment and the major duty or task will be accomplished.

Providing Feedback to the Team Members Throughout the Appointment

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

Modifying the Plan as Required

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

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

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



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

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

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

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

Just as the team leader will provide ongoing feedback to the team members during the leadership appointment, the team leader will need periodic feedback from the activity manager to discuss and monitor progress of the major duty or task. Feedback from the activity manager should assist the team leader in improving performance. Once the leadership appointment is concluded, the team leader should meet with the activity leader for an overall debriefing. This feedback will aid the team leader during future leadership appointments.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. List the steps to conduct a leadership appointment.
- Q2. How does the team leader brief team members during a leadership appointment?
- Q3. After the leadership appointment is completed, why should the team leader meet with the activity manager to discuss the appointment?

ANTICIPATED ANSWERS:

- A1. The steps to conduct a leadership appointment are:
- (1) prepare for the leadership appointment;
 - (2) brief the team members at the onset and then throughout the leadership appointment;
 - (3) carry out the tasks associated with the leadership appointment;
 - (4) provide feedback to the team members throughout and at the completion of the leadership appointment; and
 - (5) meet with the activity manager throughout and at the completion of the leadership appointment to discuss the outcomes of the leadership appointment.
- A2. The team leader briefs team members during a leadership appointment by:
- (1) communicating the overall plan;
 - (2) communicating the tasks involved in the leadership appointment;
 - (3) assigning tasks to team members as applicable; and
 - (4) ensuring the team members understand their tasks.
- A3. After the leadership appointment is completed, the team leader should meet with the activity manager to discuss the appointment because feedback from the activity manager should give the team leader ideas to help improve performance.



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

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What kind of team will the team leader have during a leadership appointment?
- Q2. What leadership appointments are available at the corps?
- Q3. List the steps to conduct a leadership appointment.

ANTICIPATED ANSWERS:

- A1. The team leader for a leadership appointment will have an assigned, established team of cadets outside their peer group.
- A2. Answers will vary.
- A3. The steps to conduct a leadership appointment are:
 - (1) prepare for the leadership appointment;
 - (2) brief the team members at the onset and then throughout the leadership appointment;
 - (3) carry out the tasks associated with the leadership appointment;
 - (4) provide feedback to the team members throughout and at the completion of the leadership appointment; and
 - (5) meet with the activity manager throughout and at the completion of the leadership appointment to discuss the outcomes of the leadership appointment.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

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

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

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

REFERENCES

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

C0-243 Clark, D. (2007). *After action reviews*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leadaar.html>

C0-243 Clark, D. (2007). *Leadership & direction*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leaddir.html>

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

C0-247 ISBN 0-14-024272-4 Rosen, R. H., & Brown, P. B. (1997). *Leading people*. New York, NY: Penguin Books.

C0-248 ISBN 0-7894-4862-9 Heller, R. (1999). *Learning to lead*. New York, NY: DK Publishing, Inc.

C0-253 ISBN 0-7894-8006-9 Bruce, A., & Langdon, K. (2001). *Do it now!* New York, NY: DK Publishing, Inc.

C0-254 ISBN 0-7894-3244-7 Heller, R. (1998). *Communicate clearly*. New York, NY: DK Publishing, Inc.

C0-255 ISBN 0-7645-5408-5 Brounstein, M. (2002). *Managing teams for dummies*. Indianapolis, IN: Wiley Publishing, Inc.

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

THIS PAGE INTENTIONALLY LEFT BLANK

POSSIBLE YEAR FOUR LEADERSHIP ASSIGNMENTS

Organizational Appointments:

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

Training Appointments:

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

Supplementary Appointments:

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

POSSIBLE YEAR FOUR LEADERSHIP ASSIGNMENTS

Recreational Marksmanship Assignments

- Set up a range for recreational marksmanship.
- Organize relays for recreational marksmanship.
- Control pellets and issue targets for recreational marksmanship.
- Conduct concurrent activities during recreational marksmanship.
- Tear down a range after recreational marksmanship.

Summer Biathlon Assignments

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

Recreational Sports Assignments

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

Parade Assignments

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

Weekly Cadet Night Assignments

- Set up classroom space.
- Rearrange classroom space.
- Tear down classroom space.
- Set up a canteen.
- Staff a canteen.
- Tear down a canteen.
- Set up a presentation area for a guest speaker.
- Tear down a presentation area for a guest speaker.
- Set up for an extracurricular activity.
- Conduct a concurrent activity.

Community Service Assignments

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

Other Leadership Assignment Possibilities

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

Prior to a Weekend Activity

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

Setting Up for Weekend Training

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

Routine Tasks That May Occur During Weekend Training

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

Secure Weekend Training

- Secure the female sleeping area.
- Secure the male sleeping area.
- Secure the first aid station.

- Load group equipment and supplies.
- Complete a final garbage sweep.

After Weekend Training

- Unload equipment and supplies.
- Collect personal equipment.

LEADERSHIP APPOINTMENT AIDE-MEMOIRE

TABLE OF CONTENTS

Leadership Assignment	B-2
Leadership Appointment	B-2
How to Conduct a Leadership Appointment	B-2
Preparing for the Leadership Appointment	B-2
Briefing Team Members During a Leadership Appointment	B-3
Carrying Out the Tasks Associated With the Leadership Appointment	B-3
Providing Feedback to the Team Upon Conclusion of the Leadership Appointment	B-4
Meeting With the Activity Manager to Discuss the Outcomes of the Leadership Appointment	B-4
403 PC 01 Assessment Rubric Leadership Assignment	B-5
403 PC 02 Assessment Rubric Leadership Appointment	B-7

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

LEADERSHIP ASSIGNMENT

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

LEADERSHIP APPOINTMENT

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

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

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

HOW TO CONDUCT A LEADERSHIP APPOINTMENT

When conducting the leadership appointment, use the following steps:

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

PREPARING FOR THE LEADERSHIP APPOINTMENT

Ensuring the Required Resources are Available

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

Completing a Time Appreciation

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

Making a Plan

Make a plan to be successful in the appointment by:

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

BRIEFING TEAM MEMBERS DURING THE LEADERSHIP APPOINTMENT

Communicating the Overall Plan

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

Communicating the Tasks Involved in the Leadership Appointment

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

Assigning Tasks to Team Members as Applicable

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

Ensuring the Team Members Understand Their Tasks

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

CARRYING OUT THE TASKS ASSOCIATED WITH THE LEADERSHIP APPOINTMENT

Supervising Team Members

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

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

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

Providing Feedback to the Team Members Throughout the Appointment

The team leader will provide feedback throughout the appointment. This feedback may be given to the team as a whole or it may be given to individual team members. Feedback should be provided such that it is frequent,

accurate, specific, and timely. Successful supervision allows for ongoing feedback to be provided to the team. Feedback is necessary for the team members as it will allow them to develop as leaders also.

Modifying the Plan as Required

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

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

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

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

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

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

Just as the team leader will provide ongoing feedback to the team members during the leadership appointment, the team leader will need periodic feedback from the activity manager to discuss and monitor progress of the major duty or task. Feedback from the activity manager should assist the team leader in improving performance. Once the leadership appointment is concluded, the team leader should meet with the activity leader for an overall debriefing. This feedback will aid the team leader during future leadership appointments.

**403 PC 01 ASSESSMENT RUBRIC
 LEADERSHIP ASSIGNMENT**

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
Select a leadership approach.	Did not select an approach appropriate to the assignment.	Selected an approach and was challenged with balancing focus on the team members and the goal.	Selected an approach and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership task. Team members did not need clarification.
Supervise cadets.	Did not supervise team members.	Only supervised team members at the beginning and / or end of the leadership assignment.	Supervised throughout the leadership assignment making some corrections when necessary.	Supervised throughout the leadership assignment making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and sincerely, with attention at times to both individuals and the team.	Motivated consistently and sincerely, addressing both individuals and the team.

A-CR-CCP-604/PF-001
 Attachment B to EO M403.06
 Instructional Guide

Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts to meet the needs and expectations of team members but with limited results.	Made considerable efforts to meet the needs and expectations of team members with adequate results.	Made consistent efforts to meet the needs and expectations of team members with solid results.
Complete the leadership assignment.	Did not complete the leadership assignment.		Completed the leadership assignment.	
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

**403 PC 02 ASSESSMENT RUBRIC
LEADERSHIP APPOINTMENT**

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
Select a leadership approach.	Did not select appropriate approach(es) throughout the appointment.	Selected an approach and was challenged with balancing focus on the team members and the goal throughout the appointment.	Selected approach(es) throughout the appointment and strived to balance team members and the goal and simplicity and safety of the task.	Selected the most appropriate approach(es) throughout the appointment with a strong balance of team members and the goal and simplicity and safety of the task.
Communicate as a team leader.	Did not communicate with team members.	Did not communicate with team members frequently enough. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated with team members consistently throughout the leadership appointment. Team members did not need clarification.
Supervise team members.	Did not supervise team members.	Did not successfully apply the principles of supervision; supervision was infrequent throughout the appointment.	Supervised throughout the leadership appointment, making some corrections when necessary.	Supervised consistently throughout the leadership assignment, making corrections as necessary.
Solve problems.	Did not solve problems.	Attempted to solve some problems and selected inefficient problem solving methods.	Solved most problems as they arose and often selected the appropriate problem solving method.	Solved problems as they arose and selected the most appropriate problem solving method.
Motivate team members.	Did not motivate team members.	Only motivated periodically and without enthusiasm.	Motivated frequently and sincerely, with attention at times to both individuals and the team.	Motivated consistently and sincerely, addressing both individuals and the team.

Provide feedback to team members.	Did not provide feedback to team members.	Provided select feedback; was not always frequent, accurate, specific and / or timely.	Provided periodic feedback and was often frequent, accurate, specific and / or timely.	Provided consistent feedback and was regularly frequent, accurate, specific and / or timely.
Meet expectations of team members.	Made no effort to meet the needs and expectations of team members.	Made some efforts throughout the appointment to meet the needs and expectations of team members but with limited results.	Made considerable efforts throughout the appointment to meet the needs and expectations of team members with adequate results.	Made consistent efforts throughout the appointment to meet the needs and expectations of team members with solid results.
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	



**COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE**



SECTION 7

EO C403.01 – PARTICIPATE IN A LEADERSHIP SEMINAR

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review the information on seminars located at Attachment A.

Choose one of the four seminars. Prepare all materials for the seminar located at Attachments B–E.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A seminar method was chosen for this lesson to stimulate active participation in a tutorial setting and to allow cadets to practice reflective thinking skills. Seminars assist cadets in developing new and imaginative interpretations of leadership topics being explored. Seminars are an interactive way to exchange information on techniques and approaches to the leadership subjects being researched and discussed.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadets shall have participated in a leadership seminar.

IMPORTANCE

It is important for cadets to participate in a leadership seminar so they have an opportunity to further develop their leadership skills and knowledge. Leadership seminars allow cadets to discuss the best practices and

explore leadership topics. This EO may be an introduction to the seminar format, which will be used throughout Phase Five.

Teaching Point 1**Have the cadets participate in a leadership seminar.**

Time: 80 min

Method: Seminar



Have the cadets participate in a leadership seminar on one or more of the following topics:

- problem solving,
- time management,
- communication, and
- supervision.

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets participate in a leadership seminar.

RESOURCES

As per the selected topic (located at Attachments B–E).

ACTIVITY LAYOUT

Set up the classroom IAW the selected leadership seminar (located at Attachments B–E).

ACTIVITY INSTRUCTIONS

Follow the activity instructions IAW the selected leadership seminar (located at Attachments B–E).

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in a leadership seminar will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in a leadership seminar will serve as the confirmation of this lesson.

CONCLUSION**HOMEWORK / READING / PRACTICE**

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Participating in leadership seminars may assist you in further developing leadership skills and knowledge. One can never know all there is to know about leadership and seminars are an important tool to further explore each leadership topic. In addition, the seminar format used during this lesson will be used throughout Phase Five.

INSTRUCTOR NOTES / REMARKS

This EO may be conducted as many as four times during Phase Four training.

REFERENCES

C0-022 ISBN 0-02864-207-4 Cole, Kris (2002). *The complete idiot's guide to clear communication*. Indianapolis, IN: Alpha Books.

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

C0-425 Shurdington Scouts Resource. (1999). *NASA exercise: Survival on the moon*. Retrieved April 14, 2009, from <http://www.shurdington.org/Downloads/NASA%20Exercise.pdf>

C0-477 Mindtools: Essential skills for an excellent career. (2009). *Stepladder technique: Making better group decisions*. Retrieved April 14, 2009, from http://www.mindtools.com/pages/article/newTED_89.htm

C0-477 Mindtools: Essential skills for an excellent career. (2009). *Six thinking hats*. Retrieved April 14, 2009, from http://www.mindtools.com/pages/article/newTED_07.htm

C0-477 Mindtools: Essential skills for an excellent career. (2009). *Why do we procrastinate*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_96.htm

C0-477 Mindtools: Essential skills for an excellent career. (2009). *Preparing a to-do list*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_05.htm

C0-477 Mindtools: Essential skills for an excellent career. (2009). *Simple prioritization*. Retrieved March 30, 2009, from http://www.mindtools.com/pages/article/newHTE_92.htm

C0-479 PedagoNet: Brainteasers. (2009). *Problem solving: Do you have the answer?* Retrieved April 15, 2009, from <http://www.pedagonet.com/brain/brainers.html>

C0-480 Discovery Education. (2009). *Brain boosters*. Retrieved April 15, 2009, from <http://school.discoveryeducation.com/brainboosters/>

C0-481 Total success: A different type of training. (2009). *Time management: Manage yourself, not your time*. Retrieved March 31, 2009, from, <http://www.tsuccess.dircon.co.uk/timemanagementtips.htm>

C0-482 About.com: Small Business: Canada. (2009). *11 Time management tips*. Retrieved March 30, 2009, from, <http://sbinfocanada.about.com/cs/timemanagement/a/timemgttps.htm>

C0-483 College Board: Inspiring Minds (2009). *Time management tips for high school students*. Retrieved March 31, 2009, from, <http://www.collegeboard.com/student/plan,college-success/116.html>

C0-487 Department for Community Development, Government of Western Australia. (2008). *Supervision of children*. Retrieved April 1, 2009, from <http://www.pscwa.org.au/documents/DCDGUIOSHCFactSheetSupervisionofChildren.pdf>

SEMINAR INFORMATION

SEMINARS

Seminars are effective ways to communicate information on a particular topic to the rest of the group. Seminars are a tutorial arrangement involving an instructor and a small group. They are best used as a part of the developmental learning process. A seminar will be meaningful and realistic when it is focused on specific needs.

Seminars have many uses. They can be used to:

- pass on new information to a group;
- provide general guidance for a group working on a project;
- exchange information on techniques and approaches being explored by members of a group; and
- develop new and imaginative solutions to problems a group is encountering.

PREPARATION OF A GROUP

Prepare the group attending the activity so that they understand the importance of the seminar and are in the proper mindset. The instructor should:

1. prepare the problem, project, or topic of study in advance of the session;
2. introduce the lesson, identify the topic and its importance / relevance to the group, and describe how the seminar will proceed prior to the actual forum; and
3. assign research or study materials on a topic, prior to the seminar, if appropriate.

HOW TO CONDUCT A SEMINAR

During a seminar, employ strategies / approaches to explore new material, solve problems and exchange information such as:

- instructor presentation;
- learner presentation;
- group discussion;
- group brainstorming; or
- group work.

Follow the discussions and lead the group to draw conclusions regarding how to solve the problem or how they will use the new information.

Finally, close the discussion by highlighting the major conclusions and decisions made.

Workshops are similar and closely related to seminars. During a workshop, the group is presented with a problem or study subject and are required to produce possible solutions. A workshop can be used as an aspect of a seminar where the group concentrates on small amounts of material.

THIS PAGE INTENTIONALLY LEFT BLANK

LEADERSHIP SEMINAR PROBLEM SOLVING

Total Time:

90 min

PREPARATION

Photocopy Appendices 1, 4, 5 and 6 to Attachment B for each cadet.

Photocopy Appendices 2 and 3 to Attachment B.

The following components are conducted during this seminar:

Number	Component	Time
1	Conduct an in-class activity where cadets solve the NASA moon survival scenario individually.	10 min
2	Conduct an in-class activity where cadets solve the NASA moon survival scenario as a group.	20 min
3	Conduct a group discussion on the NASA moon survival scenario.	10 min
4	Explain how to use the stepladder problem-solving technique and the six thinking hats technique.	10 min
5	Conduct an in-class activity where cadets solve a problem using the stepladder or six thinking hats technique.	10 min
6	Have cadets solve problems.	15 min
7	Conduct a group discussion on the problem-solving seminar.	5 min

CONDUCT AN IN-CLASS ACTIVITY WHERE CADETS SOLVE THE NASA MOON SURVIVAL SCENARIO INDIVIDUALLY

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets solve the NASA Survival on the Moon scenario individually.

RESOURCES

- NASA Survival on the Moon scenario and individual answer sheet located at Appendix 1 to Attachment B, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the NASA Survival on the Moon scenario and individual answer sheet to each cadet.
2. Have the cadets complete the NASA Survival on the Moon scenario.

SAFETY

Nil.

**CONDUCT AN IN-CLASS ACTIVITY WHERE CADETS SOLVE
THE NASA MOON SURVIVAL SCENARIO AS A GROUP**

ACTIVITY

Time: 20 min

OBJECTIVE

The objective of this activity is to have cadets solve the NASA Survival on the Moon scenario as a group.

RESOURCES

- NASA Survival on the Moon scenario,
- Completed NASA Survival on the Moon scenario and individual answer sheet from previous activity,
- NASA Survival on the Moon team answer sheet located at Appendix 2 to Attachment B, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute NASA Survival on the Moon scenario to one cadet from the group.
2. Have one cadet read the scenario to the group.
3. Have the cadets complete the NASA Survival on the Moon scenario as a group using their previous answers as a guide.
4. Review the group's answers to the NASA Survival on the Moon scenario using Appendix 3 to Attachment B.
5. Have cadets score their answers as a group and then as individuals.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE NASA MOON SURVIVAL SCENARIO

Time: 10 min

BACKGROUND KNOWLEDGE



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

TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

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

Transactional Leadership:

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

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

Transformational Leadership:

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



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

Transactional leadership focuses on the skills and tasks associated with leadership, such as public speaking, writing, delegating authority, leading meetings and making decisions. It is what people who are leaders do. Transformational leadership focuses on the process of leadership and what it means to be a leader. It is concerned with how individuals use their abilities to influence people. Think of the main difference between transactional and transformational leadership as doing leadership tasks versus being a leader.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. Based on the two previous activities, which decisions were easier to make—individually or as a group?
- Q2. Which do you think was more effective?
- Q3. Give some examples of how decisions were made.
- Q4. Who influenced the decisions and how?
- Q5. Could better decisions have been made? How?
- Q6. How was conflict managed?
- Q7. How do you feel about the decisions?
- Q8. Were you satisfied with each decision? Why or why not?
- Q9. What would you change if you did this again?



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



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

EXPLAIN HOW TO USE THE STEPLADDER PROBLEM SOLVING TECHNIQUE AND THE SIX THINKING HATS TECHNIQUE

Time: 10 min

The Stepladder Technique

The stepladder technique is a step-by-step approach to help ensure that all members of the group are heard. The technique allows shy, quiet people to present their ideas to the group before other group members may influence them. This method allows everyone to hear many different viewpoints before reaching a final decision.

The stepladder technique steps:

1. present the problem or task;
2. form the core group of two members;
3. share ideas and discuss;
4. add the third member to the group;
5. share ideas and discuss;
6. add the fourth member to the group;
7. share ideas and discuss;
8. add additional members, one at a time, sharing ideas and discussing after each, until all members have been added; and
9. reach a final decision.

Many groups begin to lose effectiveness and the ability to make quality decisions if they have too many members. Keep the group small—four to six team members—to maximize effectiveness.

The Six Thinking Hats Technique

Six Thinking Hats is a good technique for looking at the effects of a decision from a number of different points of view. It allows necessary emotion and scepticism to be brought into what would otherwise be purely rational decisions. It opens up the opportunity for creativity within decision making. The Six Thinking Hats technique helps groups make better decisions by moving people outside their habitual ways of thinking. For example, persistently pessimistic cadets may be asked to be positive and creative.

Each Thinking Hat is a different style of thinking. These are:

White Hat. With this thinking hat, cadets must focus on the data available. They must look at the information they have and see what can be learned from it. They must look at gaps in the knowledge and either try to

fill them or account for them. These cadets will analyze past trends and try to predict on the basis of what is known, what may happen.

Red Hat. With this thinking hat, cadets must look at the decision using intuition, gut reaction and emotion. They must try to think how other people may react emotionally, and try to understand the responses of others who do not know how the decision was made.

Black Hat. With this thinking hat, cadets must look at things pessimistically, cautiously and defensively. They try to see why ideas and approaches might not work. This may highlight the weak points in a plan or course of action. This allows the group to alter the approach or prepare contingency plans to counter problems that arise.

Yellow Hat. With this thinking hat, cadets must think only positively. They must keep an optimistic viewpoint that helps to see all the benefits and opportunities that arise from the decision or course of action. Yellow hat thinking helps to keep the group going when everything seems to be gloomy or difficult.

Green Hat. With this thinking hat, cadets must think creatively. They try to develop new, innovative and imaginative solutions to the problem or task. These cadets must think outside the box and not critique their own ideas before expressing them.

Blue Hat. With this thinking hat, cadets must focus on process control. This is the hat worn by people chairing the problem-solving session. When running into difficulties because ideas are running dry, they may direct cadets into a different coloured hat.

Using the Six Thinking Hats technique should improve the quality of decision-making. By "wearing" each of the thinking hats in turn, decisions are systematically explored.

**CONDUCT AN IN-CLASS ACTIVITY WHERE CADETS SOLVE A PROBLEM
SCENARIO USING THE STEPLADDER OR SIX THINKING HATS TECHNIQUE**

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have cadets solve a problem using the stepladder or Six Thinking Hats technique.

RESOURCES

Scenario located at Appendix 4 to Attachment B.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets select the stepladder technique or six thinking hats technique to solve the scenario.
2. Distribute the scenario to each cadet.
3. Have the cadets read the scenario.
4. Divide the cadets into groups of no more than six.
5. Have the cadets solve the scenario using the technique selected.

SAFETY

Nil.

HAVE CADETS SOLVE PROBLEMS

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets solve problems.

RESOURCES

- Brainteasers and puzzles located at Appendix 5 to Attachment B, and
- Answer keys located at Appendix 6 to Attachment B.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS



There are 10 problems to be solved. Cadets do not have to solve all the problems. Cadets should work on the problems in small groups.

1. Distribute Appendix 5 to Attachment B to each cadet.
2. Divide cadets into groups of no larger than three.
3. Have cadets solve the problems.
4. After 12 minutes, distribute answer keys located at Appendix 6 to Attachment B to each group.
5. Have the groups check their answers.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE PROBLEM-SOLVING SEMINAR

Time: 5 min



The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. What have you learned during this seminar?
- Q2. Which activities did you enjoy during the seminar? Why?
- Q3. Will this information be useful to you?
- Q4. Where do you think you will use the information from this seminar?
- Q5. Now that you know the Stepladder and Six Thinking Hats Techniques, how have you changed your approach to solving a problem? How will this impact your decision-making?



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



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



NASA Survival on the Moon

Scenario:

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. However, due to mechanical difficulties, your ship was forced to land at a spot some 200 kilometres from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-kilometre trip. The 15 items left intact and undamaged after landing are listed on the next page. Your task is to rank them in order of importance for your crew to help them reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15 for the least important.

NASA Survival on the Moon Individual Answer Sheet

Name _____

To be completed individually.

- _____ Box of Matches
- _____ Food Concentrate
- _____ 15 Metres of Nylon Rope
- _____ Parachute Silk
- _____ Portable Heating Unit
- _____ Two .45 Calibre Pistols
- _____ One Case of Dehydrated Milk
- _____ Two 50-Kilogram Tanks of Oxygen
- _____ Stellar Map
- _____ Self-Inflating Life Raft
- _____ Magnetic Compass
- _____ 20 Litres of Water
- _____ Signal Flares
- _____ First Aid Kit, Including Injection Needle
- _____ Solar-Powered FM Receiver-Transmitter

THIS PAGE INTENTIONALLY LEFT BLANK

ANSWERS TO THE SURVIVAL ON THE MOON

ITEM	NASA RANKING	NASA REASONING
Box of Matches	15	Virtually worthless—there is no oxygen on the moon to sustain combustion.
Food Concentrate	4	Efficient means of supplying energy requirements.
15 Metres of Nylon Rope	6	Useful for scaling cliffs and for tying team members together while scaling cliffs.
Parachute Silk	8	Protection from the sun's rays.
Portable Heating Unit	13	Not needed unless on the dark side of the moon.
Two .45 Calibre Pistols	11	Possible means of self-propulsion.
One Case of Dehydrated Milk	12	Bulkier duplication of food concentrate.
Two 50-Kilogram Tanks of Oxygen	1	Most pressing survival need (weight is not a factor since gravity is one-sixth of the Earth's).
Stellar Map	3	Primary means of navigation—star patterns appear essentially identical on the moon as on Earth.
Self-Inflating Life Raft	9	Carbon dioxide bottle in the military raft may be used for propulsion.
Magnetic Compass	14	The magnetic field on the moon is not polarized, so it is worthless for navigation.
20 Litres of Water	2	Needed for tremendous liquid loss on the light side of the moon.
Signal Flares	10	Use as distress signal when the mother ship is sighted.
First Aid Kit Including Injection Needle	7	Needles connected to vials of vitamins and medicines will fit in a special aperture in the NASA spacesuit.
Solar-Powered FM Receiver-Transmitter	5	For communications with the mother ship (FM radio requires line of sight transmission and can only be used over a short range).

Scoring:

For each item, mark the number of points that your team score differs from the NASA ranking, then add up all the points. Disregard plus or minus differences. The lower the total, the better your score.

0–25 excellent

26–32 good

33–45 average

46–55 fair

56–70 poor—suggests use of Earth-bound logic.

71–112 very poor—you are one of the casualties of the space program!

THIS PAGE INTENTIONALLY LEFT BLANK

STEPLADDER OR SIX THINKING HATS SCENARIO

Your corps has been given a large grant from the town / city of \$20 000. The corps staff want to spend the money on a tour. The entire corps can go on a fully paid tour of Washington, DC for seven days or the corps can send two cadets from each Phase on a fully paid tour for one week to World War II sites in Europe. A decision must be made and the corps staff would like your input.

THIS PAGE INTENTIONALLY LEFT BLANK

PROBLEMS TO SOLVE

Problem #1

Four women, Louise, Lise, Carol and Lily, are seated at a table. They are chatting about their holidays. They went to California, Texas, Florida and Arizona riding a lion, a tiger, a zebra, and a pony.

Question: What are the destinations and mode of transportation for each woman?

Hints:

- The woman riding the zebra did not smoke.
- Carol declared that she loved Miami.
- The woman riding the tiger had a cigarette with Lily.
- Louise said "Buy your pony a new saddle, Carol. I saw some during our trip to California?"
- The women riding the tiger mentioned that she has seen the Alamo in Texas.
- Lise was a chain smoker.

Problem #2

An army general wanted 10 soldiers to cross a river. There was no bridge and the soldiers could not swim. The general saw a row boat with two children on board. The boat could only hold two children or one soldier.

Question: How did the soldiers cross the river in the boat?

Problem #3

A crime has been committed. A life has been taken. The name, address and personal information are known to the police. However, this person shall never go to trial.

Question: Why?

Problem #4

A knight wanted to visit a princess. He had to arrive exactly at 1700 hours. If he travelled at 15 kilometres per hour, he would arrive one hour too early. If he travelled at 10 kilometres per hour, he would arrive one hour too late.

Questions:

- At what time should he leave?
- What distance will he travel?
- At what speed will he travel?

Problem #5

A large ship is ignited on the high seas. All sailors, except the captain, leave aboard lifeboats. The captain dives and swims under the water for 90 metres. He hears an explosion. When he surfaces, he immediately hears another explosion. The captain rejoins a lifeboat and is pulled aboard by the sailors.

The captain mentions that he heard two explosions. The sailors state that they only heard one explosion. Both the captain and the sailors are telling the truth.

Question: How is this possible?

Problem #6

A girl, who was just learning to drive, went down a one-way street in the wrong direction, but did not break the law.

Question: How is this possible?

Problem #7

After school on Monday, Jody found this note in code taped to her locker.

Yg ctg jcxkpi c uwtrtkug rctva hqt Ou. Dtqyp.

At first, she couldn't figure it out. Then someone whispered in her ear, "M stands for K." Just that one clue helped Jody crack the code.

Question: What does the note say? How did you crack the code?

Problem #8

One man, one woman and some kids are out boating. There were three boats—one red, one blue, and one yellow—out on the river that morning. The boats were three different types: a yacht, a sailboat and a canoe. The people on the boats were from three different countries: France, Sweden and Italy.

Questions: What colour is each boat? What type is each boat? Who is on each boat? Which country do the people come from?

Hints:

- The woman is not in a yellow boat and is not from France.
- The red boat is not from Italy.
- The kids are in a blue boat, but they are not from Italy or Sweden.
- The man and his dog are on a yacht with an Italian flag.
- The sailboat is from France, while the canoe is red.

Problem #9

Amir tied two sacks of salt to the back of his donkey and headed for the market to sell the salt. On the way, Amir and the donkey passed a stream. The donkey jumped in to cool himself. As a result, much of the salt dissolved into the water, ruining the salt for Amir but improving matters for the donkey because his load became much lighter. Amir tried to get to the market on the following days, but the donkey always ruined the salt. Finally, Amir decided to teach the donkey a lesson. He once again set out with the donkey and the two sacks.

Question: What did Amir do differently this time so that after that day the donkey stopped taking a swim?

Problem #10

Train A and train B are crossing the country, from coast to coast, over 5 000 kilometres of railroad track. Train A is going from east to west at 80 kilometres per hour, and Train B is going from west to east at 90 kilometres per hour.

Question: Which train will be closer to the west coast when they meet?

Hint: You don't have to do any math to get the answer.

ANSWER KEY TO PROBLEMS

Problem #1

Answer:

Louise - California - zebra
Lise - Texas - tiger
Carol - Florida - pony
Lily- Arizona - lion

Problem #2

Answer:

Start with two children crossing. One child gets out of the boat, the other child returns in the boat. The second child gets out of the boat and the soldier crosses. The first soldier gets out of the boat, and the first child gets in the boat and returns. Repeat the process until all the soldiers, the general and the children have crossed the river.

Problem #3

Answer:

No person shall go to trial because the crime was a suicide.

Problem #4

Answer:

He should leave at 1200 hours. He will travel 60 kilometres. He will travel 12 kilometres per hour.

Problem #5

Answer:

It is true because sound travels more rapidly under water than on the surface.

Problem #6

Answer:

She was walking.

Problem #7

Answer:

The message reads, "We are having a surprise party for Ms. Brown." M stands for K tells you that the alphabet has shifted two letters.

STRATEGY: Write the alphabet in a row, with a second alphabet below it, starting with a below c. When you get to x in the second row, go to the a in the top row and write y below it and z below b.

Problem #8

Answer:

Yellow - yacht - man - Italy
Red - canoe - woman - Sweden
Blue - sailboat - kids - France

Problem #9

Answer:

Amir loaded the sacks not with salt but with sand. When the donkey jumped in the stream and got the sacks wet, they became much heavier.

Problem #10

When the trains meet, they will be at exactly the same point. Therefore, they will each be the same distance from the west coast.

LEADERSHIP SEMINAR TIME MANAGEMENT

Total Time: 90 min

PREPARATION

Photocopy Appendix 1 to Attachment C.

The following components are conducted during this seminar:

Number	Component	Time
1	Explain that time management is a myth.	5 min
2	Conduct an activity where cadets brainstorm a list of time stealers.	10 min
3	Conduct an activity where cadets reflect on and create a list of activities where they spend the most time and the least time.	10 min
4	Explain procrastination.	10 min
5	Conduct an activity where cadets brainstorm time-management tips.	10 min
6	Explain time-management tips for teens.	5 min
7	Explain preparing to-do lists.	5 min
8	Conduct a group discussion on how technology may aid in time management.	5 min
9	Conduct an in-class activity where cadets create a to-do list based on a scenario.	15 min
10	Conduct a group discussion on the time-management seminar.	5 min

EXPLAIN THAT TIME MANAGEMENT IS A MYTH

Time: 5 min

TIME MANAGEMENT IS A MYTH

There are only 24 hours in every day. Time never changes. Time management does not refer to managing time; it refers to managing ourselves. Organizing and managing workload and free time is what is meant by time management. It means what one does with the time one has.

CONDUCT AN ACTIVITY WHERE CADETS BRAINSTORM A LIST OF TIME STEALERS

BACKGROUND KNOWLEDGE

Time stealers include:

- interruptions (telephones, visitors, etc),
- procrastination and indecisions,
- dealing with minor tasks that should have be delegated,
- acting with incomplete information,
- lack of planning,
- stress and fatigue,

- inability to say "No", and
- personal disorganization.

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets brainstorm a list of time stealers.

RESOURCES

- Two flip charts, and
- Two markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.
2. Give each group a flip chart and marker.
3. Have each group brainstorm and record on the flip chart a list of time stealers.
4. Have one member from each group share their list with the class.

SAFETY

Nil.

CONDUCT AN ACTIVITY WHERE CADETS REFLECT ON AND CREATE A LIST OF ACTIVITIES WHERE THEY SPEND THE MOST TIME AND THE LEAST TIME

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets reflect on and create a list of activities where they spend the most time and the least time.

RESOURCES

- Paper, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute paper and pen / pencil to each cadet.

2. Explain to the cadets that they are to reflect and create a list of activities where they spend the most time and the least time.



Do not force cadets to share their list if they do not wish.

3. After six minutes have the cadets present their list to the class.

SAFETY

Nil.

EXPLAIN PROCRASTINATION

Time: 10 min

WHY DO CADETS PROCRASTINATE?

Procrastination is putting things off that should be focused on right now. Usually, things are put off in favour of doing something that is more enjoyable or that is easier to accomplish. Procrastinators work as many hours in a day as other cadets but procrastinators invest their time in the wrong tasks.

Sometimes this is simply because cadets do not understand the difference between urgent tasks (time-sensitive) and important tasks (significant), and they jump straight into urgent tasks that are not actually important. They may think they are doing the right thing because they are reacting quickly or they may simply be driven by the person whose demands are the loudest.

Important. Of great effect or consequence; significant.

Urgent. Demanding or requiring immediate action or attention.

Causes of Procrastination

Another common cause of procrastination is that cadets feel overwhelmed by the task. Cadets may not know where to begin, or they may doubt they have the skills or resources to complete the task. Cadets may seek comfort in doing tasks that they know they are capable of completing.

Other Causes of Procrastination

Other causes of procrastination include:

- waiting for the "right" mood or the "right" time to tackle the important tasks;
- a fear of failure or success;
- underdeveloped decision-making skills;
- poor organizational skills; and
- perfectionism (cadets think they do not have the right skills or resources to accomplish the task perfectly so they do not begin at all).



Ask cadets to name some tasks that they might procrastinate on rather than getting started.

HOW TO OVERCOME PROCRASTINATION

Whatever the reason behind procrastination, it must be acknowledged, dealt with and controlled.

1. **Recognize that you are procrastinating.** Be honest with yourself; you probably know when you are procrastinating.
2. **Work out why you are procrastinating.** Why you procrastinate can depend on both you and the task. Understanding the reason for procrastination for each situation will help you select the best approach to overcoming your reluctance to get going.
3. **Get over it.** If you are putting something off because you just do not want to do it, and you can not delegate the work, you need to find a way to motivate yourself. The following approaches may be helpful:
 - make up your own rewards;
 - ask someone to check up on you; or
 - identify unpleasant consequences of not doing the task.

If you are putting off starting a project because you find it overwhelming, you may need a different approach. Here are some tips:

- break the project into smaller, or manageable tasks;
- start with some quick small tasks, even if these are not the logical place to start. This will help you feel like you are achieving results.

CONDUCT AN ACTIVITY WHERE CADETS BRAINSTORM TIME-MANAGEMENT TIPS

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets brainstorm time-management tips.

RESOURCES

- Flipchart, and
- Marker.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of no more than six.
2. Have the cadets select a recorder for the brainstorming session.
3. Explain to cadets that they are to create a list of time-management tips for other cadets.
4. Have the selected cadet record the suggestions.
5. Have each group share their tips with the rest of the class.

SAFETY

Nil.

EXPLAIN TIME-MANAGEMENT TIPS FOR TEENS

Time: 5 min

If it seems like there is never enough time in the day to get everything done, use the following tips to organize and take control of the situation:

- make a to-do list;
- use spare minutes wisely;
- it's okay to say "No";
- find the right and best time for work;
- get a good night's sleep;
- communicate the schedule to others;
- create a time budget and plan accordingly;
- don't waste time agonizing; get on with it; and
- set realistic goals.

EXPLAIN HOW TO PREPARE TO-DO LISTS

Time: 5 min

A to-do list is a prioritized list of tasks that need to be completed. It lists what must be done with the important tasks at the top of the list and the least important tasks at the bottom of the list.

Keeping to-do lists ensures that all tasks that need to be accomplished are captured in one place. This is essential in order not to forget things. By prioritizing work, a plan is created. This ensures that tasks that need immediate attention are completed first.

Preparing a To-do List

Begin by writing down all of the tasks that need to be completed. If the tasks are large, break them into parts. All tasks on the list should take no more than 1–2 hours to complete.

How to Prioritize the To-do List

The next step in creating a useful to-do list is to prioritize each task on the to-do list. There are many ways to prioritize but usually priorities are based on time constraints and / or the benefit of the accomplishment of the

task. For example, a priority based on time constraints could be if you have to take a sibling to a ball game at six in the evening, and the clock reads 5:30 pm, that task will move to a very high priority. An example based on a benefit of the task could be if you wish to buy a newer car, you cannot miss shifts at work. Shifts at work will have a very high priority.

Allocate priorities for each task from A (very important or very urgent) to F (unimportant or not urgent at all). If too many tasks have a high priority, go through the to-do list again and demote the less important tasks. Once this has been accomplished, rewrite the list in order of priority.

CONDUCT A GROUP DISCUSSION ON HOW TECHNOLOGY MAY AID IN TIME MANAGEMENT

Time: 5 min

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. What types of technology may help in time-management?
- Q2. How can those technologies help?
- Q3. Do you use technologies to help keep you on track and organized?
- Q4. How do they help you?



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



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

**CONDUCT AN IN-CLASS ACTIVITY WHERE CADETS
CREATE A TO-DO LIST BASED ON A SCENARIO**

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets create a to-do list based on a scenario.

RESOURCES

- Scenario located at Appendix 1 to Attachment C,
- Paper, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the scenario to each cadet.
2. Have cadets create a to-do list based on the scenario.
3. Have cadets present their to-do list to the group, and explain why they prioritized their list the way they did.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE TIME-MANAGEMENT SEMINAR

Time: 5 min

BACKGROUND KNOWLEDGE



The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. What have you learned during this seminar?
- Q2. Which activities did you enjoy during the seminar? Why?
- Q3. Will this information be useful to you?
- Q4. Where do you think you will use the information from this seminar?



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



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

SCENARIO FOR CREATING A TO-DO LIST

It is Friday morning at 8:00 am. All tasks must be completed by 8:00 am on Monday.

The following tasks must be accomplished. Create a to-do list in priority order.

- Go to school from 9:00 am to 3:00 pm on Friday.
- Work from 6:00 pm to 9:00 pm on Saturday night.
- Pick up your sister from ballet on Sunday at 1:00 pm.
- Clean your room.
- Polish your boots.
- Take out the garbage.
- Make a lesson plan for cadets on Monday night.
- Go to a movie.
- Hang out with your friends.
- Cut the lawn.
- Do your homework which includes a 1 000 word essay, four math problems, and reading two chapters of your history text.
- Play basketball on Saturday.
- Update your resume.
- Have supper at your grandparents on Sunday.
- Study for final exams.
- Eat meals.
- Sleep at least eight hours a night.
- Work out with weights.

THIS PAGE INTENTIONALLY LEFT BLANK

LEADERSHIP SEMINAR COMMUNICATIONS

Total Time:

90 min

PREPARATION

Photocopy Appendices 1 and 3 to Attachment D for each cadet.

Photocopy Appendices 2 to Attachment D.

The following components are conducted during this seminar:

Number	Component	Time
1	Have cadets participate in a communication exercise.	15 min
2	Conduct a group discussion on the communications exercise.	5 min
3	Demonstrate and explain how to build rapport using a role-play scenario.	20 min
4	Explain reading body language.	15 min
5	Conduct an activity where cadets read negative and positive body language.	20 min
6	Conduct a group discussion on the communications seminar.	5 min

HAVE CADETS PARTICIPATE IN A COMMUNICATION EXERCISE

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets give and receive instructions without non-verbal cues.

RESOURCES

- Figures located at Appendix 1 to Attachment D,
- Paper, and
- Pens / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets find a partner.
2. Have the cadets sit back-to-back.
3. Distribute paper and pen / pencil to each cadet.
4. Distribute picture A to one cadet and picture B to the other cadet.
5. Have the first cadet describe and give instructions to the other cadet to reproduce picture A. The cadet receiving instructions cannot ask for clarification; they may only ask for repetition.

6. Allow the first cadet seven minutes to complete the instructions.
7. Have the other cadet describe and give instructions to the first cadet to reproduce picture B. The cadet receiving instructions cannot ask for clarification; they may only ask for repetition.
8. Allow the second cadet seven minutes to complete the instructions.
9. Have each cadet exchange pictures.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE COMMUNICATIONS EXERCISE

Time: 5 min



The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. How did you feel about giving instructions? Were your instructions to the point?
- Q2. How did you feel about receiving instructions? Could the instructions you were given be more clear?

Q3. Which was more difficult, giving or receiving instruction? Why?

Q4. Would this exercise have been easier if you could see your partner? Why or why not?



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



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

DEMONSTRATE AND EXPLAIN HOW TO BUILD RAPPORT USING A ROLE-PLAY SCENARIO

BACKGROUND KNOWLEDGE

BUILDING RAPPORT

Rapport builds naturally over time with cadets who are trusted and who are believable. The process of building rapport can be sped up by matching and mirroring the other cadet's verbal and non-verbal communications.

Matching Body Language

Matching body language can take several forms. One may match the other cadet's whole body position, the position of the upper or lower half of their body, or the angle of their head and shoulder. Matching may also be done by using the cadet's same type and rate of movement and gestures. One may match things exactly or partially.

Matching Voice

Matching may also be done using the other cadet's voice. One may match their volume, speed, pitch, rhythm, inflections and pauses. One may match their type of language and vocabulary and speech patterns.

Matching Energy

One may match the other cadet's energy level also. One may match how rapidly they breathe and whether they breathe using shallow or deep breaths.

MIRRORING

Instead of matching the cadet's body movements, one may mirror them. When the cadet crosses their right leg over their left, one may cross their left leg over their right.

The idea of building rapport through matching and mirroring is not to copy blindly every movement a cadet makes or each body position they sit in. Building rapport is something that is done "with" a cadet, not "to" a cadet.

ACTIVITY

Time: 20 min



When conducting the role-play, take the part of a mentor. Ensure when acting as the mentor during the role-play to use matching and mirroring techniques.

OBJECTIVE

The objective of this activity is to have the cadets see communications that build rapport using a role-play scenario.

RESOURCES

- Role-play scenario located at Appendix 2 to Attachment D,
- Paper,
- Pen/ pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute paper and a pen / pencil to each cadet.
2. Ask cadets to volunteer to take part in the role-play.
3. Select one cadet to take part in the role-play.
4. Distribute the role-play scenario to the selected cadet.
5. Ask all other cadets to write down their observations about the role-play scenario.
6. Conduct the role-play scenario with the selected cadet.
7. After eight minutes, conclude the role-play scenario.
8. Have the rest of the cadets share their observations about the scenario. Ensure the cadets give examples for their observations.
9. Describe the matching and mirroring techniques that were used during the role-play scenario.

SAFETY

Nil.

EXPLAIN READING BODY LANGUAGE

Time: 15 min

Body language reveals a cadet's true thoughts. It may forewarn problems, such as lack of understanding, disagreement or conflict. It may signal support, agreement or encouragement. It may show how comfortable a cadet is with what is being said or how committed they really are to their own words.

Reading Other's Body Language

Most people understand body language intuitively and quickly, and the conclusions that are reached go straight into the subconscious. However, it pays to look out for certain positive and negative signals. If other's body language is read correctly, one should know whether one's communications are succeeding or missing their mark.

The Signal	What it may say
Nodding the head.	This cadet is listening to me. This cadet agrees with me.
Scratching the neck or rubbing eyes and looking at the ceiling (female) or the floor (man).	This cadet may not be telling the truth.
Clenched hands.	This cadet is frustrated.
Hand on cheek.	This cadet has some doubts.
Hand on cheek with thumb under chin.	This cadet is interested but has some doubts.
Picking off imaginary lint.	This cadet disagrees with or disproves of what has been said but is not willing to say so.
Crossed arms and legs.	This cadet is tuning out or filtering what is being said.

One must be careful of a cadet's unspoken messages. Crossed arms may say "I feel threatened by what you are saying and I am closed to hearing it", but it may also say "I'm cold". A tapping foot may mean "I would like to be on my way", but it may also reflect a lot of nervous energy or a need to go to the washroom.

Look Out for Negative Signals

A cadet's body language may serve as an early warning signal that something is amiss in the communication process. Negative signals include:

- feet pointing away from the speaker;
- tapping feet;
- rapidly nodding the head;
- covering the nose;
- rubbing or scratching the neck or nose;
- looking skyward;
- avoiding or limiting eye contact;
- covering the mouth;
- body orienting away from the speaker;
- tense posture;
- covering or rubbing of the ears;
- "dancing" around;
- forming a fist, clenching the hands;
- rapidly exhaling breath;
- fidgeting (eg, tapping a pencil);
- drumming the fingers on the table; and
- buttoning the coat or jacket.

Boredom may look like:

- doodling;
- drumming the fingers;
- crossed legs with the foot swinging or kicking;
- head held in hands;
- a blank stare;
- taking deep breaths;
- tapping the floor with the foot; and
- clicking a pen in and out.

Frustration may look like:

- short breaths;
- "tssk" sounds;
- hands tightly clenched;
- fist-like gestures;
- wringing hands;
- pointing index fingers;
- running hands through the hair;
- rubbing the back of the neck; and
- kicking the ground at an imaginary object.

Look Out for Positive Signals

Just as body language may alert one to looming problems, it may also herald success. Positive signals include:

- nodding thoughtfully;
- relaxed posture;
- body oriented toward the speaker;
- open hands;
- feet pointed towards the speaker;
- stroking of the chin;
- open body position;
- eye contact, particularly when the pupils are dilated (enlarged);
- handling the documents or materials one is presenting; and
- thoughtful "um-hums".

Cooperation may look like:

- open hands;
- sitting on the edge of the chair;
- unbuttoning the coat or jacket;
- tilted head;
- leaning toward the speaker; and
- moving closer to the speaker.

Evaluation may look like:

- hand-to-face gestures;
- tilted head;
- stroking the chin or chin in the palm of the hand;
- taking their glasses off to clean them;
- sucking on a pen or glasses' arm; and
- peering over their glasses.



Distribute Appendix 3 to Attachment D to each cadet.

CONDUCT AN ACTIVITY WHERE CADETS READ NEGATIVE AND POSITIVE BODY LANGUAGE

Time: 20 min

OBJECTIVE

The objective of this activity is to have the cadets read negative and positive body language.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have cadets select a partner.
2. Select one set of partners to go first.
3. Have one cadet act as the sender while the other cadet acts as the receiver of the information.
4. Have the receiver select one body language signal to display throughout the sender's presentation.
5. Have the sender tell the receiver about everything they have done during the previous week.
6. Have the receiver display the body language selected throughout the sender's presentation.
7. Have the sender talk for approximately two minutes.
8. Have the sender guess what body language was being displayed.
9. Have the rest of the class guess what body language was being displayed.
10. Have the receiver confirm or deny the guesses. If the guesses were not correct, have the receiver explain what body language was being displayed.
11. Repeat Steps 5–10 until each set of partners has been both the sender and the receiver.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE COMMUNICATIONS SEMINAR

Time: 5 min



The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.

- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

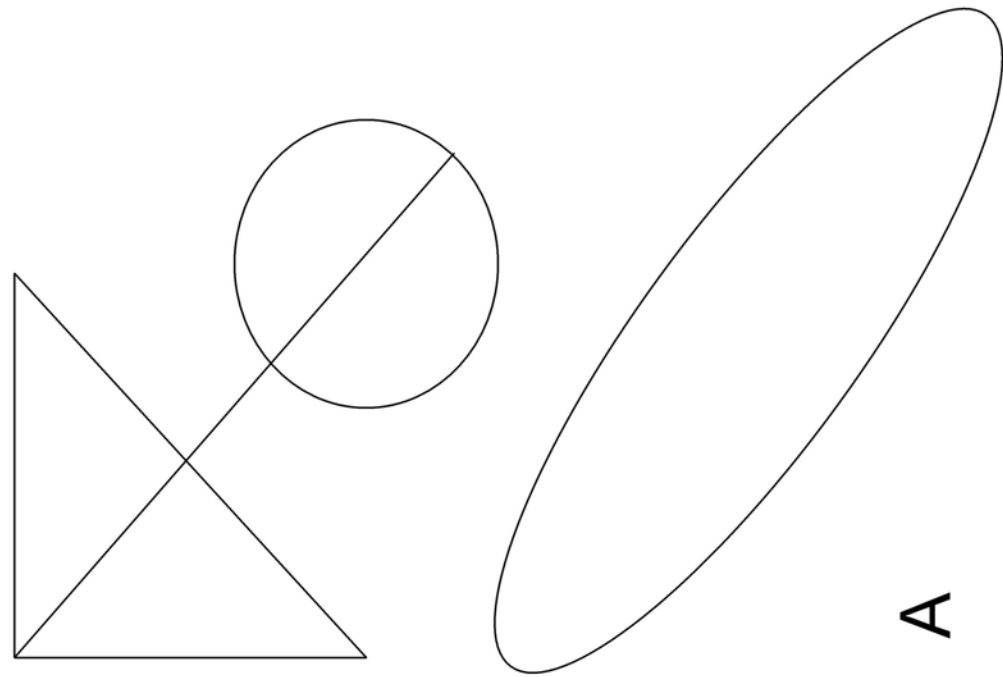
- Q1. What have you learned during this seminar?
- Q2. Which activities did you enjoy during the seminar? Why?
- Q3. Will this information be useful to you?
- Q4. Where do you think you will use the information from this seminar?



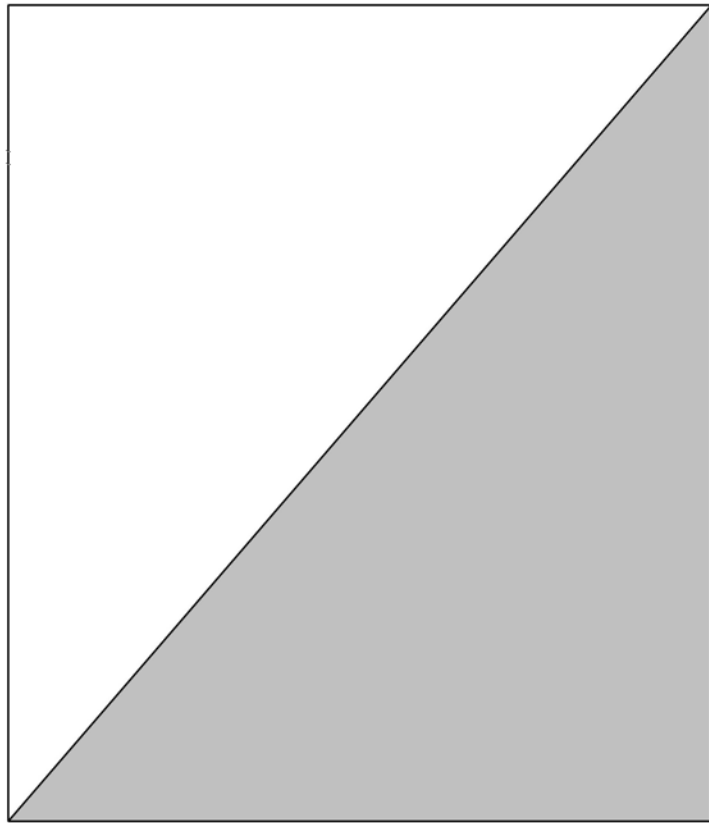
Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



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

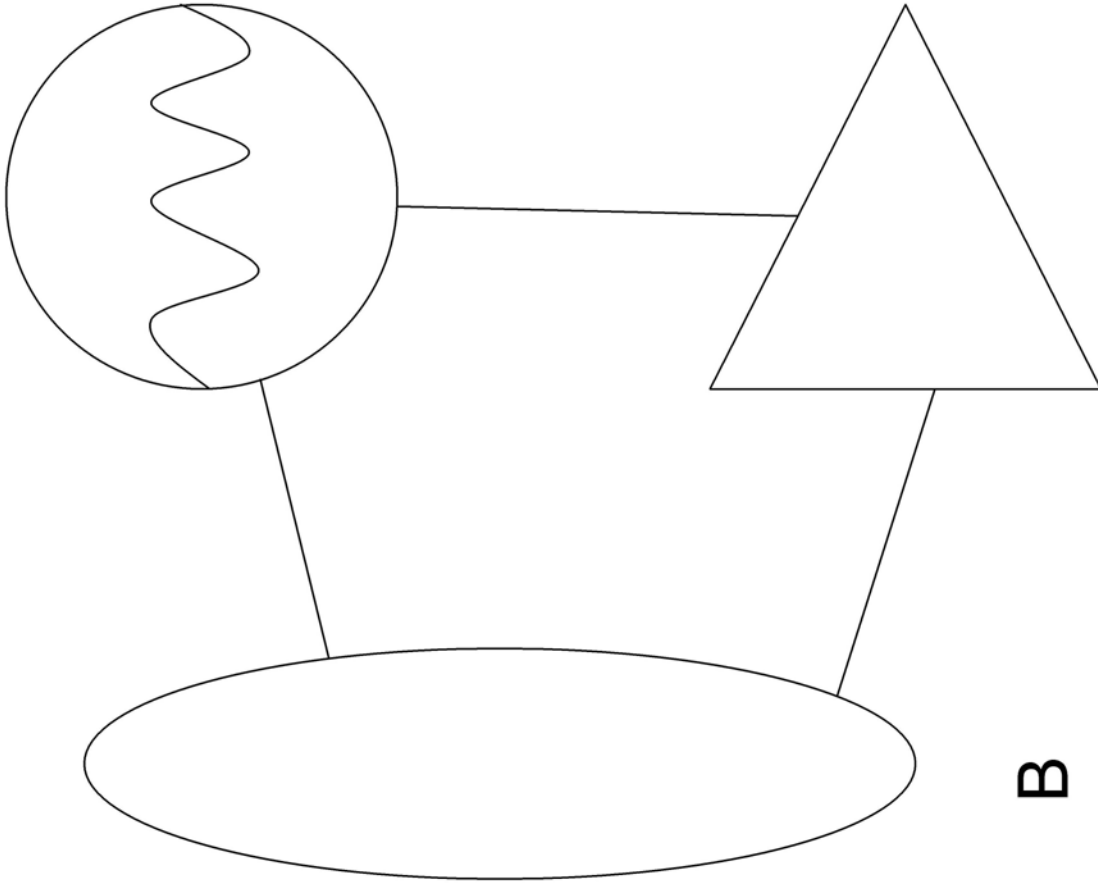


A



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

Figure D1-1 Picture A



B

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

Figure D1-2 Picture B

SCENARIO FOR ROLE-PLAY

You are a second year cadet who is often timid and shy. You are often late to parade nights and you do not take care of your uniform very well. You attended the General Training (GT) course last summer and this summer you wish to attend the three-week Basic Musician Course.

THIS PAGE INTENTIONALLY LEFT BLANK

READING BODY LANGUAGE

Body language reveals a cadet's true thoughts. It may forewarn problems, such as lack of understanding, disagreement or budding conflict. It may signal support, agreement or encouragement. It may show how comfortable a cadet is with what is being said or how committed they really are to their own words.

Reading Other's Body Language

Most people understand body language intuitively and quickly, and the conclusions that are reached go straight into the subconscious. However, it pays to look out for certain positive and negative signals. If other's body language is read correctly, one should know whether one's communications are succeeding or missing their mark.

The Signal	What it may say
Nodding the head.	This cadet is listening to me. This cadet agrees with me.
Scratching the neck or rubbing eyes and looking at the ceiling (female) or the floor (man).	This cadet may not be telling the truth.
Clenched hands.	This cadet is frustrated.
Hand on cheek.	This cadet has some doubts.
Hand on cheek with thumb under chin.	This cadet is interested but has some doubts.
Picking off imaginary lint.	This cadet disagrees with or disproves of what has been said but is not willing to say so.
Crossed arms and legs.	This cadet is tuning out or filtering what is being said.

One must be careful of a cadet's unspoken messages. Crossed arms may say "I feel threatened by what you are saying and I am closed to hearing it", but it may also say "I'm cold". A tapping foot may mean "I would like to be on my way", but it may also reflect a lot of nervous energy or a need to go to the washroom.

Look Out for Negative Signals

A cadet's body language may serve as an early warning signal that something is amiss in the communication process. Negative signals include:

- feet pointing away from the speaker;
- tapping feet;
- rapidly nodding the head;
- covering the nose;
- rubbing or scratching the neck or nose;
- looking skyward;
- avoiding or limiting eye contact;
- covering the mouth;
- body orienting away from the speaker;
- tense posture;
- covering or rubbing of the ears;
- "dancing" around;
- forming a fist, clenching the hands;
- rapidly exhaling breath;
- fidgeting (eg, tapping a pencil);
- drumming the fingers on the table; and
- buttoning the coat or jacket.

Boredom may look like:

- doodling;
- drumming the fingers;
- crossed legs with the foot swinging or kicking;
- head held in hands;
- a blank stare;
- taking deep breaths;
- tapping the floor with the foot; and
- clicking a pen in and out.

Frustration may look like:

- short breaths;
- "tssk" sounds;
- hands tightly clenched;
- fist-like gestures;
- wringing hands;
- pointing index fingers;
- running hands through the hair;
- rubbing the back of the neck; and
- kicking the ground at an imaginary object.

Look Out for Positive Signals

Just as body language may alert one to looming problems, it may also herald success. Positive signals include:

- nodding thoughtfully;
- relaxed posture;
- body oriented toward the speaker;
- open hands;
- feet pointed towards the speaker;
- stroking of the chin;
- open body position;
- eye contact, particularly when the pupils are dilated (enlarged);
- handling the documents or materials one is presenting; and
- thoughtful "um-hums".

Cooperation may look like:

- open hands;
- sitting on the edge of the chair;
- unbuttoning the coat or jacket;
- tilted head;
- leaning toward the speaker; and
- moving closer to the speaker.

Evaluation may look like:

- hand-to-face gestures;
- tilted head;
- stroking the chin or chin in the palm of the hand;
- taking their glasses off to clean them;
- sucking on a pen or glasses' arm; and
- peering over their glasses.

LEADERSHIP SEMINAR SUPERVISION

Total Time:

90 min

PREPARATION

Photocopy Appendices 1 and 2 to Attachment E for each cadet.

The following components are conducted during this seminar:

Number	Component	Time
1	Describe supervision systems.	10 min
2	Explain how to supervise effectively.	15 min
3	Conduct a group discussion on supervision.	25 min
4	Conduct an activity where cadets create a supervision plan based on a scenario.	25 min
5	Conduct a group discussion on the supervision seminar.	5 min

DESCRIBE SUPERVISION SYSTEMS

Time: 10 min

In general, the system of supervision will vary according to:

- the type of activity,
- the location of the activity,
- the age and skill of cadets, and
- the age and skill of the team leader / supervisor.

An assessment of the situation will determine the most appropriate supervision system to ensure the safety of cadets. The following systems may be used to cater to various situations.

Direct and Constant Supervision

Some activities require direct and constant supervision by a team leader to ensure all cadets remain safe. To determine whether direct and constant supervision is required, an assessment must be made on the level or risk involved in the activity and the skills and development of the cadets participating in the activity.

Intermittent Supervision

Intermittent supervision is appropriate for the supervision of more mature, responsible cadets participating in low-risk activities. Intermittent supervision must be well planned. The expectations for the cadets must be clearly stated and the cadets must be checked regularly.

Area Supervision

Area supervision requires a team leader to take responsibility for a particular area such as a basketball court or dining area. Area supervision allows cadets to move freely between areas and is easy to manage and plan.

Group Supervision

Group supervision relates to the supervision of a group of cadets regardless of the area they are in. Group supervision is more useful on excursions to venues where it is more difficult to supervise a large group of cadets or allow cadets to be grouped according to interest or skill level.

Floater Supervision

Floater supervision refers to a system where a team leader moves among all areas supporting and encouraging cadets and staff. The floater keeps track of the big picture and does not monitor a specific area or activity.

EXPLAIN HOW TO SUPERVISE EFFECTIVELY

Time: 15 min

Being totally aware of what is happening around and beyond a specific activity requires the development of specific supervision skills. These skills include:

- scanning;
- positioning;
- listening; and
- being "with it".

SCANNING

Scanning involves regularly glancing around the whole area to see what is happening. By continually scanning the area, the team leader is able to quickly intervene in a situation where cadets could be at risk or intervene in a dispute.

POSITIONING

The physical position that the team leader takes will determine how well the team leader is able to supervise the cadets in their vicinity. Always position the body to be able to observe the maximum area possible. If the team leader is responsible for a high-risk activity, they must never leave the activity.

LISTENING

As well as positioning and scanning the area, the team leader will need to listen carefully to what is happening. As the team leader listens to cadets, they will learn the sounds that indicate that all is well or sounds that indicate something is not right.

Being "With It"

Being "with it" is the key to any supervision system. It is the desire and ability to be aware of:

- what has happened in the past;
- what is happening in the present; and
- what is likely to happen in the future.

Being "with it" requires the team leader to know the cadets in their care and monitor what they are doing. This includes all cadets' range of skills, interests, and their ability to interact with others. Being "with it" may enable the team leader to be aware of the positive behaviour displayed by cadets. The team leader may notice the leadership, perseverance, cooperation, and kindness of cadets.



Distribute Appendix 1 to Attachment E to each cadet.

CONDUCT A GROUP DISCUSSION ON SUPERVISION

Time: 25 min



The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. Name some locations around the corps where the cadets will need to be supervised in the building?
- Q2. How do you supervise these areas?
- Q3. Is supervision of cadets different in the classroom than in the rest of the building? Why or why not?
- Q4. Is supervision of cadets different in the canteen than in the rest of the building? Why or why not?
- Q5. Is supervision of cadets different on the range than in the rest of the building? Why or why not?
- Q6. How will you supervise the areas in the rest of the building (eg, washrooms, stairs, hallways)?

- Q7. Is supervision of cadets different when cadets are participating in an outdoor activity (eg, sailing, expedition, or launching rockets)?
- Q8. Give some examples of how and why the supervision is different?
- Q9. How does supervision lower the risks of those activities?
- Q10. Can supervision duties be delegated to others? Why or why not?



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



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

CONDUCT AN ACTIVITY WHERE CADETS CREATE A SUPERVISION PLAN BASED ON A SCENARIO

Time: 25 min

OBJECTIVE

The objective of this activity is to have the cadets create a supervision plan based on a scenario.

RESOURCES

- Scenario located at Appendix 2 to Attachment E,
- Paper, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have the cadets find a partner.
2. Distribute the scenario to each pair of cadets.
3. Allow the cadets 15 minutes to create their supervision plan.
4. Have each pair present their supervision plan to the other cadets.
5. Allow one minute for questions and answers.

SAFETY

Nil.

CONDUCT A GROUP DISCUSSION ON THE SUPERVISION SEMINAR

Time: 5 min



The purpose of the group discussion is to have cadets practice reflective thinking skills. Use the tips for answering / facilitating discussion and the suggested questions provided.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. What have you learned during this seminar?
- Q2. Which activities did you enjoy during the seminar? Why?
- Q3. Will this information be useful to you?
- Q4. Where do you think you will use the information from this seminar?



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



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

SUPERVISION SYSTEMS

In general, the system of supervision will vary according to:

- the type of activity,
- the location of the activity,
- the age and skill of cadets, and
- the age and skill of the team leader / supervisor.

An assessment of the situation will determine the most appropriate supervision system to ensure the safety of cadets. The following systems may be used to cater to various situations.

Direct and Constant Supervision

Some activities require direct and constant supervision by a team leader to ensure all cadets remain safe. To determine whether direct and constant supervision is required, an assessment must be made on the level or risk involved in the activity and the skills and development of the cadets participating in the activity.

Intermittent Supervision

Intermittent supervision is appropriate for the supervision of more mature, responsible cadets participating in low-risk activities. Intermittent supervision must be well planned. The expectations for the cadets must be clearly stated and the cadets must be checked regularly.

Area Supervision

Area supervision requires a team leader to take responsibility for a particular area such as a basketball court or dining area. Area supervision allows cadets to move freely between areas and is easy to manage and plan.

Group Supervision

Group supervision relates to the supervision of a group of cadets regardless of the area they are in. Group supervision is more useful on excursions to venues where it is more difficult to supervise a large group of cadets or allow cadets to be grouped according to interest or skill level.

Floater Supervision

Floater supervision refers to a system where a team leader moves among all areas supporting and encouraging cadets and staff. The floater keeps track of the big picture and does not monitor a specific area or activity.

HOW TO SUPERVISE EFFECTIVELY

Being totally aware of what is happening around and beyond a specific activity requires the development of specific supervision skills. These skills include:

- scanning;
- positioning;
- listening; and
- being "with it".

Scanning

Scanning involves regularly glancing around the whole area to see what is happening. By continually scanning the area, the team leader is able to quickly intervene in a situation where cadets could be at risk or intervene in a dispute.

Positioning

The physical position that the team leader takes will determine how well the team leader is able to supervise the cadets in their vicinity. Always position the body to be able to observe the maximum area possible. If the team leader is responsible for a high-risk activity, they must never leave the activity.

Listening

As well as positioning and scanning the area, the team leader will need to listen carefully to what is happening. As the team leader listens to cadets, they will learn the sounds that indicate that all is well or sounds that indicate something is not right.

Being "With It"

Being "with it" is the key to any supervision system. It is the desire and ability to be aware of:

- what has happened in the past;
- what is happening in the present; and
- what is likely to happen in the future.

Being "with it" requires the team leader to know the cadets in their care and monitor what they are doing. This includes all cadets' range of skills, interests, and their ability to interact with others. Being "with it" may enable the team leader to be aware of the positive behaviour displayed by cadets. The team leader may notice the leadership, perseverance, cooperation, and kindness of cadets.

SCENARIO FOR SUPERVISION PLAN

Your corps is going on a weekend citizenship tour. The corps will travel by bus approximately 150 kilometres. The bus will depart Saturday morning at 8:00 am. The first stop for the corps will be a museum. Lunch will occur at 12:00 pm on site at the museum. The bus will depart the museum and travel to a restaurant for supper at 4:30 pm. The bus will depart the fast food restaurant after one hour to drive to the armoury. The corps will spend the night sleeping in the armoury. On Sunday morning, breakfast will be brought to the armoury at 08:30 am. The bus will depart the armoury at 10:00 am to drive to a mall. Cadets will have lunch in the mall at the food court. The bus will depart the mall at 2:30 pm to return home.

The corps will take 15 first year cadets, 10 second year cadets, 7 third year cadets, 4 fourth year cadets, and 2 fifth year cadets. There will be 6 adult supervisors: 4 officers and 2 Civilian Instructors.

Create a supervision plan for the weekend activity using third, fourth and fifth year cadets. Adult supervisors may also be used.

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE**



SECTION 8

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

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

It is important for cadets to understand the steps involved in completing a leadership appointment because all cadets will be required to complete a leadership appointment during Phase Four. When given an appointment, every cadet must know the steps involved for successful completion. An effective team leader will merge together all of the pieces learned throughout leadership training, such as solving problems and supervising, to successfully leading team members during an appointment.

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

Time: 5 min

Method: Interactive Lecture

LEADERSHIP ASSIGNMENT

A leadership assignment is a specific, short- or long-term practical leadership opportunity. The team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group. The team will accomplish a single minor duty or task.



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

LEADERSHIP APPOINTMENT

A leadership appointment is a long-term practical leadership opportunity. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. The team will accomplish a single major duty or task. These may be organizational appointments (eg, Divisional Petty Officer / Platoon Warrant Officer / Flight Sergeant) or they may be functional appointments (eg, Canteen Steward, Drill Team Commander, Marksmanship Team Captain). These appointments must be based on the frequency and duration of the major duty or task. The team leader must meet with their team on a number of occasions and over a period of time. Leadership appointments may be held by a single PL4 cadet (eg, Drill Team Commander) or the PL4 cadets may rotate through a position (eg, Canteen Steward). If a PL4 cadet rotates through a leadership appointment, the appointment must be meaningful for the cadet and have a duration that enables the cadet to meet the objectives of applying their leadership knowledge and skills and displaying the core leadership qualities of a cadet.

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

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



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

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What kind of team will the team leader have during a leadership appointment?
- Q2. How many leadership assignments will be assessed in Phase Four training?
- Q3. How many leadership appointments will be assessed in Phase Four training?

ANTICIPATED ANSWERS:

- A1. During a leadership appointment, the team leader will have an assigned, established team of cadets outside their peer group.
- A2. At least one leadership assignment will be assessed in Phase Four training.
- A3. One leadership appointment will be assessed in Phase Four training.

Teaching Point 2

Describe the leadership appointments that may be assigned at the corps.

Time: 5 min

Method: Interactive Lecture



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

SAMPLE YEAR FOUR LEADERSHIP APPOINTMENTS**Organizational Appointments:**

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

Training Appointments:

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

Supplementary Appointments:

- Drum Major,
- Band Section Leader,
- Canteen Steward,
- Drill Team Commander,
- Marksmanship Team Captain,
- Range Assistant,

- First Aid Team Captain,
- Biathlon Team Captain, and
- Sports Team Captain.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

Q1. What leadership appointments are available at the corps?

ANTICIPATED ANSWERS:

A1. Answers will vary.

Teaching Point 3

Describe how to conduct the leadership appointment.

Time: 15 min

Method: Interactive Lecture



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

When conducting the leadership appointment, use the following steps:

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

PREPARING FOR THE LEADERSHIP APPOINTMENT

Ensuring the Required Resources are Available

Make sure all the resources required to complete the appointment are available. For example, if the appointment is to act as a flag party commander, the flags, poles, etc will need to be available.

Completing a Time Appreciation

Be aware of the end date for the completion of the appointment. If the appointment must be divided into stages, the leader must determine how much time to allocate to each stage. All members involved in the appointment must be aware of the current date and the expected time of completion.

Making a Plan

Make a plan to accomplish the appointment by:

1. determining the tasks that need to be completed;
2. developing a process to accomplish all tasks; and
3. allocating resources.

BRIEFING THE TEAM MEMBERS DURING THE LEADERSHIP APPOINTMENT**Communicating the Overall Plan**

Explain how the appointment will be conducted. All team members should know what is to be done.

Communicating the Tasks Involved in the Leadership Appointment

Explain the tasks involved within the leadership appointment. Leadership appointments will have a number of tasks within them.

Assigning Tasks to Team Members as Applicable

Assign each team member tasks that must be performed in order to complete the appointment. Every member should have something to do.

Ensuring the Team Members Understand the Their Tasks

Ask the team members if they have any questions. The team leader should also ask a few questions to various team members to ensure comprehension. When team members are given specific tasks, it is important that they are completely aware of what is expected of them.

CARRYING OUT THE TASKS ASSOCIATED WITH THE LEADERSHIP APPOINTMENT**Supervising Team Members**

When an appointment is being carried out, the team leader must supervise the team members. The most important aspect of supervision is to ensure that the tasks are being conducted safely. If cadets are completing aspects of tasks unsafely, stop them immediately.

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

Do not wait until the last minute to ensure tasks are being completed. If tasks are not being completed as planned, whether too slow or too fast, the plan may need to be adjusted and feedback should be given.

Providing Feedback to the Team Members

Feedback may be given to the team as a whole or it may be given to individual team members.

Modifying the Plan as Required

If the plan is not working, take time to modify it. If help is required from team members, ask for it. Changing aspects of the plan partway through the appointment may benefit the outcome; however, always keep time limits in mind. Once a new plan has been developed, communicate the new plan to the team members and then have them implement it.

PROVIDING FEEDBACK TO THE TEAM MEMBERS FOLLOWING THE COMPLETION OF THE LEADERSHIP APPOINTMENT

It is important to give feedback to the team members following the completion of the leadership appointment. It is vital for the team leader to spend time focusing on how the team members worked together to achieve

a common goal. When team members complete a task, praise should be given. It is important to recognize dedication shown in seeing a task through to completion. Team leaders should try to recognize each team member for their contribution to the completion of a task.



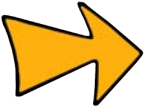
It is important to know how the team members felt about their participation in the completion of the assignment.

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

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

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

After the leadership appointment is completed, the team leader should meet with the activity leader and the activity manager to discuss the appointment. Feedback from activity managers should give the team leader ideas to help improve performance.



Activity leaders and activity managers may wish to have a mid-term discussion on the leadership appointment.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. List the steps to conduct a leadership appointment.
- Q2. How does the team leader brief team members during a leadership appointment?
- Q3. After the leadership appointment is completed, why should the team leader meet with the activity manager to discuss the appointment?

ANTICIPATED ANSWERS:

- A1. The steps to conduct a leadership appointment are:
 - (1) prepare for the leadership appointment;
 - (2) brief the team members during the leadership appointment;
 - (3) carry out the tasks associated with the leadership appointment;

- (4) provide feedback to the team members following the completion of a leadership appointment; and
 - (5) meet with the activity manager to discuss the outcomes of the leadership appointment.
- A2. The team leader briefs team members during a leadership appointment by:
- (1) communicating the overall plan;
 - (2) communicating the tasks involved in the leadership appointment; and
 - (3) assigning tasks to team members as applicable.
- A3. After the leadership appointment is completed, the team leader should meet with the activity manager to discuss the appointment because feedback from activity managers should give the team leader ideas to help improve performance.



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

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What kind of team will the team leader have during a leadership appointment?
- Q2. What leadership appointments are available at the corps?
- Q3. List the steps to conduct a leadership appointment.

ANTICIPATED ANSWERS:

- A1. The team leader for a leadership appointment will have an assigned, established team of cadets outside their peer group.
- A2. Answers will vary.
- A3. The steps to conduct a leadership appointment are:
 - (1) prepare for the leadership appointment;
 - (2) brief the team members during the leadership appointment;
 - (3) carry out the tasks associated with the leadership appointment;
 - (4) provide feedback to the team members following the completion of a leadership appointment; and
 - (5) meet with the activity manager to discuss the outcomes of the leadership appointment.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

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

CLOSING STATEMENT

When given a leadership appointment, the steps involved for successful completion must be followed. Being able to motivate cadets, solve problems, supervise, give feedback and develop skills and knowledge of team members during a leadership appointment is a special achievement for which one should strive.

INSTRUCTOR NOTES / REMARKS

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

REFERENCES

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

C0-243 Clark, D. (2007). *After action reviews*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leadaar.html>

C0-243 Clark, D. (2007). *Leadership & direction*. Retrieved February 21, 2008, from <http://www.nwlink.com/~donclark/leader/leaddir.html>

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

C0-247 ISBN 0-14-024272-4 Rosen, R. H., & Brown, P. B. (1997). *Leading people*. New York, NY: Penguin Books.

C0-248 ISBN 0-7894-4862-9 Heller, R. (1999). *Learning to lead*. New York, NY: DK Publishing, Inc.

C0-253 ISBN 0-7894-8006-9 Bruce, A., & Langdon, K. (2001). *Do it now!* New York, NY: DK Publishing, Inc.

C0-254 ISBN 0-7894-3244-7 Heller, R. (1998). *Communicate clearly*. New York, NY: DK Publishing, Inc.

C0-255 ISBN 0-7645-5408-5 Brounstein, M. (2002). *Managing teams for dummies*. Indianapolis, IN: Wiley Publishing, Inc.

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

POSSIBLE YEAR FOUR LEADERSHIP APPOINTMENTS

Organizational Appointments:

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

Training Appointments:

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

Supplementary Appointments:

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

POSSIBLE YEAR FOUR LEADERSHIP ASSIGNMENTS

Recreational Marksmanship Assignments

- Set up a range for recreational marksmanship.
- Organize relays for recreational marksmanship.
- Control pellets and issue targets for recreational marksmanship.
- Conduct concurrent activities during recreational marksmanship.
- Tear down a range after recreational marksmanship.

Summer Biathlon Assignments

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

Recreational Sports Assignments

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

Parade Assignments

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

Weekly Cadet Night Assignments

- Set up classroom space.
- Rearrange classroom space.
- Tear down classroom space.
- Set up a canteen.
- Staff a canteen.
- Tear down a canteen.
- Set up a presentation area for a guest speaker.
- Tear down a presentation area for a guest speaker.
- Set up for an extracurricular activity.
- Conduct a concurrent activity.

Community Service Assignments

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

Other Leadership Assignment Possibilities

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

Prior to a Weekend Activity

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

Setting Up for Weekend Training

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

Routine Tasks That May Occur During Weekend Training

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

Secure Weekend Training

- Secure the female sleeping area.
- Secure the male sleeping area.
- Secure the first aid station.

- Load group equipment and supplies.
- Complete a final garbage sweep.

After Weekend Training

- Unload equipment and supplies.
- Collect personal equipment.

LEADERSHIP APPOINTMENT AIDE-MEMOIRE

TABLE OF CONTENTS

Leadership Appointment	B-2
Leadership Assignment	B-2
How to Conduct a Leadership Appointment	B-2
Preparing for a Leadership Appointment	B-2
Briefing the Team Members During a Leadership Appointment	B-3
Carrying Out the Tasks Associated With the Leadership Appointment	B-3
Providing Feedback to the Team Following the Completion of the Leadership Appointment	B-4
Meeting With the Activity Manager to Discuss the Outcomes of the Leadership Appointment	B-4
403 PC Assessment Rubric Leadership Appointment	B-5
403 PC Assessment Rubric Leadership Assignment	B-6

LEADERSHIP APPOINTMENT AND A LEADERSHIP ASSIGNMENT

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

LEADERSHIP ASSIGNMENT

A leadership assignment is a specific, short- or long-term practical leadership opportunity. The team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group. The team will accomplish a single minor duty or task.

LEADERSHIP APPOINTMENT

A leadership appointment is a long-term practical leadership opportunity. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. The team will accomplish a single major duty or task. These may be organizational appointments (eg, Divisional Petty Officer / Platoon Warrant Officer / Flight Sergeant) or they may be functional appointments (eg, Canteen Steward, Drill Team Commander, Marksmanship Team Captain). These appointments must be based on the frequency and duration of the major duty or task. The team leader must meet with their team on a number of occasions and over a period of time. Leadership appointments may be held by a single PL4 cadet (eg, Drill Team Commander) or the PL4 cadets may rotate through a position (eg, Canteen Steward). If a PL4 cadet rotates through a leadership appointment, the appointment must be meaningful for the cadet and have a duration that enables the cadet to meet the objectives of applying their leadership knowledge and skills and displaying the core leadership qualities of a cadet.

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

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

HOW TO CONDUCT A LEADERSHIP APPOINTMENT

When conducting the leadership appointment, use the following steps:

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

PREPARING FOR THE LEADERSHIP APPOINTMENT

Ensuring the Required Resources are Available

Make sure all the resources required to complete the appointment are available. For example, if the appointment is to act as a flag party commander, the flags, poles, etc will need to be available.

Completing a Time Appreciation

Be aware of the end date for the completion of the appointment. If the appointment must be divided into stages, the leader must determine how much time to allocate to each stage. All members involved in the appointment must be aware of the current date and the expected time of completion.

Making a Plan

Make a plan to accomplish the appointment by:

1. determining the tasks that need to be completed;
2. developing a process to accomplish all tasks; and
3. allocating resources.

BRIEFING THE TEAM MEMBERS DURING THE LEADERSHIP APPOINTMENT

Communicating the Overall Plan

Explain how the appointment will be conducted. All team members should know what is to be done.

Communicating the Tasks Involved in the Leadership Appointment

Explain the tasks involved within the leadership appointment. Leadership appointments will have a number of tasks within them.

Assigning Tasks to Team Members as Applicable

Assign each team member tasks that must be performed in order to complete the appointment. Every member should have something to do.

Ensuring the Team Members Understand the Their Tasks

Ask the team members if they have any questions. The team leader should also ask a few questions to various team members to ensure comprehension. When team members are given specific tasks, it is important that they are completely aware of what is expected of them.

CARRYING OUT THE TASKS ASSOCIATED WITH THE LEADERSHIP APPOINTMENT

Supervising Team Members

When an appointment is being carried out, the team leader must supervise the team members. The most important aspect of supervision is to ensure that the tasks are being conducted safely. If cadets are completing aspects of tasks unsafely, stop them immediately.

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

Do not wait for the last minute to ensure tasks are being completed. If tasks are not being completed as planned, whether too slow or too fast, the plan may need to be adjusted and feedback should be given.

Providing Feedback to the Team Members

Feedback may be given to the team as a whole or it may be given to individual team members.

Modifying the Plan as Required

If the plan is not working, take time to modify it. If help is required from team members, ask for it. Changing aspects of the plan partway through the appointment may benefit the outcome; however, always keep time limits in mind. Once a new plan has been developed, communicate the new plan to the team members and then have them implement it.

PROVIDING FEEDBACK TO THE TEAM FOLLOWING THE COMPLETION OF THE LEADERSHIP APPOINTMENT

It is important to give feedback to the team members following the completion of the leadership appointment. It is vital for the team leader to spend time focusing on how the team members worked together to achieve

a common goal. When team members complete a task, praise should be given. It is important to recognize dedication shown in seeing a task through to completion. Team leaders should try to recognize each team member for their contribution to the completion of a task.

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

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

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

After the leadership appointment is completed, the team leader should meet with the activity leader and the activity manager to discuss the appointment. Feedback from activity managers should give the team leader ideas to help improve performance.

**403 PC ASSESSMENT RUBRIC
LEADERSHIP APPOINTMENT**

Name: _____

Corps: _____

Date: _____

Division: _____

TBA

This form shall be reproduced locally.

403 PC ASSESSMENT RUBRIC LEADERSHIP ASSIGNMENT

Cadet's Name: _____

Squadron: _____

Date: _____

Flight: _____

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership task. Team members did not need clarification.
Supervise cadets.	Did not supervise cadets.	Only supervised cadets at the beginning and / or end of the leadership assignment.	Supervised throughout the leadership assignment making some corrections when necessary.	Supervised throughout the leadership assignment making corrections as necessary.
Solve problems.	Did not solve the problem(s).		Solved the problem(s).	
Complete the leadership assignment.	Did not complete the leadership assignment.		Completed the leadership assignment.	
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

CHAPTER 5

PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES



**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
PERSONAL FITNESS
AND HEALTHY LIVING**



PO X04 – TRACK PARTICIPATION IN PHYSICAL ACTIVITIES

Total Time:

For the following EOs, refer to the lesson specifications located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*:

- CX04.01 – Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness,
- CX04.03 – Participate in a Cooking Class,
- CX04.04 – Attend a Personal Fitness and Healthy Living Presentation, and
- CX04.05 – Attend a Local Amateur Sporting Event.

For the following EOs, refer to the instructional guides located in A-CR-CCP-601/PF-001, *Royal Canadian Sea Cadets Phase One Instructional Guides*:

- MX04.01 – Participate in 60 Minutes of Moderate- to Vigorous-Intensity Physical Activity (MVPA) and Track Participation in Physical Activities,
- MX04.02 – Identify Strategies to Improve Participation in Physical Activities and Participate in the Cadet Fitness Assessment,
- MX04.03 – Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness, and
- CX04.02 – Participate in Activities that Reinforce the Three Components of Physical Fitness.

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 6

PO X05 – PARTICIPATE IN PHYSICAL ACTIVITIES



**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
PHYSICAL ACTIVITIES**



PO X05 – PARTICIPATE IN PHYSICAL ACTIVITIES

Total Time:

For the following EOs, refer to the instructional guides located in A-CR-CCP-601/PF-001, *Royal Canadian Sea Cadets Phase One Instructional Guides*:

- MX05.01 – Participate in Physical Activities,
- CX05.01 – Participate in Physical Activities, and
- CX05.02 – Participate in a Tournament.

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 7

PO 406



**COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE**



SECTION 1

EO M406.01 – PARTICIPATE IN A RECREATIONAL MARKSMANSHIP ACTIVITY

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content, unit range standing orders, and become familiar with the material prior to delivering the lesson.

Photocopy the targets located at Attachments B–J as required.

Construct a range IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way to allow the cadet to experience recreational marksmanship in a safe and controlled environment. This activity contributes to the development of marksmanship skills and knowledge in a fun and challenging setting.

INTRODUCTION

REVIEW

The review for this lesson will be from EO M106.02 (Carry Out Safety Precautions on the Cadet Air Rifle).

QUESTIONS:

Q1. Why do we follow safety regulations?

Q2. How would you verify the safety catch is ON?

Q3. What are the four “ACTS” of firearm safety?

ANTICIPATED ANSWERS:

A1. We follow safety regulations to prevent accidents with the cadet air rifle.

A2. When the safety is ON, no red can be seen.

A3. The mnemonic "ACTS" stands for:

- Assume every firearm is loaded.
- Control the muzzle direction at all times.
- Trigger finger must be kept off the trigger and out of the trigger guard.
- See that the firearm is unloaded (prove it safe).

OBJECTIVES

By the end of this lesson the cadet shall have participated in a recreational marksmanship activity.

IMPORTANCE

It is important for cadets to participate in a recreational marksmanship activity because it allows them to experience marksmanship in a fun, dynamic and safe setting.

Teaching Point 1**Supervise the cadet's participation in a recreational marksmanship activity.**

Time: 80 min

Method: Practical Activity



A range briefing is conducted to pass on vital information and answer any questions the cadets may have prior to participating in a marksmanship activity. The range briefing is required to ensure the safe execution of a marksmanship activity.

CONDUCT A RANGE BRIEFING

1. Explain pertinent sections of the local range standing orders.
2. Review general rules observed on all ranges, to include:
 - (a) proving that rifles are safe prior to being picked up, handed to or received from another person;
 - (b) never pointing rifles at people;
 - (c) inserting safety rods into the barrels of rifles when not in use on the range;
 - (d) never horseplaying on a range;
 - (e) always pointing rifles down range; and
 - (f) following the Range Safety Officer's (RSO) directions and orders at all times.



Review range commands with an explanation and demonstration for each command.
All loading / firing is to be simulated.

3. Review commands used on an air rifle range (as illustrated in Figure 1).

COMMAND	ACTION TO BE TAKEN
Cover off your firing point	Stand up, move behind the firing point and await further commands.
Place your equipment down and stand back	Lay the equipment down on the mat and stand back when finished.
Adopt the prone position	Adopt the prone position, pick up the rifle, ready the equipment and put on hearing and eye protection.
Type of firing (GRIT)	GRIT is the acronym for: <ol style="list-style-type: none"> 1. Group (relay), 2. Range (distance), 3. Indication (number of rounds), and 4. Type (grouping, scored).
Relay, load	<ol style="list-style-type: none"> 1. Pick up and hold the rifle with the dominant hand. 2. Ensure the safety catch is in the "ON" position. 3. Pump the rifle, observing a three-second pause. 4. Load a pellet (flat end forward). 5. Close the bolt.
Relay, fire	<ol style="list-style-type: none"> 1. Place the safety catch in the "OFF" position. 2. Aim the rifle at the target. 3. Squeeze the trigger. 4. Open the bolt. 5. Repeat the following sequence for each shot: <ol style="list-style-type: none"> (a) Pump the rifle, observing a three-second pause. (b) Load a pellet (flat end forward). (c) Close the bolt. (d) Aim the rifle at the target. (e) Squeeze the trigger. (f) Open the bolt. 6. Place the safety in the "ON" position. 7. Partially open the pump lever. 8. Lay down the rifle.

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

Figure 1 Air Rifle Range Commands

4. Describe the layout of the air rifle range.
5. Review hand-washing procedures on completion of firing. This is important because each time a person handles pellets, a small trace of lead is left on their hands. To decrease the risk of lead poisoning, it is important that all persons wash their hands thoroughly after handling pellets.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets participate in a recreational marksmanship activity.

RESOURCES

- Cadet air rifle (one per firing lane),
- Cadet air rifle sling (one per cadet),
- Air rifle pellets (as per activity chosen),
- Target frames (one per firing lane),
- Targets (as per activity chosen),
- Shooting mats (one per firing lane),
- Safety glasses / goggles (10 pairs),
- Stopwatch, and
- Pen / pencil.



Additional resources required for specific marksmanship activities may be found in the Attachments.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Brief cadets on the safety rules or any other guidelines pertaining to the activity.
2. Divide the cadets into relays according to the number of firing lanes.
3. Conduct a recreational marksmanship activity, choosing from the following categories:
 - (a) classification (located at Attachment A),
 - (b) fun activities (located at Attachments B–E),
 - (c) timed activities (located at Attachments F–H), or
 - (d) competitive team / individual activities (located at Attachments I–J).



If EO C306.03 (Fire the Cadet Air Rifle From the Standing Position) has been taught prior to this marksmanship activity, this EO may be conducted in the standing position.

SAFETY

Range activities will be conducted IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Marksmanship is a fun and exciting activity that requires personal discipline and teamwork skills. This activity has also developed into highly competitive levels at the provincial, regional, and national levels.

INSTRUCTOR NOTES / REMARKS

Hand-washing stations must be available for cleanup after the activity is completed.

Cadets may fire in the standing position if they have received the training associated with EO C306.03 (Fire the Cadet Air Rifle From the Standing Position).

Corps choosing to instruct EO C406.01 (Assist the Range Safety Officer) should allow cadets to fill these roles during air rifle marksmanship activities.

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

REFERENCES

A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian cadet movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.

A0-041 CATO 14-41 Director Cadets 4. (2007). *Marksmanship, rifles and ammunition*. Ottawa ON: Department of National Defence.

CLASSIFICATION ACTIVITY

CLASSIFICATION ACTIVITY

Objective: To provide cadets the opportunity to obtain marksmanship classifications.

Scoring: The standard for the classification levels are:

1. Marksman: Two five-round groupings within a circle of 3 cm in diameter.
2. First Class Marksman: Two five-round groupings within a circle of 2.5 cm in diameter.
3. Expert Marksman: Two five-round groupings within a circle of 2 cm in diameter.
4. Distinguished Marksman: Two five-round groupings within a circle of 1.5 cm in diameter.

Equipment Required:

Mandatory:

- CCT200GRTD Canadian Cadet Movement Air Rifle Grouping Target (one per cadet), and
- Air Rifle Grouping Template from *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual* (p. B1-1).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute an Air Rifle Grouping Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets five pellets to fire into the centre of the target.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets 15 minutes to complete firing.
6. Have the cadets retrieve their targets.
7. Score the targets using the Air Rifle Grouping Template.
8. Record the scores and allow the cadets to keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

FUN ACTIVITIES

PYRAMID

Objective: To fire pellets into each point on the pyramid.

Scoring: One point is awarded for each point on the pyramid that is hit by a pellet.

Equipment Required:

Mandatory: Pyramid Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

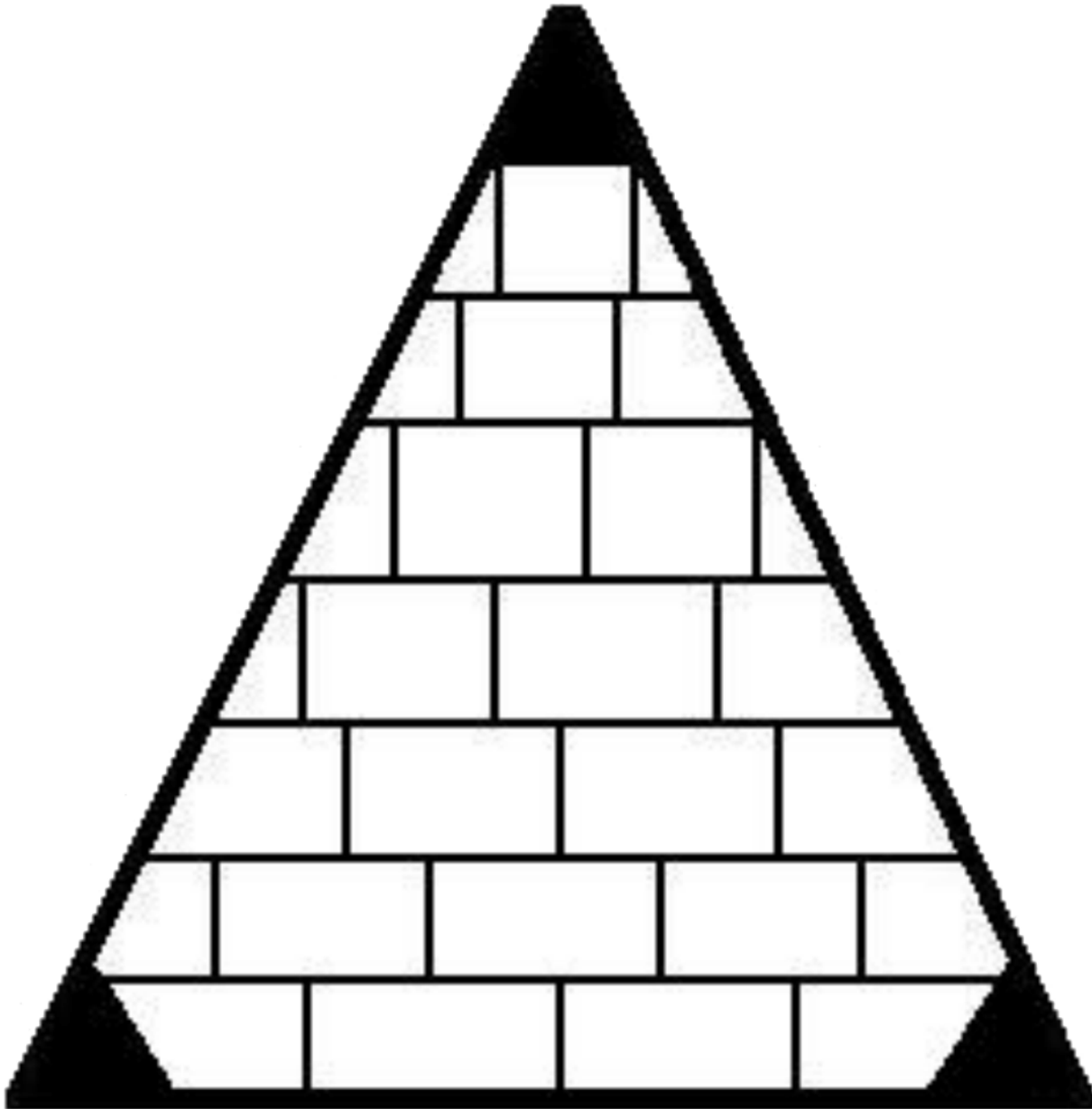
Activity Instructions:

1. Distribute one Pyramid Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets three pellets to fire, one pellet into each corner of the pyramid.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets three minutes to complete firing.
6. Score the targets awarding one point for each corner hit on the pyramid.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

PYRAMID TARGET



Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure B-1 Pyramid Target

Name: _____ Date: _____

FUN ACTIVITIES

SHOOTING STAR

Objective: To fire a pellet into each point on the star.

Scoring: One point is awarded for each point on the star that is hit by a pellet.

Equipment Required:

Mandatory: Star Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute one Star Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets five pellets to fire, one pellet into each point on the star.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets five minutes to complete firing.
6. Score the targets awarding one point for a pellet hit within each point on the star.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

STAR TARGET



Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure C-1 Star Target

Name: _____ Date: _____

FUN ACTIVITIES

BEACH BALL

Objective: To fire 10 pellets into the black circle on the beach ball.

Scoring: One point is awarded for each successful hit in the black circle.

Equipment Required:

Mandatory: Beach Ball Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions

1. Distribute one Beach Ball Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets 10 pellets to fire into the black circle of the beach ball.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets 10 minutes to complete firing.
6. Score the targets awarding one point for each pellet hit within the black circle.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

BEACH BALL TARGET



Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

Figure D-1 Beach Ball Target

Name: _____ Date: _____

FUN ACTIVITIES

BALLOONS

Objective: To fire pellets into balloons on the target.

Scoring: One point is awarded for each balloon hit by a pellet.

Equipment Required:

Mandatory: Balloon Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

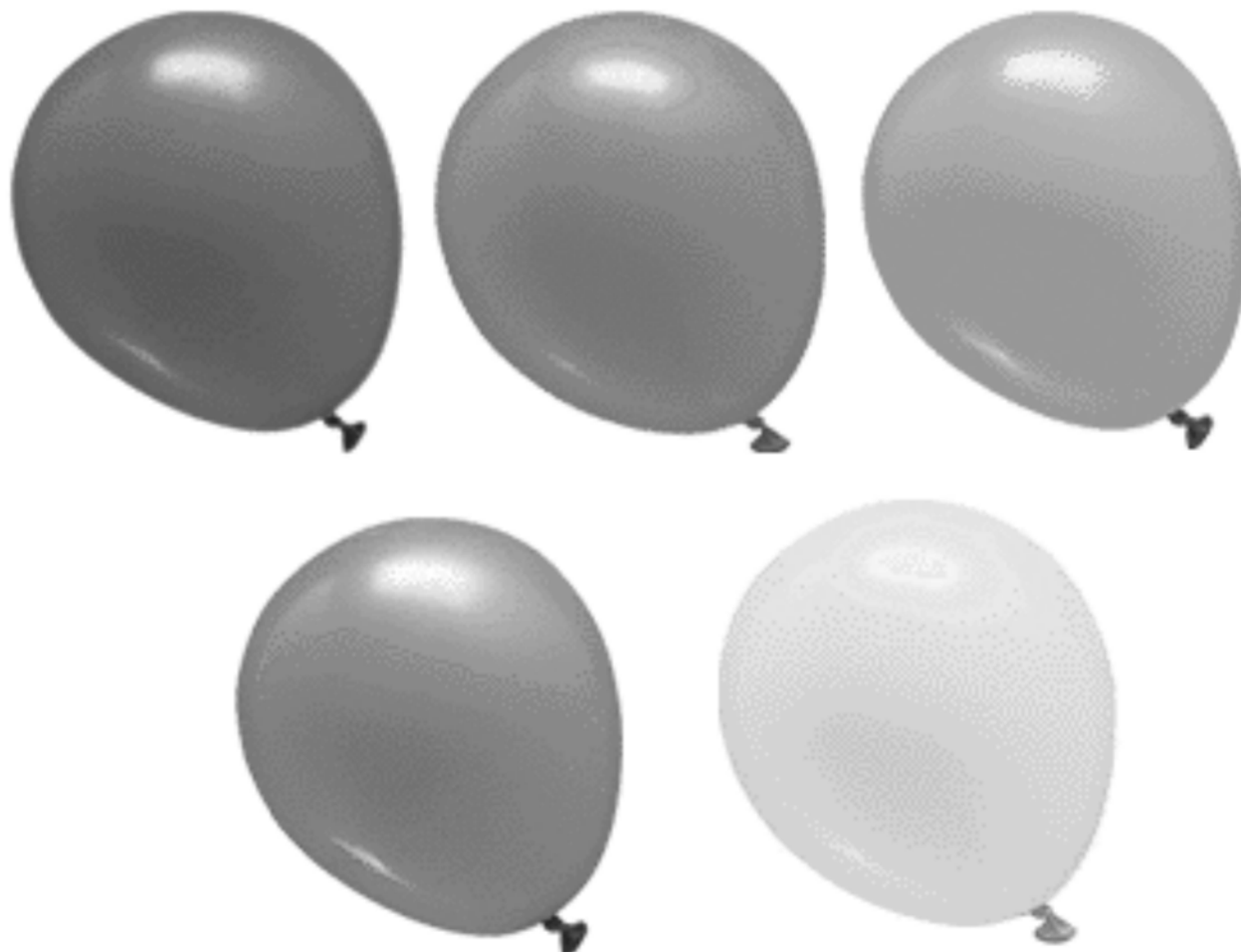
1. Distribute one Balloon Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets five pellets to fire, one pellet into each balloon.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets five minutes to complete firing.
6. Score the targets awarding one point for each balloon hit.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

Note: Actual balloons may be used in place of the paper targets.

BALLOON TARGET



Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure E-1 Balloon Target

Name: _____ Date: _____

TIMED ACTIVITIES

CHASE THE DOTS

Objective: To fire pellets into the dots on the target in a clockwise direction, within a time limit.

Scoring: One point is awarded for each black dot that is hit by a pellet within the time allotted.

Equipment Required:

Mandatory: Chase the Dots Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

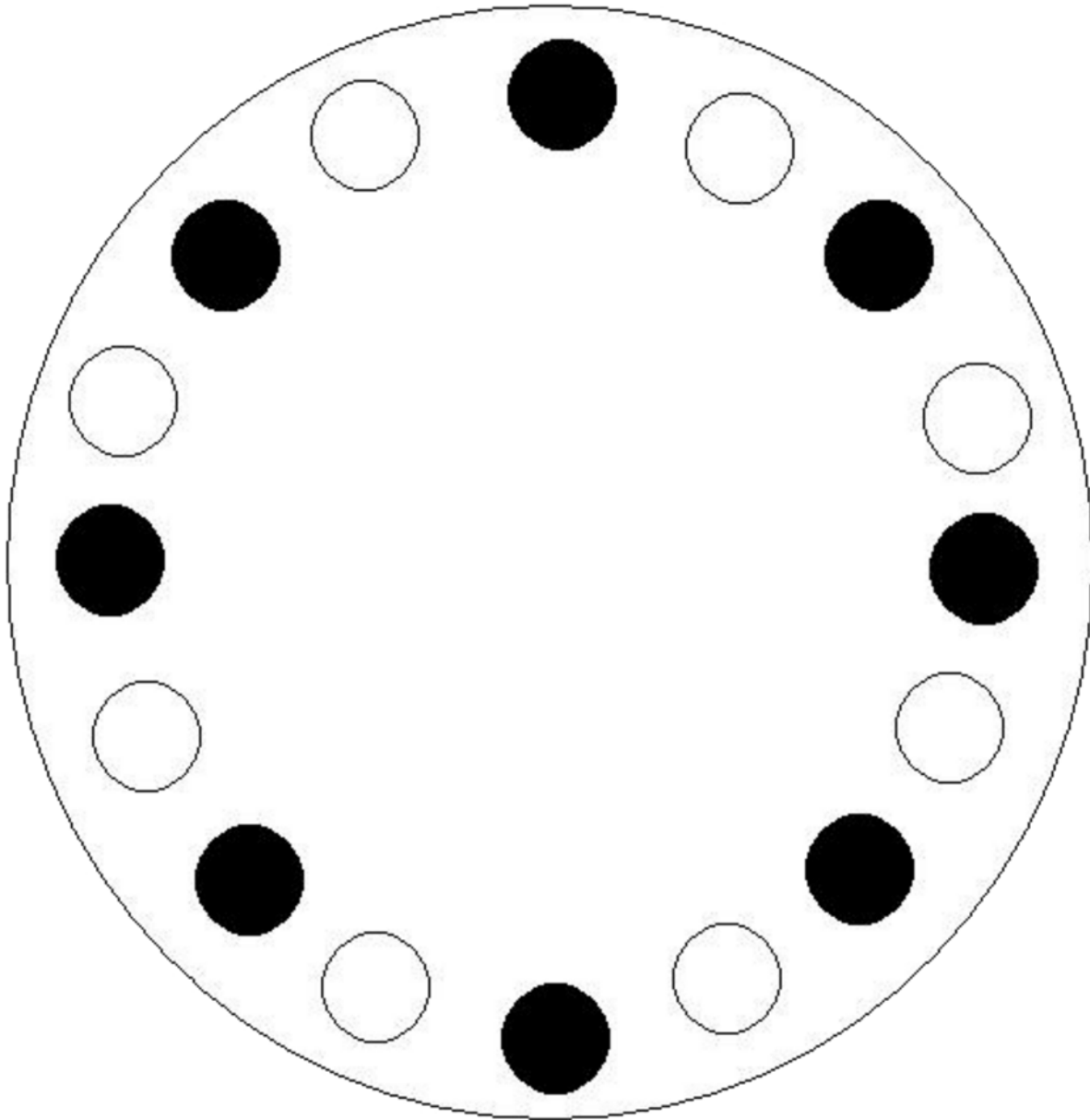
1. Distribute one Chase the Dots Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets eight pellets to fire, one pellet into each black dot, in a clockwise direction.
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets eight minutes to complete firing.
6. Score the targets awarding one point for each black dot hit.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- A pellet-loading clip,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

CHASE THE DOTS TARGET



Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure F-1 Chase the Dots Target

Name: _____ Date: _____

TIMED ACTIVITIES

SPEED GRID

Objective: To fire pellets into the circles on the target, within a time limit.

Scoring: One point is awarded for each circle that is hit by a pellet within the time allotted.

Equipment Required:

Mandatory:

- Cadet air rifle five-pellet clip (three per firing lane), and
- Speed Grid Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

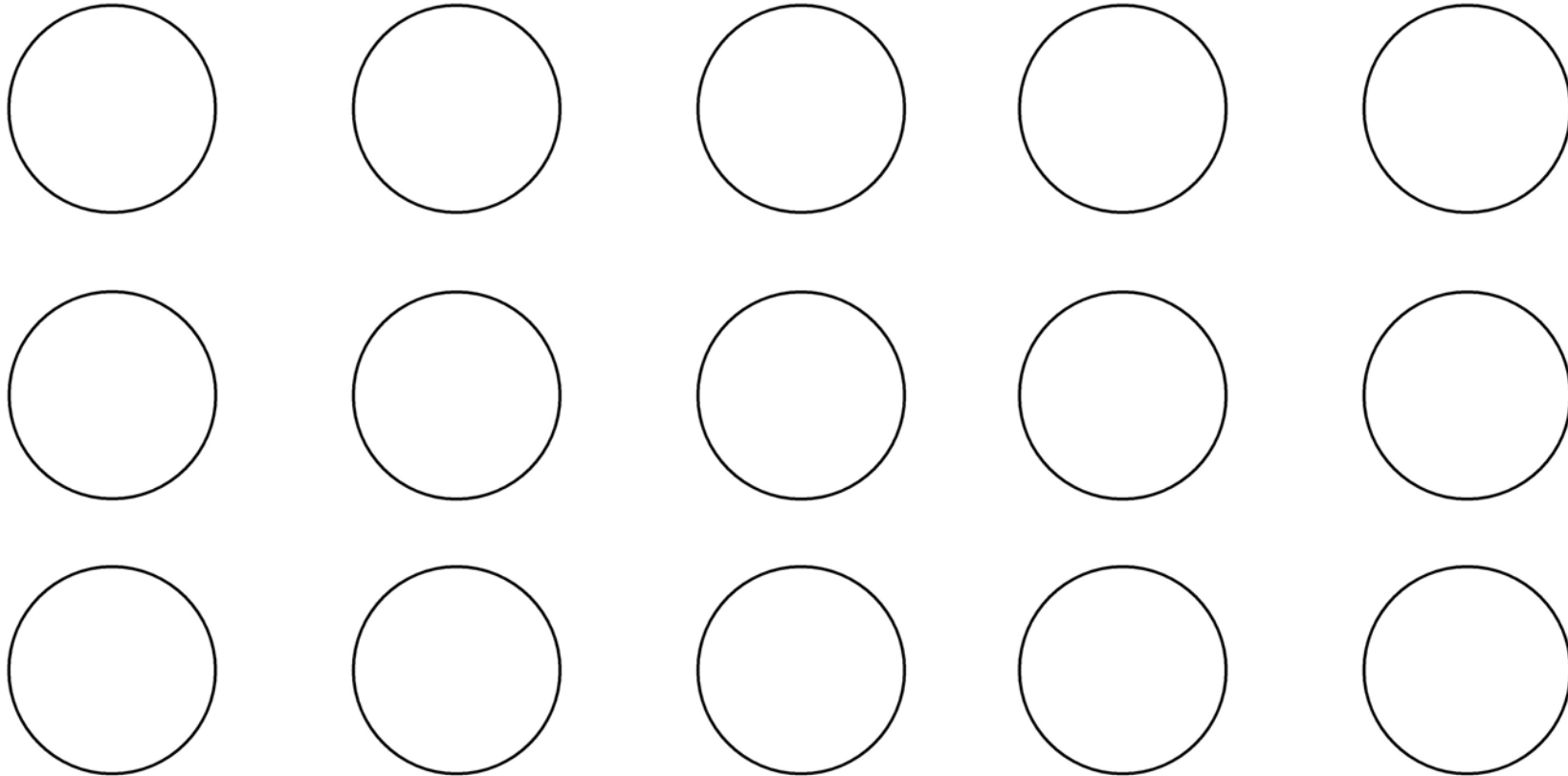
1. Distribute one Speed Grid Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Give the cadets 15 pellets, pre-loaded into three five-pellet clips.
4. Have the cadets fire one pellet into each circle on the target.
5. Have the cadets fire, in relays, following the commands given by the RSO.
6. Give the cadets 15 minutes to complete firing.
7. Score the targets awarding one point for each circle hit.
8. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

SPEED GRID TARGET



Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure G-1 Speed Grid Target

Name: _____ Date: _____

TIMED ACTIVITIES

BEAT THE CLOCK

Objective: To fire pellets into the designated hours (numbers) within a time limit.

Scoring: One point is awarded for each correct hour (number) hit by a pellet within the time allotted.

Equipment Required:

Mandatory: Beat the Clock Target (one per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

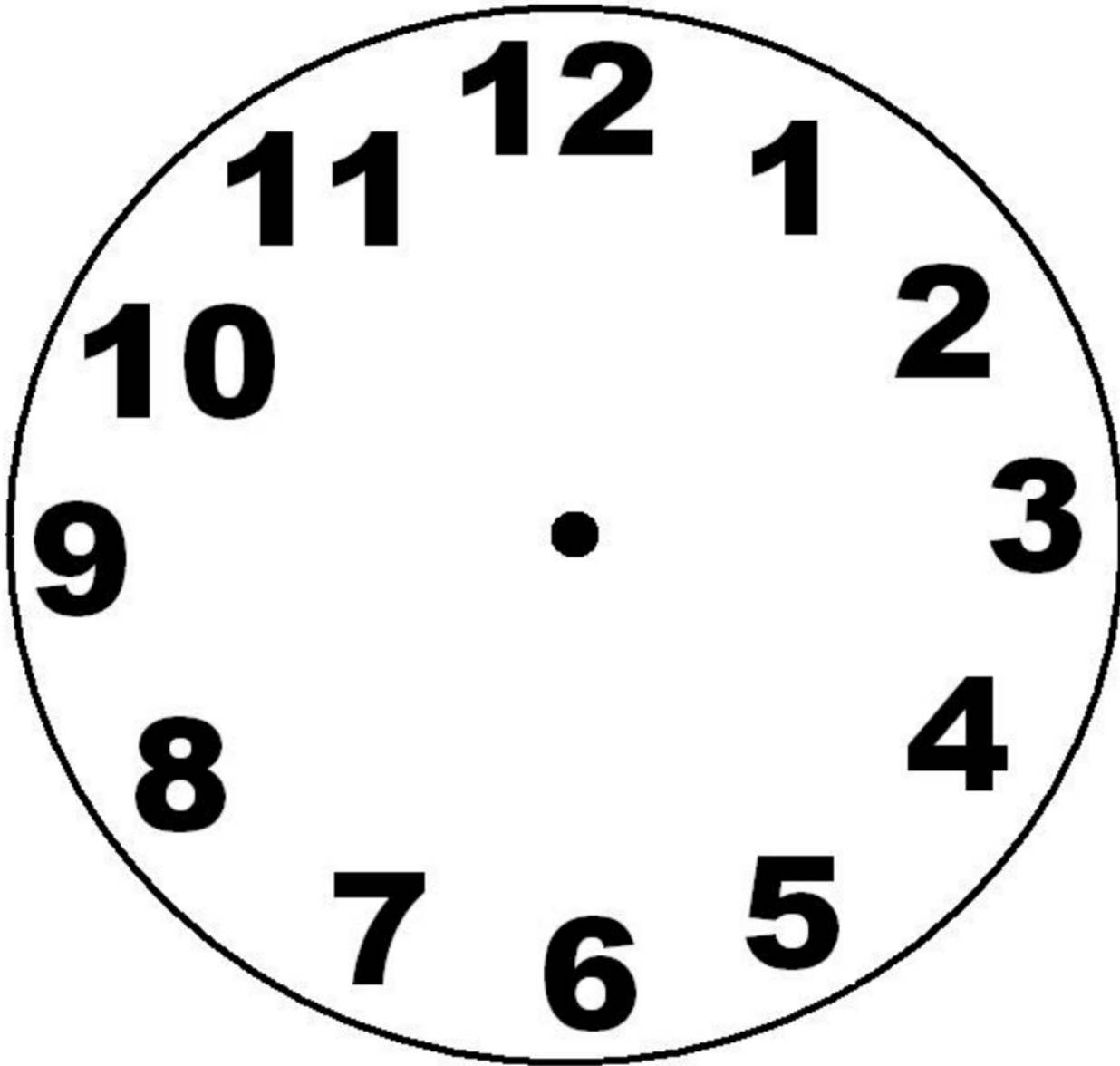
1. Distribute one Beat the Clock Target to each cadet.
2. Have the cadets write their name and date on the target and attach it to the target frame.
3. Have the cadets fire, in relays, following the commands given by the RSO.
4. Have the RSO using the clock, call out one number every 20 second for a total of six numbers.
5. Give the cadets six pellets to fire, one pellet at each hour (number) as it is called.
6. Score the targets awarding one point for each correct number hit on the target.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Alterations made to the rifles,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope,
- Use of sights not provided with the cadet air rifle, and
- Coaching.

Note: To make this activity more difficult, shorten the time allowance.

BEAT THE CLOCK TARGET



Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure H-1 Clock Target

Name: _____ Date: _____

COMPETITIVE ACTIVITIES

CORPS MARKSMANSHIP COMPETITION

Objective: To provide cadets the opportunity to compete within the corps.

Scoring: Targets will be scored IAW A-CR-CCP-177/PT-001, *Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual*, to include:

- Each target has a highest possible score of 100 points (10 diagrams worth 10 points each).
- All shot holes are scored using the highest value of the scoring ring that it is broken.
- Shots outside the scoring rings are given a value of zero.
- If more than the one pellet is fired on a target, the shots with the highest value will be discarded until one shot remains on the target. Also, a two-point penalty will be applied to each excess shot.
- If more than one shot is fired at a scoring diagram, only the prescribed number of shots may be fired at the remaining diagrams (eg, if two shots were fired at the first diagram, one diagram on the target would remain blank [free of shots]). If this occurs more than twice, a two-point penalty will be applied to each excess shot.
- This activity may be conducted as individuals or teams of four.

Equipment Required:

Mandatory: CCT2001AR853 CCM Competition Targets (two per cadet).

Optional aids to firing are limited to the following:

- Cadet air rifle sling,
- Marksmanship jacket,
- Shooting glove, and
- Hat.

Activity Instructions:

1. Distribute two CCT2001AR853 CCM Competition Targets to each cadet.
2. Have the cadets write their name and date on each target and attach them to the target frame.
3. Give the cadets 20 scoring pellets to fire, one pellet at each scoring diagram (additional zeroing pellets are permitted).
4. Have the cadets fire, in relays, following the commands given by the RSO.
5. Give the cadets 30 minutes to complete firing.
6. Have the RSO collect the targets, score as described above and record the results.
7. Allow the cadets to review and keep their targets.

The following are prohibited:

- Crossfiring,
- Alterations made to the rifles,
- Supports used as a rest for the rifle or the forearm,
- A spotting scope, and
- Use of sights not provided with the cadet air rifle.

COMPETITIVE ACTIVITIES

LUNAR LAUNCH

Objective: To provide cadets the opportunity to compete within the corps.

Scoring: The average distance from the earth to the moon is 384 400 km. All targets from marksmanship activities conducted during marksmanship training will be added together to calculate a distance from Earth and achieve a position on the space shuttle crew. The four scoring levels / positions must meet the following standards:

1. Mission Commander: A score of 100 plus: 384 400 km from earth, lunar landing!
2. Mission Specialist: A score of 75 to 99: 288 300 km from earth.
3. Chief Engineer: A score of 50 to 74: 192 200 km from earth.
4. Science Officer: A score of 25 to 49: 96 100 km from earth, lunar launch!

Equipment Required:

Mandatory: Scores for all targets used in marksmanship activities during the training year.

Activity Instructions:

1. Add the scores from the targets used by each cadet during the training year.
2. Use the scoring method described above to assign the cadets levels / positions on the space shuttle crew.

Notes:

1. A record must be kept of each cadet's scores from all marksmanship activities.
2. This activity may be conducted over multiple training years.
3. The certificate found at Attachment J may be awarded to cadets who achieve levels / positions in this activity.



This is to certify that

has achieved the position of

in the



Lunar Launch Marksmanship Activity

Date

Range Safety Officer



**COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE**



SECTION 2

EO C406.01 – ASSIST THE RANGE SAFETY OFFICER (RSO)

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Photocopy, distribute and have each cadet read the Ways to Assist the RSO handout located at Attachment A a minimum of one week prior to delivering the lesson.

APPROACH

A group discussion was chosen for this lesson as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about assisting the RSO. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to assist the RSO on an air rifle range.

IMPORTANCE

It is important for cadets to have knowledge of how to assist the Range Safety Officer (RSO) on the range. In order to assist the RSO, cadets must know how to set up and dismantle an air rifle range, control pellets, perform the duties of a range sentry, and score targets.

Teaching Point 1**Discuss ways to assist the RSO.**

Time: 25 min

Method: Group Discussion

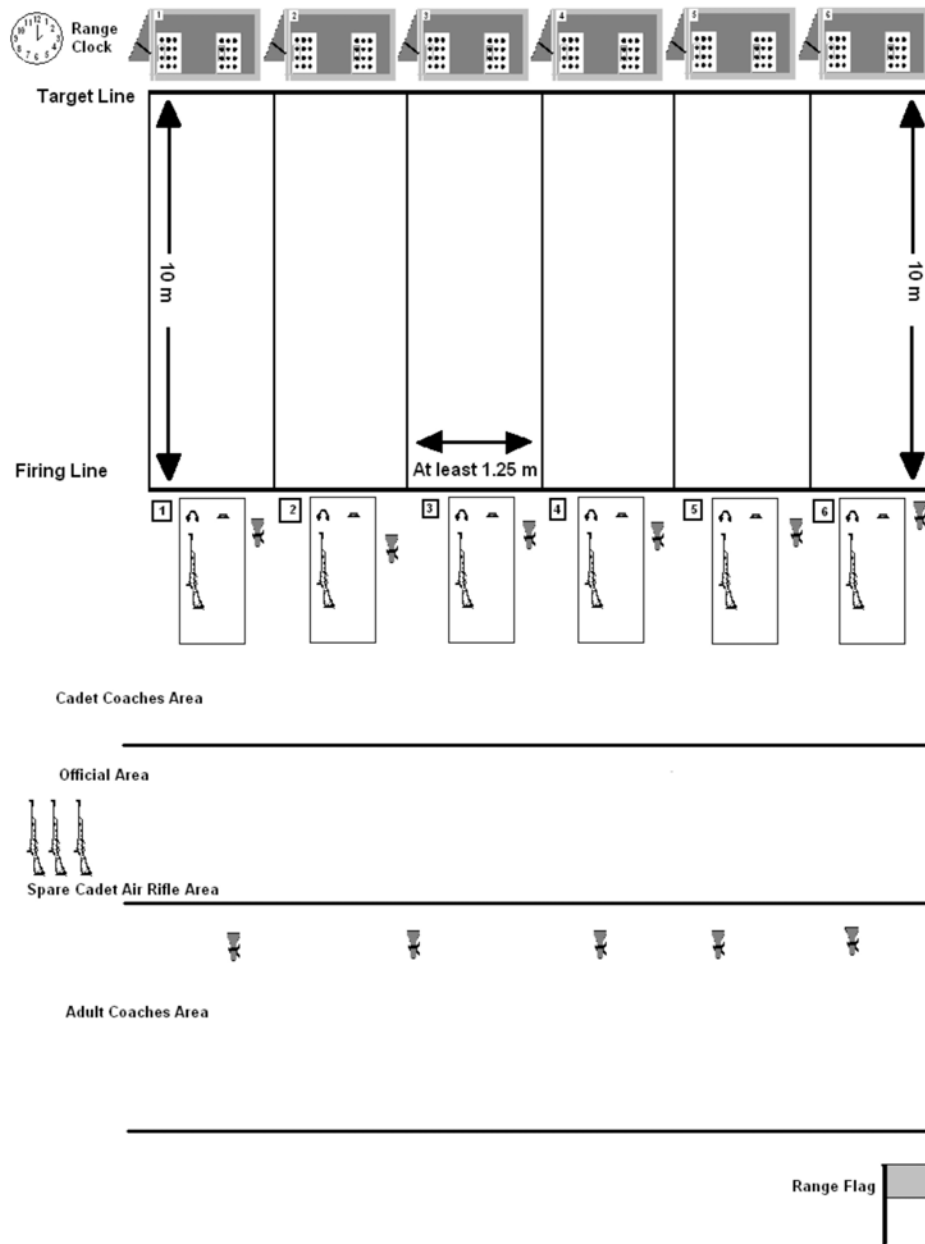
BACKGROUND KNOWLEDGE

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

SETTING UP AN AIR RIFLE RANGE

Once the required air rifle range equipment has been collected and the cadet air rifles have been inspected, the equipment can be set up. The specific details of an air rifle range layout may vary depending on the type of air rifle range; however, the dimensions and location of the equipment will remain the same. The air rifle range will be set up by:

1. **Post warning signals.** A sentry should be posted at access points if they cannot be permanently blocked (eg, a door to a gymnasium that does not have a lock).
2. **Set up equipment at the backstop.** At one end of the room, the target frames will be set up in front of a wall. Care should be taken to avoid using a wall with windows or other items (eg, light switch, fire alarm, smoke detector) that would be damaged by a stray pellet. If this is unavoidable, a plywood covering should be placed over those items. The front of the target frame must be perpendicular to the floor and aligned with the front of other target frames along a target line. Additional lighting may be required for the target during some competition activities to satisfy competition rules. Lighting will not interfere with the cadets' view of the target frame.
3. **Indicate firing lanes.** Target frames will be centred in a lane at least 1.25 m wide and extend away from the target line toward the firing point a distance of 10 m. 10 m from the target line, another line will be marked on the floor. This is the firing line and no person will move forward of it without permission from the RSO.
4. **Place equipment at the firing point.** Behind the firing line is the firing box, an area at least 1.25 m wide by 2.5 m deep. A firing box will be allocated for each firer. A shooting mat will be placed within the firing box aligned with the firing line (during standing position firing no mat is required). Safety glasses / goggles will be placed on every shooting mat. An area behind the firing box will be allocated for range staff.
5. **Place equipment behind the firing point.** The area behind the firing point contains the table(s) required to set up a pellet distribution point, scoring area or other workspace as required for the specific air rifle marksmanship activity being conducted. The first aid point with stretcher is located in this area and must be clearly identified. The handwashing facility may be located on the range behind the firing point or in a washroom within the building.
6. **Place the cadet air rifle at the firing point.** A cadet air rifle with cadet air rifle safety rod will be the last item placed on the air rifle range. When removing the cadet air rifle from the case, control the muzzle by carrying the cadet air rifle in a vertical position with a cadet air rifle safety rod inserted into the barrel. Once the cadet air rifle is placed on the firing point, the cadet air rifle safety rod may be removed.



Note. Created by D Cdts 3, 2007, Ottawa, ON: Department of National Defence.

Figure 1 Cadet Air Rifle Range

DISMANTLING AN AIR RIFLE RANGE

Once the air rifle marksmanship activity has been completed, the air rifle range can be dismantled. The air rifle range will be dismantled by:

1. **Store the cadet air rifle.** After an air rifle marksmanship activity, the cadet air rifle is the first piece of range equipment secured. A cadet air rifle safety rod is inserted into the barrel before the cadet air rifle is moved from the firing point. Cadet air rifles are securely stored at the unit according to current policy guidelines.



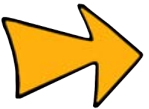
For detailed storage requirements for the cadet air rifle refer to NDSI 65, *Storage and Transportation of Rifles for Canadian Rangers, Cadets and Junior Canadian Rangers*.

2. **Store the equipment behind the firing point.** Equipment used behind the firing point is stored next. Equipment must be cleaned (if required) and stored to prevent damage. If the first aid kit has been used, it may require refilling.
3. **Store the equipment at the firing point.** Equipment used at the firing point is stored next. Equipment must be cleaned (if required) and stored to prevent damage. Care should be taken to minimize scratching of safety glasses / goggles. Shooting mats are folded or rolled properly to minimize rips or tears. Spotting scopes are stored in their cases (if applicable).
4. **Clean the backstop area.** Once the firing point equipment has been secured, the target frames are thoroughly emptied of spent pellets. The target holder is cleaned of any material (eg, targets, thumbtacks, staples) and the target frame is folded and stored.
5. **Clean the firing lanes.** Since lead dust in the air is a minor hazard to safety, a method of sweeping / mopping that reduces the amount of dust produced should be used. One set of cleaning gear is used after air rifle marksmanship activities to limit cross-contamination of other areas of the building.
6. **Remove the warning signals.** Once all other air rifle marksmanship equipment has been secured, the range warning signals are removed. This will indicate that the room in which the temporary indoor range was set up is now cleaned and ready for general use.

PELLET CONTROLLER

During an air rifle marksmanship activity, cadets may be appointed to assist the RSO by acting as a pellet controller. The duties of a pellet controller include:

- **Maintain possession of pellets at all times.** Pellets are placed in the possession of the pellet controller. They ensure the pellets are secured at all times by means of direct supervision.
- **Distribute pellets.** Depending on the specific type of air rifle marksmanship activity being conducted, the pellet controller counts pellets into containers that will be placed on the firing point upon the RSO's command.
- **Dispose of pellets.** Once the air rifle marksmanship activity is concluded, the pellet controller ensures that the area around the target frame is swept. The spent pellets are collected into a container for disposal by the RSO.



Since pellets are made of lead, a hazardous material, they must be disposed IAW local standing orders.

- **Record the number of pellets used during the activity.** As the activity proceeds, the pellet controller tracks the number of pellets being used during each relay. Once the activity is complete, the total number of pellets used can be calculated. Any additional pellets given by the RSO / range assistants to cadets during the activity (eg, misfires, deformed pellets) are added to the total. This information is used by the RSO to track the quantity of pellets available at the unit.



The need to record the number of pellets used at a corps / squadron / CSTC may or may not be regionally directed. In the case where no requirement exists, it is still an effective tool for the RSO and a practical leadership opportunity for the cadets acting as pellet controllers.

- **Record the number of pellets used for each rifle.** The Cadet Air Rifle Usage Log shows the RSO when one thousand pellets have been fired by each cadet air rifle. When one thousand pellets have been fired the cadet air rifle requires cleaning. The pellet controller records the total number of pellets used in each cadet air rifle during the air rifle activity.



The Cadet Air Rifle Usage Log was developed as a practical leadership opportunity for cadets to be given added responsibility while they act as a pellet controller.

RANGE SENTRY

A range sentry is responsible, during the course of firing, to restrict entry on to the range and for changing warning signals when instructed to do so by the RSO. They must be able to constantly communicate with the RSO to report any safety concerns.

Restrict Access to the Range During Firing

On most indoor temporary ranges, access points exist and must be secured during the course of firing. By posting a range sentry outside an access point, the RSO can be assured no one can access the range and be struck by pellets. On outdoor ranges, roads leading to the range may need to be blocked and a range sentry posted to control vehicle access. In a situation where the range sentry is unable to directly attract the attention of the RSO, a means of communication such as a hand-held radio may be required.

Control Range Warning Signals

Range sentries are responsible for controlling the range warning signals. At the commencement of an air rifle marksmanship activity, a green flag / light / signal shall be posted to alert people that the range is in use but no live firing is currently in progress. The location of warning signals vary based on the local specifications of the air rifle range being used. Typically, warning signals are posted at the backstop, firing point and on access roads leading to the range.

For indoor ranges, warning signals are posted at entranceways to the room in which the range is set up. On the command of the RSO, the range sentry changes the green warning signal to red. The red signal alerts people that the range is in use and live firing is in progress. The red warning signal is posted from before the course of fire begins until the RSO has cleared the last cadet air rifle of the relay. At this time, on the command of the RSO, the range sentry changes the warning signal back to green. At the conclusion of the air rifle marksmanship activity, all warning signals are removed to indicate that the range is no longer in use.

Notify the RSO of Safety Concerns Inside / Outside the Range Area

During the conduct of an air rifle marksmanship activity, the range sentry is responsible for bringing safety concerns both on and off the range area to the attention of the RSO. These concerns may include wildlife entering the range or visitors requesting access to the range.

FIRING POINT ASSISTANT

A firing point assistant is appointed by the RSO; usually to a specific number of firing points (eg, firing points 1–4). Their main responsibility is to ensure that the firers are carrying out the RSO's commands safely and correctly.

Supervise Firers Responding to Range Commands

As the RSO gives commands, the firing point assistant observes the firers to ensure they respond correctly. Each cadet should know exactly what to do when given a command on the range. When a cadet does not perform the given command, the firing point assistant will move to the cadets firing point to ensure they are capable of firing on the range and assist where necessary. If safety is a concern, notify the RSO as soon as possible.

Assist Firers as Necessary

Some cadets may require assistance throughout the firing practice (eg, pumping the cadet air rifle, tightening their sling). The firing point assistant will look for opportunities where assistance is required, and help out the cadets as necessary.

Correct Errors

When errors are made, the firing point assistant will correct them immediately. To correct an error, explain what was done wrong, demonstrate how to perform it correctly (if able to do so) and observe the cadet perform.

Notify the RSO of Safety Concerns

Any safety concerns observed on the range shall be brought to the attention of the RSO immediately.

TARGET SCORER

The target scorer is responsible for scoring targets once they have been fired. Once a target has been scored, the score is recorded directly on the target. In some cases, an RSO may require the scores to be recorded on a spreadsheet or separate piece of paper.



The process for scoring targets is detailed in EO C406.02 (Score Air Rifle Marksmanship Targets).

There are two official targets used for air rifle marksmanship activities: the CCM Air Rifle Grouping Target (CCT2000GRTD) and the CCM Competition Target (CCT2001AR853). There are various targets used in fun and timed air rifle marksmanship activities. These other targets are reproduced locally and can be found attached to the activity's applicable instructional guide.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.

- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

- Q1. What are some of the ways to assist an RSO?
- Q2. What are the dimensions of a firing lane?
- Q3. What will be the last piece of equipment placed on the air rifle range?
- Q4. What method of cleaning should be used to clean the firing lanes on an indoor temporary air rifle range?
- Q5. What are the five duties of a pellet controller?
- Q6. How must pellets be disposed?
- Q7. What is one benefit of tracking how many pellets were fired during an air rifle activity?
- Q8. What are the responsibilities of a range sentry?
- Q9. Why is it important to restrict access points to the air rifle range?
- Q10. What does a red warning signal indicate?
- Q11. What are the duties of a firing point assistant?
- Q12. What are some occasions on the range in which the firing point assistant can assist the firers?
- Q13. When a cadet is making an error, how should it be corrected?
- Q14. Once a target is scored, where is the value recorded?
- Q15. What are the two official targets used for air rifle marksmanship activities?



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



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

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

There will be many opportunities to assist the RSO when completing marksmanship activities. Knowing how to set up and dismantle an air rifle range, enforce safety, control pellets, assist on the firing point and score targets are critical duties that have to be completed whenever completing air rifle marksmanship activities. The ways to assist an RSO produce a variety of leadership opportunities.

INSTRUCTOR NOTES / REMARKS

Cadets will assist the RSO during marksmanship activities, specifically EO M406.01 (Participate in a Recreational Marksmanship Activity) and EO C106.01 (Participate in a Recreational Marksmanship Activity).

REFERENCES

A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Cadet marksmanship program: Reference manual*. Ottawa, ON: Department of National Defence.

A0-041 CATO 14-41 Director Cadets 4. (2009). *Authorized rifle training*. Ottawa, ON: Department of National Defence.

WAYS TO ASSIST THE RSO

SET UP AN AIR RIFLE RANGE

Once the required air rifle range equipment has been collected and the cadet air rifles have been inspected, the equipment can be set up. The specific details of an air rifle range layout may vary depending on the type of air rifle range; however, the dimensions and location of the equipment will remain the same. The air rifle range will be set up by:

1. **Post warning signals.** A sentry should be posted at access points if they cannot be permanently blocked (eg, a door to a gymnasium that does not have a lock).
2. **Set up equipment at the backstop.** At one end of the room, the target frames will be set up in front of a wall. Care should be taken to avoid using a wall with windows or other items (eg, light switch, fire alarm, smoke detector) that would be damaged by a stray pellet. If this is unavoidable, a plywood covering should be placed over those items. The front of the target frame must be perpendicular to the floor and aligned with the front of other target frames along a target line. Additional lighting may be required for the target during some competition activities to satisfy competition rules. Lighting will not interfere with the cadets' view of the target frame.
3. **Indicate firing lanes.** Target frames will be centred in a lane at least 1.25 m wide and extend away from the target line toward the firing point a distance of 10 m. 10 m from the target line, another line will be marked on the floor. This is the firing line and no person will move forward of it without permission from the RSO.
4. **Place equipment at the firing point.** Behind the firing line is the firing box, an area at least 1.25 m wide by 2.5 m deep. A firing box will be allocated for each firer. A shooting mat will be placed within the firing box aligned with the firing line (during standing position firing no mat is required). Safety glasses / goggles will be placed on every shooting mat. An area behind the firing box will be allocated for range staff.
5. **Place equipment behind the firing point.** The area behind the firing point contains the table(s) required to set up a pellet distribution point, scoring area or other workspace as required for the specific air rifle marksmanship activity being conducted. The first aid point with stretcher is located in this area and must be clearly identified. The handwashing facility may be located on the range behind the firing point or in a washroom within the building.
6. **Place the cadet air rifle at the firing point.** A cadet air rifle with cadet air rifle safety rod will be the last item placed on the air rifle range. When removing the cadet air rifle from the case, control the muzzle by carrying the cadet air rifle in a vertical position with a cadet air rifle safety rod inserted into the barrel. Once the cadet air rifle is placed on the firing point, the cadet air rifle safety rod may be removed.

DISMANTLE AN AIR RIFLE RANGE

Once the air rifle marksmanship activity has been completed, the air rifle range can be dismantled. The air rifle range will be dismantled by:

1. **Store the cadet air rifle.** After an air rifle marksmanship activity, the cadet air rifle is the first piece of range equipment secured. A cadet air rifle safety rod is inserted into the barrel before the cadet air rifle is moved from the firing point. Cadet air rifles are securely stored at the unit according to current policy guidelines.
2. **Store the equipment behind the firing point.** Equipment used behind the firing point is stored next. Equipment must be cleaned (if required) and stored to prevent damage. If the first aid kit has been used, it may require refilling.
3. **Store the equipment at the firing point.** Equipment used at the firing point is stored next. Equipment must be cleaned (if required) and stored to prevent damage. Care should be taken to minimize scratching

of safety glasses / goggles. Shooting mats are folded or rolled properly to minimize rips or tears. Spotting scopes are stored in their cases (if applicable).

4. **Clean the backstop area.** Once the firing point equipment has been secured, the target frames are thoroughly emptied of spent pellets. The target holder is cleaned of any material (eg, targets, thumbtacks, staples) and the target frame is folded and stored.
5. **Clean the firing lanes.** Since lead dust in the air is a minor hazard to safety, a method of sweeping / mopping that reduces the amount of dust produced should be used. One set of cleaning gear is used after air rifle marksmanship activities to limit cross-contamination of other areas of the building.
6. **Remove the warning signals.** Once all other air rifle marksmanship equipment has been secured, the range warning signals are removed. This will indicate that the room in which the temporary indoor range was set up is now cleaned and ready for general use.

PELLET CONTROLLER

During an air rifle marksmanship activity, cadets may be appointed to assist the RSO by acting as a pellet controller. The duties of a pellet controller include:

- **Maintain possession of pellets at all times.** Pellets are placed in the possession of the pellet controller. They ensure the pellets are secured at all times by means of direct supervision.
- **Distribute pellets.** Depending on the specific type of air rifle marksmanship activity being conducted, the pellet controller counts pellets into containers that will be placed on the firing point upon the RSO's command.
- **Dispose of pellets.** Once the air rifle marksmanship activity is concluded, the pellet controller ensures that the area around the target frame is swept. The spent pellets are collected into a container for disposal by the RSO.
- **Record the number of pellets used during the activity.** As the activity proceeds, the pellet controller tracks the number of pellets being used during each relay. Once the activity is complete, the total number of pellets used can be calculated. Any additional pellets given by the RSO / range assistants to cadets during the activity (eg, misfires, deformed pellets) are added to the total. This information is used by the RSO to track the quantity of pellets available at the unit.
- **Record the number of pellets used for each rifle.** The Cadet Air Rifle Usage Log shows the RSO when one thousand pellets have been fired by each cadet air rifle. When one thousand pellets have been fired the cadet air rifle requires cleaning. The pellet controller records the total number of pellets used in each cadet air rifle during the air rifle activity.

RANGE SENTRY

A range sentry is responsible, during the course of firing, to restrict entry on to the range and for changing warning signals when instructed to do so by the RSO. They must be able to constantly communicate with the RSO to report any safety concerns.

Restrict Access to the Range During Firing

On most indoor temporary ranges, access points exist and must be secured during the course of firing. By posting a range sentry outside an access point, the RSO can be assured no one can access the range and be struck by pellets. On outdoor ranges, roads leading to the range may need to be blocked and a range sentry posted to control vehicle access. In a situation where the range sentry is unable to directly attract the attention of the RSO, a means of communication such as a hand-held radio may be required.

Control Range Warning Signals

Range sentries are responsible for controlling the range warning signals. At the commencement of an air rifle marksmanship activity, a green flag / light / signal shall be posted to alert people that the range is in use but no live firing is currently in progress. The location of warning signals vary based on the local specifications of

the air rifle range being used. Typically, warning signals are posted at the backstop, firing point and on access roads leading to the range.

For indoor ranges, warning signals are posted at entranceways to the room in which the range is set up. On the command of the RSO, the range sentry changes the green warning signal to red. The red signal alerts people that the range is in use and live firing is in progress. The red warning signal is posted from before the course of fire begins until the RSO has cleared the last cadet air rifle of the relay. At this time, on the command of the RSO, the range sentry changes the warning signal back to green. At the conclusion of the air rifle marksmanship activity, all warning signals are removed to indicate that the range is no longer in use.

Notify the RSO of Safety Concerns Inside / Outside the Range Area

During the conduct of an air rifle marksmanship activity, the range sentry is responsible for bringing safety concerns both on and off the range area to the attention of the RSO. These concerns may include wildlife entering the range or visitors requesting access to the range.

FIRING POINT ASSISTANT

A firing point assistant is appointed by the RSO; usually to a specific number of firing points (eg, firing points 1–4). Their main responsibility is to ensure that the firers are carrying out the RSO's commands safely and correctly.

Supervise Firers Responding to Range Commands

As the RSO gives commands, the firing point assistant observes the firers to ensure they respond correctly. Each cadet should know exactly what to do when given a command on the range. When a cadet does not perform the given command, the firing point assistant will move to the cadets firing point to ensure they are capable of firing on the range and assist where necessary. If safety is a concern, notify the RSO as soon as possible.

Assist Firers as Necessary

Some cadets may require assistance throughout the firing practice (eg, pumping the cadet air rifle, tightening their sling). The firing point assistant will look for opportunities where assistance is required, and help out the cadets as necessary.

Correct Errors

When errors are made, the firing point assistant will correct them immediately. To correct an error, explain what was done wrong, demonstrate how to perform it correctly (if able to do so) and observe the cadet perform.

Notify the RSO of Safety Concerns

Any safety concerns observed on the range shall be brought to the attention of the RSO immediately.

TARGET SCORER

The target scorer is responsible for scoring targets once they have been fired. Once a target has been scored, the score is recorded directly on the target. In some cases, an RSO may require the scores to be recorded on a spreadsheet or separate piece of paper.

There are two official targets used for air rifle marksmanship activities: the CCM Air Rifle Grouping Target (CCT2000GRTD) and the CCM Competition Target (CCT2001AR853). There are various targets used in fun and timed air rifle marksmanship activities. These other targets are reproduced locally and can be found attached to the activity's applicable instructional guide.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE



SECTION 3

EO C406.02 – SCORE AIR RIFLE MARKSMANSHIP TARGETS

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the Sample Grouping Target handout located at Attachment A for each cadet.

Photocopy the Sample Competition Target handout located at Attachment C for each cadet.

Prepare slides of the Air Rifle Grouping Template and Scoring Template found at Attachments B and D for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to the targets used during air rifle marksmanship activities and to generate interest.

A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to explain and demonstrate scoring grouping and competition targets while providing an opportunity for the cadets to practice under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to score the CCM Air Rifle Grouping Target and the CCM Competition Target.

IMPORTANCE

It is important for cadets to score air rifle marksmanship targets as it provides a skill that will be used when they assist a Range Safety Officer (RSO). Being able to determine the score on a target will allow the cadet to monitor their progress as they improve in applying the principles of marksmanship.

Teaching Point 1**Describe air rifle marksmanship targets.**

Time: 5 min

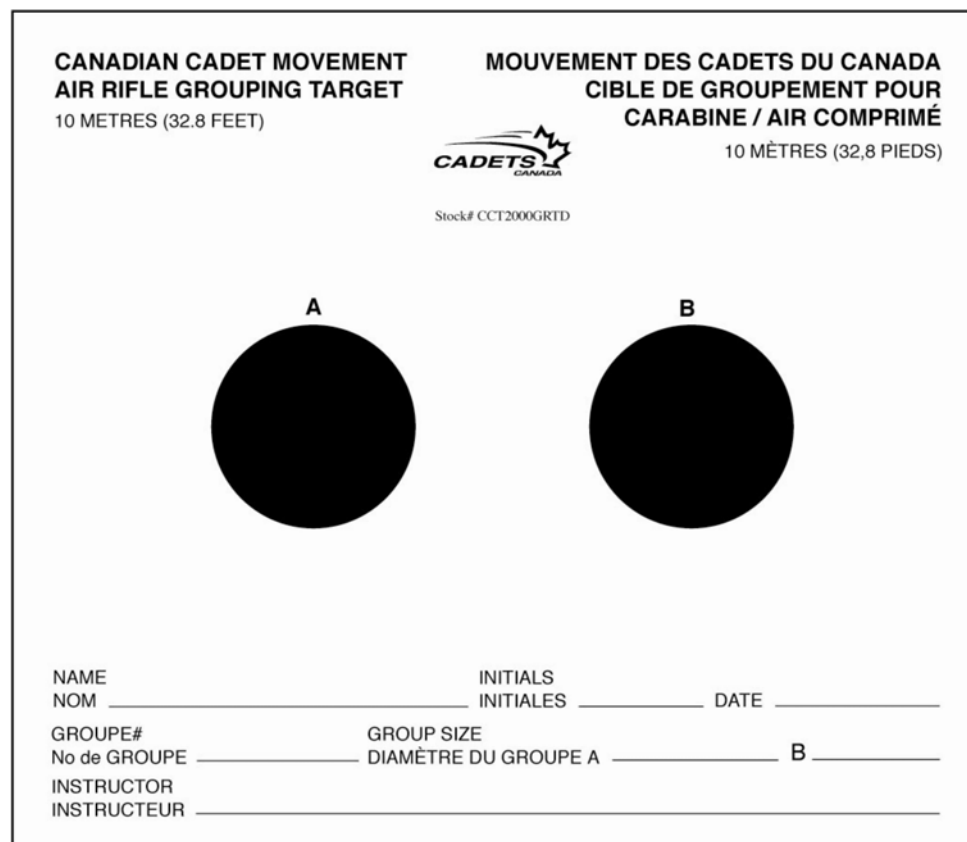
Method: Interactive Lecture

AIR RIFLE MARKSMANSHIP TARGETS

There are two official targets used for air rifle marksmanship activities: the CCM Air Rifle Grouping Target (CCT2000GRTD) and the CCM Competition Target (CCT2001AR853). There are various targets used in fun and timed air rifle marksmanship activities. These other targets are reproduced locally and can be found attached to the activity's applicable instructional guide.

CCM AIR RIFLE GROUPING TARGET

The CCM Air Rifle Grouping Target is used during classification air rifle marksmanship activities. The target consists of two diagrams. Each diagram is a shaded black circle that is 3 cm in diameter. The diagram itself is provided on the target to give the marksman an aiming mark and thus any grouping fired at each diagram does not necessarily need to be contained on the black portion of the target.



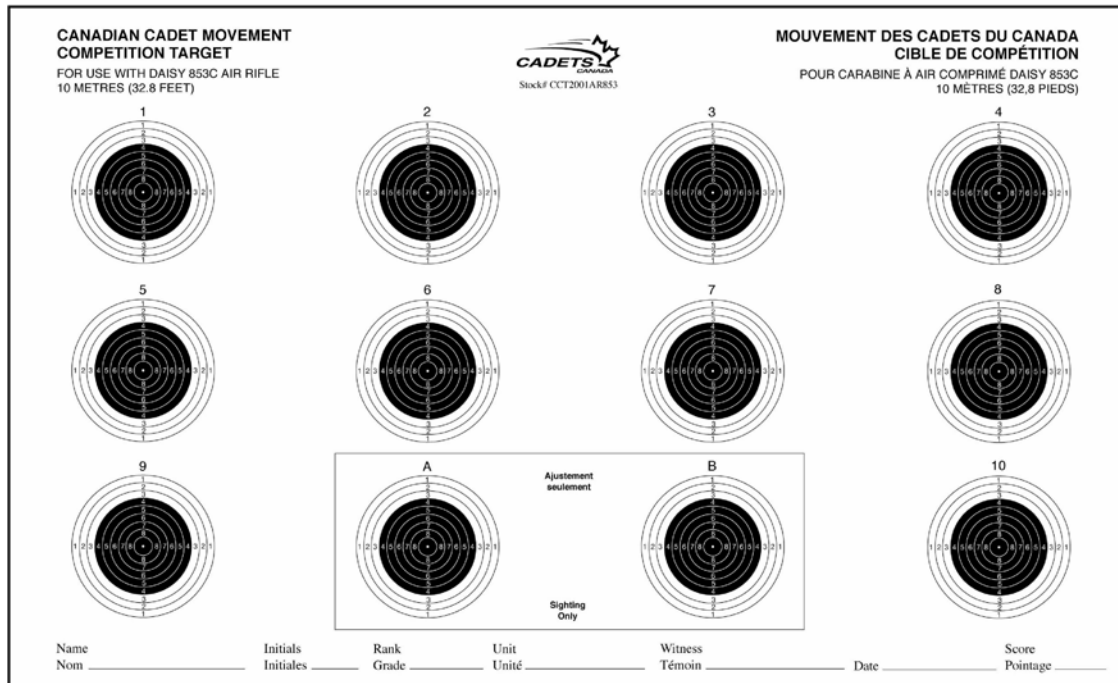
Note. Created by Director Cadets 4, 2000, Ottawa, ON: Department of National Defence.

Figure 1 The CCM Air Rifle Grouping Target (CCT2000GRTD)

CCM Competition Target

The CCM Competition Target, also called an application target, is the official target used in the CCM Marksmanship Championship Series. This target is used only with the cadet air rifle at a distance of 10 m (32.8 ft). The target contains 10 scoring diagrams and two sighting diagrams. Each scoring diagram consists of a 4.5-mm circle (the inner 3 cm of the scoring diagram is shaded black as an aiming mark) broken into 10 concentric scoring rings, scored from ten (the bull's eye) to one (the outer most ring). As there are 10 scoring

diagrams, the highest possible score (HPS) is 100. The sighting diagrams, identical to the scoring diagrams and labelled A and B, are used by the firer to confirm zeroing the cadet air rifle during the competition relay.



Note. Created by Director Cadets 4, 2001, Ottawa, ON: Department of National Defence.

Figure 2 The CCM Competition Target (CCT2001AR853)

Non-Standard Targets

Non-standard targets are used during fun and timed air rifle marksmanship activities. Non-standard targets are designed to give cadets a break from firing on the two official targets and allow for the development of activities that provide a different style marksmanship experience. Some examples of non-standard targets include the turkey shoot target, beat the clock targets, balloon targets and chase the dot targets. Other non-standard targets may be developed for use during fun and timed air rifle marksmanship activities by the activity leader as required.

Examples of non-standard targets used during fun and timed air rifle marksmanship activities can be found as attachments to EO M406.01 (Participate in a Recreational Marksmanship Activity). These targets are reproduced locally.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. How many scoring diagrams are there on the CCM Competition Target?
- Q2. What is the HPS on the CCM Competition Target?
- Q3. What are some types of targets used during fun and timed air rifle marksmanship activities?

ANTICIPATED ANSWERS:

- A1. There are 10 scoring diagrams on the CCM Competition Target.
- A2. The HPS on the CCM Competition Target is 100.
- A3. Some targets used during timed air rifle marksmanship targets are beat the clock, speed grid and chase the dots.

Teaching Point 2**Explain, demonstrate and have the cadets score the CCM Air Rifle Grouping Target.**

Time: 10 min

Method: Demonstration and Performance



For this TP it is recommended that the instructor explain and demonstrate each step required to complete the skill then monitor the cadets as they imitate each step.

Note: Assistant instructors may be employed to monitor the cadets' performance.



Provide each cadet with the Sample Grouping Target handouts located at Attachment A and an Air Rifle Grouping Template located at Attachment B.

Air Rifle Grouping Template. The Air Rifle Grouping Template is a series of grouping circles engraved or printed on transparent material. It is used to confirm the diameter of a grouping fired during familiarization or classification firing. The Air Rifle Grouping Template consists of a series of grouping circle outlines, with diameters from 1–6 cm inclusive. It is very important to correctly and consistently measure grouping targets with the grouping template.

SCORING THE CCM AIR RIFLE GROUPING TARGET

Score the CCM Air Rifle Grouping Target using the following procedure:

1. **Determine there are five shots in the grouping.** Before scoring any grouping, the number of shots on the target is determined. If a cadet has not hit the target at least five times for each grouping the score will not count. It is difficult at times to determine when several pellet holes overlap. Observe the outline of the hole for the distinct outline of an arc of a clean pellet hole. This indicates the number of pellets that may have caused the larger hole. The skill level of cadets is also a good indication of how many shots are in a grouping. If a cadet is shooting a larger grouping size, the possibility for two pellets fired exactly through one hole is slim.



Each diagram on the Sample Grouping Target handout contains five shots.

2. **Align the Air Rifle Grouping Template over the five-shot grouping so that all shots are within a scoring ring.** Once the grouping has been confirmed as being made up of five shots, the Air Rifle Grouping Template is placed over the target. The Air Rifle Grouping Template should be aligned so that all the shots fit easily within a grouping circle without touching.



A grouping size of 4 cm will be large enough to serve as a starting point for each diagram on the Sample Grouping Target handout.

3. **Determine if the grouping will fit within the next smallest ring without touching the scoring ring.** Choose the next smallest grouping circle and determine if the group fits within it. The entire group must fit within the grouping circle without touching the inside edge.
4. **Repeat as required until the grouping will not fit within the next smallest scoring ring without touching the scoring ring.**



The correct grouping size for each diagram from the Sample Grouping Target handout is:

- Target 1, Diagram A—3.5 cm,
- Target 1, Diagram B—2.7 cm,
- Target 2, Diagram A—1.8 cm, and
- Target 2, Diagram B—2.5 cm.

5. **Record the grouping size on the target.** The grouping size recorded on the target is the corresponding grouping circle diameter.
6. **Determine the classification category.** Once two groupings have been scored on one grouping target, a determination is made as to the classification category obtained. There are four categories of marksmanship classification.
 - **Marksmanship:** Each grouping must be within a circle of 3 cm in diameter.
 - **First Class Marksmanship:** Each grouping must be with a circle of 2.5 cm in diameter.
 - **Expert Marksmanship:** Each grouping must be within a circle of 2 cm in diameter.
 - **Distinguished Marksmanship:** Each grouping must be within a circle of 1.5 cm in diameter.

Each marksmanship classification category has a corresponding badge that may be worn on the uniform. The marksmanship classification does not expire and any improvement in the classification category during subsequent classification air rifle activities is reflected with the awarding of the higher category.



From the Sample Grouping Target handout, Target 1 does not meet the requirements for a marksmanship classification category. Target 2 meets the requirements for a First Class Marksmanship classification category.



Refer to Annex A of CATO 14-43, *Marksmanship Program*, for detailed instructions about the marksmanship classification program.

CONFIRMATION OF TEACHING POINT 2

The cadets' scoring of the Sample Grouping Target handout will serve as the confirmation of this TP.

Teaching Point 3**Explain, demonstrate and have the cadets score the CCM Competition Target.**

Time: 10 min

Method: Demonstration and Performance



For this TP it is recommended that the instructor explain and demonstrate each step required to complete the skill then monitor the cadets as they imitate each step.

Note: Assistant instructors may be employed to monitor the cadets' performance.



Divide the cadets into groups based on the number of scoring magnifiers and scoring plugs available. Distribute a Sample Competition Target handout located at Attachment C to each cadet. Distribute a scoring magnifier, scoring plug and Scoring Template found at Attachment D to each group.

SCORING THE CCM COMPETITION TARGET

Score the CCM Competition Target using the following procedure:

- Determine the score on each diagram.** Determine the score for each diagram using one or more of the following methods:
 - Determine the value by inspecting with the naked eye.** In most cases the scoring ring that has been broken is easily identifiable. The scoring diagrams on the competition target that can be scored in this manner are scored first as they can be completed in less time.
 - Determine the value using the .177-scoring magnifier.** If the pellet hole has occurred close to the edge of a scoring ring, it is necessary to use the scoring magnifier to enlarge the view and make a determination of value. Look through the magnifying lens and align the scoring magnifier over the pellet hole. If the pellet hole has broken or touched the higher scoring ring, award that value. If even a small gap exists between the pellet hole and the scoring ring the lower value must be awarded.
- Calculate penalties.** When scoring a target there are two penalties the scorer can determine and calculate. If a penalty is imposed, the rule number and penalty amount is noted next to the applicable diagram. The following rules are excerpts from the Canadian Cadet Movement Marksmanship Championship Series (CCMMCS).

22.3.4.1 If a Competitor fires more than the prescribed number of shots on the scoring area in a twenty (20) shot string, the shot(s) with the highest value will be discarded until the correct number of shots remain. In addition, a two (2) point Penalty will be deducted for each excess shot.

22.3.4.2 If a Competitor fires more than the prescribed number of shots on a scoring diagram, the Competitor must fire a like number of fewer shots on a subsequent scoring diagram in the same twenty (20) shot string. The Competitor will not be penalized for the first two (2) such occurrences in a Competition, but will be penalized two (2) points for each succeeding occurrence.

Note. From Canadian Cadet Movement: Cadet Marksmanship Program Reference Manual (p. 4-4-31), by Director Cadets 3, 2005, Ottawa, ON: Department of National Defence.

Figure 3 Scoring Penalties

- Record the score on the target.** Once the diagrams are given values and penalties are calculated, the score is totalled and recorded on the target. It is important to ensure the addition of values is accurate since during a competition protests may be filed due to inaccurate calculations.

CONFIRMATION OF TEACHING POINT 3

The cadets' scoring of the Sample Competition Target handout will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What are the three types of targets used during air rifle marksmanship activities?
- Q2. What size must each grouping be to award a Distinguished Marksman classification category?
- Q3. When scoring targets, how is it determined when to score the higher ring value and when to score the lower ring value?

ANTICIPATED ANSWERS:

- A1. The three types of targets are the CCM Grouping Target, CCM Competition Target and non-standard targets.
 - A2. Each grouping must be within a circle of 1.5 cm in diameter.
 - A3. If the pellet hole has broken or touched the higher scoring ring, award that value. If even a small gap exists between the pellet hole and the scoring ring the lower value must be awarded.
-

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

You must be able to score air rifle marksmanship targets to perform your duties when assisting the RSO. Being able to score air rifle marksmanship targets will also allow you to assess your own performance and the performance of others. These skills will allow you to better perform the duties of an Air Rifle Marksmanship Instructor.

INSTRUCTOR NOTES / REMARKS

Nil.




REFERENCES

A0-027 A-CR-CCP-177/PT-001 Director Cadets 3. (2005). *Canadian Cadet Movement: Cadet marksmanship program reference manual*. Ottawa, ON: Department of National Defence.

A0-148 CATO 14-43 Director Cadets 4. (2009). *Marksmanship program*. Ottawa, ON: Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK



SAMPLE GROUPING TARGET

CANADIAN CADET MOVEMENT AIR RIFLE GROUPING TARGET		MOUVEMENT DES CADETS DU CANADA CIBLE DE GROUPEMENT POUR CARABINE À AIR COMPRIMÉ
10 METRES (32.8 FEET)	Stock# CCT2000GRTD	10 MÈTRES (32,8 PIEDS)
A		B
		
NAME NOM _____	INITIALS INITIALES _____	DATE _____
GROUP# No DE GROUPE _____	GROUP SIZE DIAMÈTRE DU GROUPE A _____ B _____	
INSTRUCTOR INSTRUCTEUR _____		

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

Figure A-1 Target 1

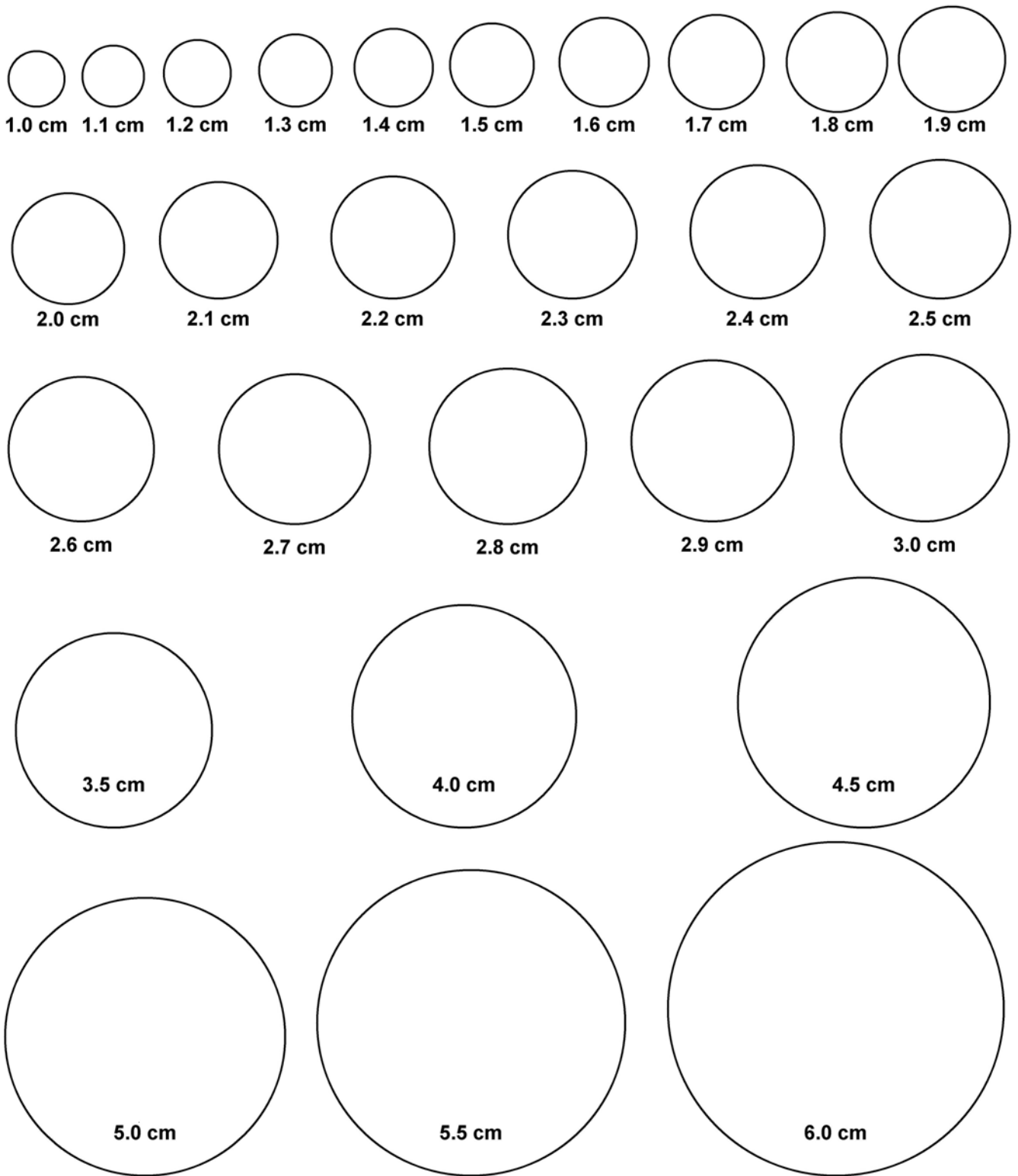
SAMPLE GROUPING TARGET

CANADIAN CADET MOVEMENT AIR RIFLE GROUPING TARGET		MOUVEMENT DES CADETS DU CANADA CIBLE DE GROUPEMENT POUR CARABINE À AIR COMPRIMÉ
10 METRES (32.8 FEET)		10 MÈTRES (32,8 PIEDS)
Stock# CCT2000GRTD		
A		B
		
NAME NOM _____	INITIALS INITIALES _____	DATE _____
GROUP# No DE GROUPE _____	GROUP SIZE DIAMÈTRE DU GROUPE A _____	B _____
INSTRUCTOR INSTRUCTEUR _____		

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

Figure A-2 Target 2

AIR RIFLE GROUPING TEMPLATE



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

Figure B-1 Air Rifle Grouping Template

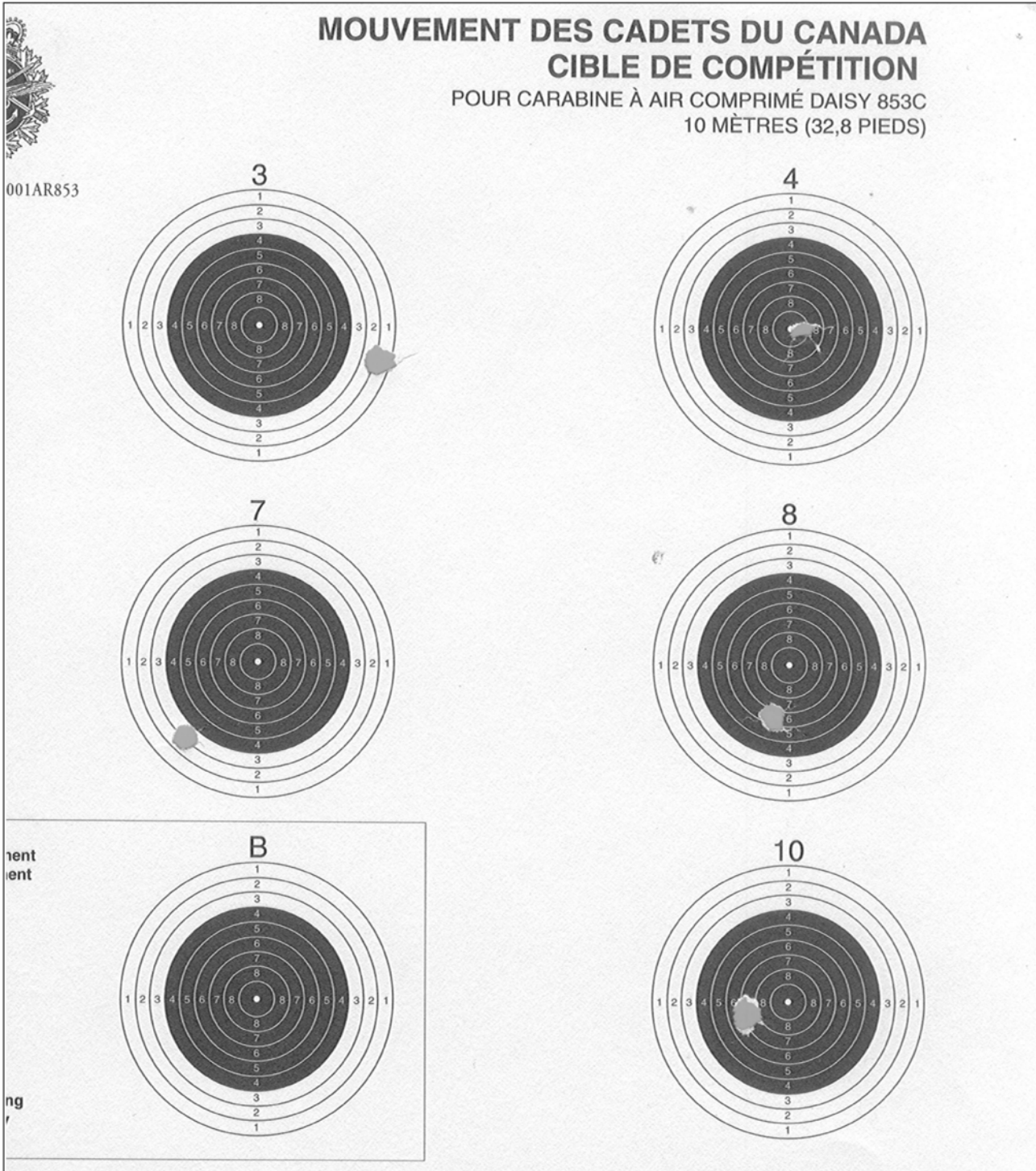
THIS PAGE INTENTIONALLY LEFT BLANK

SAMPLE COMPETITION TARGET



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

Figure C-1 Target 1 (Left Half)



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

Figure C-2 Target 1 (Right Half)

SCORING TEMPLATE



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

Figure D-1 Scoring Template

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 8

PO 407



ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE



SECTION 1

EO M407.01 – IDENTIFY PHASE FOUR TRAINING OPPORTUNITIES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

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

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about leadership appointments at the corps.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

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

Teaching Point 1

Conduct an in-class activity to identify Phase Four mandatory training opportunities.

Time: 10 min

Method: In-Class Activity

OVERVIEW

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

MANDATORY TRAINING

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

ACTIVITY

OBJECTIVE

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

RESOURCES

Resources will be IAW with each PO as listed below.

ACTIVITY LAYOUT

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

PO 401—CITIZENSHIP

Citizenship provides the cadets with an opportunity to identify the role of Youth Justice within Canada.



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

PO 402—COMMUNITY SERVICE

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



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

PO 403—LEADERSHIP

Leadership provides the cadets with an opportunity to apply their leadership knowledge and skills through practical application in a leadership appointment. The cadets will:

- use a team to accomplish a single major duty or task;
- act as a team leader;
- supervise and motivate team members;
- provide feedback to team members; and
- develop skills and knowledge of team members.



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

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

PO 404—PERSONAL FITNESS AND HEALTHY LIVING

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

- participate in the Cadet Fitness Assessment,
- update Personal Activity Plan, and
- evaluate Personal Activity Plan.

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



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

- the DVD included in the *Fitnessgram 8.0 Stand-Alone Test Kit*,
- a CD / cassette player with the audio recording of the *20-m Shuttle Run Test* beeps, and
- copies of the Cadet Fitness Assessment Scoresheet.

PO 405—RECREATIONAL SPORTS

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



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

- soccer ball,
- volleyball,

- floor hockey ball,
- hockey sticks,
- Frisbees, and
- pictures of cadets at the corps participating in recreational sports.

PO 406—AIR RIFLE MARKSMANSHIP

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



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

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

PO 407—GENERAL CADET KNOWLEDGE

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

- identify the training opportunities available in Phase Four, and
- identify the year four CSTC training opportunities.



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

- information sheets / poster on Phase Four training opportunities, and
- information sheets / poster on year four summer training opportunities.

PO 408—DRILL

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

- discuss professionalism while commanding a division,
- identify parade sequence,
- perform as a divisional petty officer on parade, and
- inspect a cadet on parade.



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

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

PO 409—INSTRUCTIONAL TECHNIQUES

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

- identify methods of instruction,
- identify elements of a positive learning environment,
- describe learner needs,
- explain assessment, and
- instruct a 30-minute lesson.



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

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

PO 420—CANADIAN NAVY AND MARITIME COMMUNITY

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

- describe current naval operations,
- describe the modernization of the Canadian Navy,
- describe the Canadian Coast Guard, and
- identify Transport Canada as a Maritime Agency.



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

- pictures of various HMC ships,
- pictures of HMC ship mascots,
- pictures of modern ship equipment,
- articles about Fisheries and Oceans Canada, and
- information about Transport Canada.

PO 423—SHIP'S OPERATIONS

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

- identify aspects of a chart,
- use navigation instruments,
- describe latitude and longitude, and
- plot a fix.



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

- charts, and
- navigation equipment.

PO 424—SAILING

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



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

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

Seamanship Inter-Divisional Competition

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

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



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

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

ACTIVITY INSTRUCTIONS

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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Identify Phase Four complementary training opportunities.**

Time: 5 min

Method: Interactive Lecture



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

PHASE FOUR COMPLEMENTARY TRAINING

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

PO 401—CITIZENSHIP

Complementary training for citizenship provides the cadets an opportunity to:

- discuss age-based laws,
- discuss federal and provincial jurisdictions,
- discuss computer crime, and
- participate in a presentation given by a guest speaker from a local community service group.

PO 402—COMMUNITY SERVICE

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

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

PO 403—LEADERSHIP

Complementary training for leadership provides the cadets an opportunity to:

- self-assess leadership skills,
- participate in a seminar on problem solving,
- participate in a seminar on time management,
- participate in a seminar on communication, and
- participate in a seminar on supervision.

PO 404—PERSONAL FITNESS AND HEALTHY LIVING

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

- describe nutrition and hydration requirements for fitness and sports activities,
- conduct the cadet fitness assessment,
- evaluate personal activity plan,
- describe stress,
- develop a personal nutrition plan, and
- create team goals.

PO 405—RECREATIONAL SPORTS

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

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

PO 406—AIR RIFLE MARKSMANSHIP

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

- identify civilian marksmanship organizations, and
- correct marksmanship error,
- fire the cadet air rifle from the standing position,
- practice holding techniques,
- practice aiming techniques,
- practice firing techniques, and
- participate in a recreational marksmanship activity.

PO 407—GENERAL CADET KNOWLEDGE

Complementary training for general cadet knowledge provides the cadets an opportunity to prepare for phase five training.

PO 408—DRILL

Complementary training for drill provides the cadets an opportunity to:

- discuss the historical use of drill,
- view a re-enactment that demonstrates the historical use of drill,
- execute flag party drill,
- deliver words of command, and
- practice ceremonial drill as a review, and execute drill with arms.

PO 409—INSTRUCTIONAL TECHNIQUES

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

- plan a lesson,
- instruct a 30-minute lesson,
- act as an assistant instructor,
- participate in a creative lesson planning workshop,
- instruct a 30-minute drill lesson,
- identify formations for drill instruction,
- plan a drill lesson, and
- instruct a 15-minute drill lesson.

PO 411—BIATHLON

Complementary training for biathlon provides the cadets an opportunity to:

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

PO 420—CANADIAN NAVY AND MARITIME COMMUNITY

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

- describe Fisheries and Oceans Canada,
- describe civilian maritime agencies and institutions,
- describe D-Day and the Battle of Normandy, and
- attend a presentation on a naval commemorative event.

PO 421—ROPEWORK

Complementary training for ropework provides the cadets an opportunity to:

- make a boatswain's belt,
- make a round mat, and
- make a net hammock.

PO 422—SMALL CRAFT OPERATIONS

Complementary training for small craft operations provides the cadets an opportunity to attain a pleasure craft operator competency card and to describe the responses to changing states of weather while operating a small craft.

PO 423—SHIP'S OPERATIONS

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

- plot a position using a three-bearing fix, and
- plot a position using a horizontal angle fix.

PO 425—NAUTICAL TRAINING

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

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

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What is the purpose of complementary training?
- Q2. What complementary training is associated with PO 401–Citizenship?
- Q3. What complementary training is associated with PO 421–Ropework?

ANTICIPATED ANSWERS:

- A1. Complementary training is used to complement the mandatory training.
- A2. Complementary training for citizenship includes:
- discuss age-based laws,
 - discuss federal and provincial jurisdictions,
 - discuss computer crime, and
 - participate in a presentation given by a guest speaker from a local community service group.
- A3. Complementary training for ropework includes:
- make a boatswain's belt,
 - make a round mat, and
 - make a hammock.

Teaching Point 3**Discuss leadership appointment opportunities at the corps.**

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

The point of the group discussion is to recognize leadership appointment opportunities in the corps from the group using the tips for answering / facilitating discussion and the suggested questions provided.

LEADERSHIP ASSIGNMENT

A leadership assignment is a specific, short or long-term practical leadership opportunity. The team leader must apply their leadership skills. The team leader will have temporary team members either within or outside their peer group. The team will accomplish a single minor duty or task.

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



Leaderships assignments in Phase Four maybe the same as Phase Three or of longer duration / complexity. Each cadet should have already completed at least two leadership assignments during Phase Three.

LEADERSHIP APPOINTMENT

A leadership appointment is a long-term practical leadership opportunity. The team leader must apply their leadership knowledge and skills and display the core leadership qualities of a cadet. The team leader will have an assigned, established team of cadets outside their peer group. These may be organizational appointments (eg, Divisional Petty Officer), training appointments (eg, Phase Instructor) or supplementary appointments (eg, Drill Team Commander). These appointments must be based on the frequency and duration of the major duties or tasks. The team leader must meet with their team on a number of occasions. Leadership appointments may be held by a single fourth year cadet (eg, Drill Team Commander) or the fourth year cadets may rotate through a position (eg, Canteen Steward).

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

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



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



Ensure a list of leadership appointments has been developed by the Training Officer before instructing this class. Below is a sample list of leadership appointments

SAMPLE YEAR FOUR LEADERSHIP APPOINTMENTS

Organizational Appointments:

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

Training Appointments:

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

Supplementary Appointments:

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



Phase Four cadets will typically be assigned the leadership appointments of Divisional Petty Officer or supplementary appointments. As required, Phase Four cadets may be assigned various other organizational and training appointments.



For the purposes of PO 403 (Act as Team Leader), Phase Four cadets will be required to fill a leadership appointment that meets the criteria defined above. This requires that the appointment involves an assigned, established team of cadets outside the Phase Four Cadet's peer group. In some circumstances some of the examples given may not meet these criteria (eg, a smaller corps that only have one cadet assigned to supply).

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS

Q1. What is the difference between a leadership assignment and a leadership appointment?

Q2. What leadership appointments are available at the corps?

Q3. Do you have any concerns knowing that you will fill a leadership appointment during this training year?



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



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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' identifying Phase Four leadership appointment opportunities in the group discussion in TP 3 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

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

INSTRUCTOR NOTES / REMARKS

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

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

REFERENCES

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

A1-019 CATO 31-03 Director Cadets Senior Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

A1-047 CATO 31-01 Director Cadets 4. (1994). *Sea cadet corps' standardized standing orders*. Ottawa, ON: Department of National Defence

PHASE FOUR POs and EOs	
PO 401–Citizenship	
Recognize How the Legal System Affects Youth	
C401.01	Describe the Differences Between the Youth Justice System and the Adult Justice System
C401.02	Discuss Age-Based Laws
C401.03	Discuss Federal and Provincial Jurisdictions
C401.04	Discuss Computer Crime
PO 402–Community Service	
Perform Community Service	
M402.01	Perform Community Service
C102.01	Participate in a Ceremonial Parade
C102.02	Perform Community Service
PO 403–Leadership	
Act as a Team Leader	
M403.01	Describe Needs and Expectations of Team Members
M403.02	Select a Leadership Approach
M403.03	Motivate Team Members
M403.04	Provide Feedback to Team Members
M403.05	Participate in a Mentoring Relationship
M403.06	Act as a Team Leader During a Leadership Appointment
C403.01	Participate in a Leadership Seminar
C303.01	Lead Team-Building Activities
C303.02	Deliver a Presentation about a Leader
PO 404–Personal Fitness and Healthy Living	
Update Personal Activity Plan	
M404.01	Participate in the Cadet Fitness Assessment
M404.02	Update Personal Activity Plan
M404.03	Evaluate Personal Activity Plan
C404.01	Describe Nutrition and Hydration Requirements for Fitness and Sports Activities
C404.02	Prepare to Conduct the Cadet Fitness Assessment
C304.01	Participate in the Cadet Fitness Assessment
C304.02	Evaluate Personal Activity Plan
C304.03	Describe Stress
C104.01	Create Team Goals
PO 405–Recreational Sports	
Participate in Recreational Sports	
M405.01	Participate in Organized Recreational Team Sports
C105.01	Participate in an Organized Sports Tabloid
C105.02	Participate in an Organized Intramural Sports Event
C105.03	Participate in an Orienteering Event
PO 406–Air Rifle Marksmanship	
Fire the Cadet Air Rifle During Recreational Marksmanship	
M406.01	Participate in a Recreational Marksmanship Activity
C406.01	Assist the Range Safety Officer
C406.02	Score Air Rifle Marksmanship Targets
C306.01	Identify Civilian Marksmanship Organizations
C306.02	Correct Marksmanship Error
C306.03	Fire the Cadet Air Rifle from the Standing Position
C206.01	Practice Holding Techniques

A-CR-CCP-604/PF-001
 Attachment A to EO M407.01
 Instructional Guide

C206.02	Practice Aiming Techniques
C206.03	Practice Firing Techniques
C106.01	Participate in a Recreational Marksmanship Activity
PO 407–General Cadet Knowledge Serve in a Sea Cadet Corps	
M407.01	Identify Phase Four Training Opportunities
M407.02	Identify Year Four CSTC Training Opportunities
C407.01	Prepare for a Merit review Board
C307.02	Participate in a Presentation Given by the Cadet Liaison Officer (CLO)
C307.03	Participate in a Presentation Given by a Guest Speaker from the Navy League of Canada
PO 408–Drill Command a Division on Parade	
M408.01	Discuss Commanding a Division on Parade
M408.02	Identify Parade Sequence
M408.03	Command a Squad
M408.04	Inspect a Cadet on Parade
C408.01	Discuss the Historical use of Drill
C408.02	View a Re-Enactment That Demonstrates the Historical use of Drill
C308.01	Execute Flag Party Drill
C308.02	Execute Cenotaph Drill
C308.03	Practice Voice for Calling Drill Commands
C208.01	Practice Ceremonial Drill as a Review
C208.02	Execute Drill with Arms
PO 409–Instructional Techniques Instruct a Lesson	
M409.01	Identify Methods of Instruction
M409.02	Identify Elements for a Positive Learning Environment
M409.03	Describe Learner Needs
M409.04	Explain Assessment
M409.05	Instruct a 30-Minute Lesson
C409.01	Plan a Lesson
C409.02	Instruct a 30-Minute Lesson
C409.03	Act as an Assistant Instructor
C409.04	Participate in a Creative Lesson Planning Workshop
C409.05	Act as an Assistant Drill Instructor
C409.06	Instruct a 30-Minute Drill Lesson
C309.04	Identify Formations For Drill Instruction
C309.05	Plan a Drill Lesson
C309.06	Instruct a 15-Minute Drill Lesson
PO 311–Summer Biathlon Participate in Competitive Summer Biathlon Activities	
C311.01	Practice Aiming and Firing the Cadet Air Rifle Following Physical Activity
C311.02	Participate in a Recreational Summer Biathlon Activity
C211.01	Identify Civilian Biathlon Opportunities
C211.02	Run on Alternate Terrain
C211.03	Fire the Cadet Air Rifle using a Sling Following Physical Activity
C211.04	Participate in a Competitive Summer Biathlon Activity
C111.01	Participate in a Biathlon Briefing
C111.02	Run Wind Sprints

C111.03	Fire the Cadet Air Rifle Following Physical Activity
C111.04	Participate in a Recreational Summer Biathlon Activity
PO 420–Canadian Navy and Maritime Community Describe Aspects of the Canadian Navy and Maritime Community	
M420.01	Describe Current Naval Operations
M420.02	Describe the Modernization of the Canadian Navy
M420.03	Describe the Canadian Coast Guard
M420.04	Describe Transport Canada as a Maritime Agency
C420.01	Describe Fisheries and Oceans Canada
C420.02	Describe Civilian Maritime Agencies And Institutions
C420.03	Participate in a Discussion / Presentation on D-Day Commemorations
C420.04	Participate in a Presentation Given by a Guest Speaker From a Civilian Maritime Agency
C320.01	Attend a Presentation on a Naval Commemorative Event
C320.02	Describe the Women’s Royal Canadian Naval Services
C320.03	Describe Naval Aviation
PO 421–Ropework Perform Ropework	
C421.01	Make a Boatswain's Belt
C421.02	Make a Round Mat
C421.03	Make a Net Hammock
C320.02	Rig a Standing Derrick
C320.03	Rig a Gyn
C320.04	Make a Monkey’s Fist
C320.05	Make a Turk’s Head
PO 422–Small Craft Operations Describe the Required Responses to Changing States of Weather While Operating a Small Craft	
C422.01	Describe the Required Responses to Changing States of Weather While Operating a Small Craft
PO 322	Attain a Pleasure Craft Operator Card
PO 423–Ship’s Operations Locate a Position on a Chart	
M423.01	Identify Aspects Of A Chart
M423.02	Use Navigation Instruments
M423.03	Describe Latitude and Longitude
M423.04	Plot a Fix
C423.01	Plot a Fix Using A Three-Bearing Fix
C423.02	Plot a Fix Using A Horizontal Angle Fix
PO 424–Sailing Sail a Sailboat IAW Canadian Yachting Association (CYA) White Sail Level Two	
M324.01	Prepare for a Sail Weekend
M324.02 - 11	CYA Whit Sail II Training
PO 425–Nautical Training Participate in a Nautical Training Weekend	
C425.01	Prepare for a Nautical Training Weekend
C425.02A	Perform Small Craft / Vessel Duties While Underway
C425.02B	Participate in a Nautical Activity

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE



SECTION 2

EO M407.02 – IDENTIFY YEAR FOUR CADET SUMMER TRAINING CENTRE (CSTC) TRAINING OPPORTUNITIES

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

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

Review CSTC staff cadet employment opportunities found at CATO 13-28, *Advanced Training–Staff Cadets*, as the prerequisites for positions may change.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

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

An interactive lecture was chosen for TP 2 and 3 to orient the cadets to year four CSTC training opportunities and to generate interest.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

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

IMPORTANCE

It is important for cadets to identify year four CSTC training and employment opportunities because they must decide what route fits them best based on their previous training. These opportunities will enable cadets to

plan their professional development in the program by transitioning from a cadet course to a staff cadet. The ability to set early goals will prepare them for future opportunities.

Teaching Point 1**Conduct a group discussion on specialty areas for year four CSTC training.**

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



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

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

AIR RIFLE MARKSMANSHIP

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

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

FITNESS AND SPORTS

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

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

MUSIC

Cadets will develop music knowledge and skills. Activities include:

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

SAIL

Cadets will develop sailing skills and knowledge IAW the Canadian Yachting Association (CYA) Learn-to-Sail (LTS) Program. Activities include:

- developing sailing skills;
- learning sailing theory;
- developing fundamental coaching knowledge and skills; and
- obtaining small craft operation qualifications.

SEAMANSHIP

Cadets will develop seamanship knowledge and skills. Activities include:

- obtaining small craft operation qualifications;
- communicating in a naval environment;
- performing ropework;
- performing petty officer of the watch duties;
- performing coastal navigation;
- performing small craft maintenance; and
- marine engineering.

DRILL AND CEREMONIAL

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

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

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

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



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



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

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Describe year four CSTC courses.**

Time: 15 min

Method: Interactive Lecture



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

COMMON COURSES

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



Refer to CATO 31-03, *Sea Cadet Program Outline* for prerequisites.

Air Rifle Marksmanship Instructor. The aim of this course is to improve the cadets' marksmanship and biathlon knowledge and skills and to prepare the cadets to assist in the delivery of marksmanship and biathlon training.

Fitness and Sports Instructor. The aim of this course is to improve the cadets' fitness and sports knowledge and skills and to prepare the cadets to assist in the delivery of fitness and sports training.

Military Band–Intermediate Musician. The aim of this course is to improve the cadets' music knowledge and skills and to prepare the cadets to assist in the delivery of music training.

Military Band–Advanced Musician. The aim of this course is to improve the cadets' music knowledge and skills and to prepare the cadets to assist in the delivery of music training.

ELEMENTAL COURSES

Intermediate Sail. The aim of this course is for cadets to become proficient in intermediate sailing skills and basic powerboat operation. Cadets will achieve CYA Bronze Sail Level IV and begin working toward achievement of CYA Bronze Sail Level V. In addition, cadets will receive Outboard Powerboat Operator certification through achievement of the Pleasure Craft Operator Competency (PCOC) and Small Boat Power qualifications (Modules 1 and 4 of the Small Craft Operator Program [SCOP]).

Sail Coach. The aim of this course is for cadets to become proficient in advanced sailing skills and safety boat operation. Cadets will achieve CYA Bronze Sail Level V and become trained CYA LTS Coaches. In addition, cadets will receive Safety Boat Operator certification through achievement of the Restricted Operator Certificate (Maritime) and Small Craft Rescue Award qualifications (Modules 2 and 3 of the SCOP).

Ship's Boat Operator. The aim of this course is to introduce the cadets to coastal navigation, to develop naval communication skills and to become proficient in the operation of small craft. Cadets will receive Powerboat Operator certification through achievement of the PCOC, Restricted Operator Certificate (Maritime) and Small Boat Power qualifications (Modules 1, 2 and 4 of the SCOP). In addition, cadets will receive Whaler / Cutter Coxswain certification through achievement of the Whalers (Pull or Power) and Whalers (Sail) qualifications (Modules 6 and 6a of the SCOP).

Chief Boatswain's Mate. The aim of this course is for the cadets to become proficient in acting as a petty officer of the watch (POOW) on a sea cadet training vessel (SCTV), performing basic coastal navigation and other shipboard duties.

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

Marine Engineer. The aim of this course is to develop in the cadets a basic knowledge of machinery systems used on Canadian Forces Auxiliary Vessels and other SCTVs. The course also provides the opportunity for cadets to attain the ORCA Class Engineer II (OCE II) certification, enabling the cadets to stand watch in the engine room of an ORCA Class Patrol Craft Training Vessel (PCT) as the second engineer. Marine Engineer is considered a national course and is conducted in one location: HMCS Quadra.

Shipwright. The aim of this course to develop in the cadets the knowledge and skills required to carry out maintenance and repairs on the small craft used at CSTCs and sailing centres. Shipwright is considered a national course and is normally only conducted in two locations, HMCS Quadra and HMCS Quebec.

Silver Sail. The aim of this course is for cadets to become proficient in advanced sailing skills and basic racing skills. Cadets will achieve CYA Silver Sail Level VI. Silver Sail is considered a national course and is normally only conducted in one location: HMCS Quadra.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What common CSTC courses are available in year four?
- Q2. What elemental CSTC courses are available in year four?
- Q3. What courses are considered national courses?

ANTICIPATED ANSWERS:

- A1. Air Rifle Marksmanship Instructor, Fitness and Sports Instructor and Military Band–Intermediate Musician.
- A2. Intermediate Sail, Sail Coach, Ship's Boat Operator, Chief Boatswain's Mate, Drill and Ceremonial Instructor, Marine Engineer, Shipwright, and Silver Sail.
- A3. Marine Engineer, Shipwright, and Silver Sail.

Teaching Point 3

Describe staff cadet employment opportunities.

Time: 5 min

Method: Interactive Lecture

STAFF CADETS



The information below provides a brief introduction to what a staff cadet is and the types of opportunities that exist. To obtain more detailed and up to date information CATO 13-28, *Advanced Training–Staff Cadets* should be consulted prior to conducting this lesson.

CATO 13-28, *Advanced Training–Staff Cadets*, defines staff cadets as follows:

- Staff cadets are appointed to such rank as is authorized by the Commanding Officer (CO) of a Cadet Summer Training Centre (CSTC) established to conduct summer training.

- On the authority of the CO of the CSTC, Staff cadets may be requested to participate in advanced training, including instructional, supervisory or administrative functions that are approved by the Regional Cadet Support Unit (RCSU) CO for that training centre.
- Staff cadets may not be less than 16 years of age as of the first day of January of the year of advanced training.
- Staff cadets are not employees. Participation by the staff cadet during authorized CSTC summer training constitutes advanced training



While staff cadets are not considered employees, they do receive pay during their time at a CSTC. Each position has a designated rank that corresponds to pay incentive. For more details see Annexes B and E of CATO 13-28, *Advanced Training–Staff Cadets*



There are more advanced positions available. For the purpose of this lesson only positions available to year four cadets will be introduced.

Staff cadet classifications are divided into two distinct categories:

- type 1—Those who provide direct training, to cadets (eg, divisional petty officer (DPO) and Instructor, and
- type 2—Those who have administrative / support roles (eg, storesman, ship's writer, roundsman, canteen clerk, and shipwright.)



Prerequisites are outlined in CATO 13-28, *Advanced Training–Staff Cadets* for each individual position.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. What is the age requirement for staff employment opportunities?
- Q2. What are the two categories of staff employment opportunities?
- Q3. Name a staff position in each type of category.

ANTICIPATED ANSWERS:

- A1. 16 years of age on / before January 1 of the training year.
- A2. Type 1—Training and Type 2—Administrative / Training Support.
- A3. Type 1 includes instructor or DPO. Type 2 includes storesman, ship's writer, roundsman, canteen clerk, and shipwright.

END OF LESSON CONFIRMATION

The cadets' participation in the group discussion on year four CSTC opportunities will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Summer training is a fun and exciting aspect of the Cadet Program, which offers training in specialty areas that may not be accessible at the corps. CSTCs are places to meet other cadets and to make new friends from across Canada. It is important to be familiar with the training and employment options available at CSTCs. This will allow cadets to plan their training with the intention of preparing for a specific employment position in the future.

INSTRUCTOR NOTES / REMARKS

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

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

REFERENCES

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

A0-033 CATO 14-21 Director Cadets 3. (2004). *Music training and education with the Canadian Cadet Organizations*. Ottawa, ON: Department of National Defence.

A0-128 CATO 13-28 Director Cadets 2. (2006). *Advanced training—Staff cadets*. Ottawa, ON: Department of National Defence.

A1-096 CATO 31-03 Director Cadets 3. (2006). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE



SECTION 3

EO C407.01 – PREPARE FOR A MERIT REVIEW BOARD

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Prepare to conduct merit review boards IAW CATO 13-02, *Cadet Rank Promotions*.



The practice merit review board in TP 3 should be composed of adults who have competent interview skills (eg, officers, civilian instructors, volunteers). Senior cadets should only be used as a last resort.

Obtain the materials for conducting a merit review board for a promotion interview.

Prepare interview questions, marking sheets and candidate scoring sheets (to be created locally) for TP 3.

Arrange for assistant instructors for TP 3.

Obtain a copy of CATO 13-02, *Cadet Rank Promotions*, for each member of the merit review board for promotion.

Photocopy Attachments A, B and D for each cadet.

Photocopy the Merit Review Board Scoresheet located at Attachment C (the number of photocopies will vary based on the number of board members and Phase Four cadets).

Using Attachment B as a guide, prepare the Merit Review Board Scoresheet by deciding on six questions to ask during the practice merit review board.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to present preparations for merit review boards and to summarize the teaching points.

An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest among the cadets about the cadets about merit review boards.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to prepare for a merit review board.

IMPORTANCE

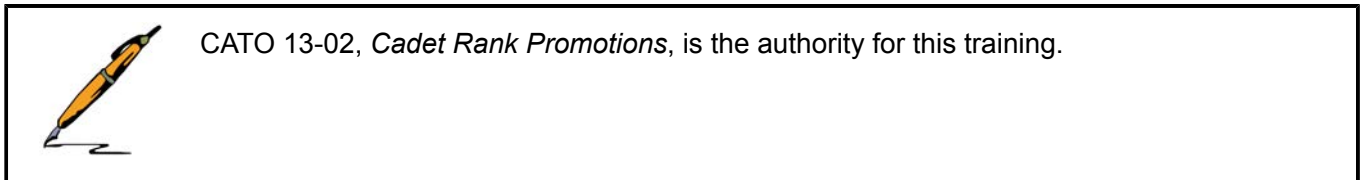
It is important for cadets to prepare for a merit review board to help them succeed in gaining opportunities through competitive application processes.

Teaching Point 1**Identify occasions for a merit review board.**

Time: 5 min

Method: Interactive Lecture

Merit review boards are a structured interview where candidates are evaluated by a group of board members. Candidates are scored on their dress, deportment and answers given to interview questions. Merit review boards are most often conducted for promotion to Chief Petty Officer Second Class and Chief Petty Officer First Class. They provide selection recommendations that are fair and open, and provide candidates with valuable constructive feedback on their performance.

PROMOTIONS REQUIREMENTS

A merit review board is required to be promoted to Chief Petty Officer Second Class and Chief Petty Officer First Class. Promotion merit review boards have many benefits for the corps, to include:

- giving the cadet incentive to learn details of the rank or appointment responsibilities;
- ensuring that the best cadet is selected; and
- satisfying all members of the corps that the best available cadet is leading them.

OTHER POSSIBLE OCCASIONS FOR A MERIT REVIEW BOARD**Awards**

Some corps may conduct a merit review board for important awards. Most often, recommendations for awards are made by a board of staff members who are familiar with the work of all cadets. In all cases, recommendations are given to the Commanding Officer (CO). The CO is the final arbiter of awards.

Scholarships

Scholarship cadets are often selected by the person or entity that is providing the scholarship funding. Corps may choose to hold a merit review board for such a purpose.

Senior Appointments Within the Corps

Some corps may conduct a merit review board for certain appointments within the corps. Most often corps will conduct a workshop or seminar for senior cadets at the beginning of the training year. During this time a merit review board may be conducted for senior appointments within the corps (eg, Coxswain or Regulating Petty Officer).

Cadet Summer Training Centre (CSTC) Training Opportunities

When a corps has multiple excellent cadets for a limited number of course spaces, selection of cadets must be done in an open manner. The CO requires recommendations that are both unbiased and clearly seen to be unbiased. While staff members can and often do provide effective recommendations, the merit review board provides an unbiased option.

CSTC Staff Appointments

When staff cadets arrive at a CSTC prior to the start of summer training, they may be interviewed by a board. This usually takes one of two forms:

- cadets are interviewed by a panel of officers to determine which CSTC position they are most suited; and
- senior cadets are interviewed by a merit review board for Chief Petty Officer positions.

In either case, the interview skills learned at a corps will prove vital to the cadet.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What are two important benefits of merit review boards?
- Q2. What are five occasions in which a cadet might encounter a merit review board?
- Q3. What benefit does a corps get from holding promotion merit review boards?

ANTICIPATED ANSWERS:

- A1. Merit review boards have two important benefits:
- providing selection recommendations that are fair and open; and
 - providing cadets with a valuable life skill.
- A2. A cadet might encounter a merit review board for:
- promotions,
 - awards,
 - scholarships,
 - senior appointments within the corps,
 - CSTC training opportunities, and
 - CSTC staff appointments.
- A3. Promotion merit review boards have many benefits for the corps, to include:
- giving the cadets incentive to learn details of the rank or appointment responsibilities;
 - ensuring that the best cadet is selected; and
 - satisfying all members of the corps that the best available cadet is leading them.

Teaching Point 2**Describe how to prepare for a merit review board for promotion and tips for a successful interview.**

Time: 20 min

Method: Interactive Lecture

HOW TO PREPARE FOR A MERIT REVIEW BOARD FOR PROMOTION

A cadet for a merit review board for promotion should:

- think about potential questions that could be asked and prepare answers to them;
- talk to others who have been through the process to find out what to expect; and
- participate in any opportunity to practice for a board, such as practice merit review boards.

Dress Requirements

The interview cadet shall identify dress requirements ahead of time. The uniform must be worn in accordance with the cadet dress instructions in the relevant Cadet Administration and Training Order (CATO). Dress shall be maintained to a high standard.



Arriving properly dress to a merit review board or even a civilian interview is critical. The way in which the interviewee is dressed may influence the interviewer's first impression. One should always present themselves in a clean and tidy manner.

TIPS FOR A SUCCESSFUL INTERVIEW**Importance of Bearing**

Many cadets exhibit high standards of dress and high levels of knowledge. The final selections will be based partly on the winning candidates' bearing.

Unless given other instructions, the cadet will enter facing the board, wearing headdress and salute. Wait until offered a seat and remove headdress when seated.

During the interview, do nothing that may distract the interviewers, such as:

- biting one's lips;
- squirming;
- scratching;
- chewing gum;
- twisting fingers;
- playing with hair;
- checking the time;
- yawning—make sure to have a good night's sleep before the interview; and
- taking anything into an interview that has any chance of distracting the interviewers.

Hand gestures while speaking may also distract interviewers.

Sit with an open posture with arms and legs uncrossed.

The members of the board want the cadet to feel comfortable and relaxed. Try to be so, while maintaining respect and decorum. A confident cadet sits up straight, calmly looking the interviewer straight in the eyes without fidgeting. Nodding or shaking the head does not constitute an answer of any kind. All replies must be verbal.

Cadets must be prepared to introduce themselves.

Remember that the interviewers are also going through a process for which they have made long preparations and to which they attach great importance. The cadet being interviewed is, in many ways, part of a team that includes the interviewers. All members of this team are expected to maintain respect, decorum and friendliness.

When the interview is completed, stand, replace headdress, make firm eye contact, salute, and smartly depart the room. The board members may or may not offer to shake hands. Follow their lead.

Merit Review Board for Promotion Questions



Distribute a copy of Attachment A to each cadet.

IAW CATO 13-02, *Cadet Rank Promotions*, question areas at a merit review board for promotion may include:

- cadets recounting their achievements through cadet training (eg, corps program, CSTC program);
- cadets explaining what previous positions of leadership they have held (eg, at cadets, at school) and how they performed in related situations;
- personal goals and / or their goals for the corps;
- scenario-based questions that relate to typical corps situations where the candidate shares how they might approach / deal with the situation; and
- achievements outside of the cadet corps setting (eg, at school, in their community, sports teams, extracurricular activities).

Cadets are expected to take their time when formulating answers but the answer should be as direct as possible. Ask for clarification when necessary. A comprehensively correct answer, formulated carefully and delivered in a relaxed, friendly manner is best.

If the cadet does not know the answer to a question it is best to say so, in as direct a manner as possible, so the interviewer moves on to another topic where the candidate has better knowledge. This will help minimize both the psychological impact of the missing information and the damage to the candidate's mark. Shoulders must never be shrugged during an interview.



Distribute a copy of Attachment B to each cadet.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. How will a candidate know which uniform to wear for a merit review board interview?
- Q2. When should a candidate take a seat in an interview?
- Q3. What should candidates say if the answer to a question is unknown?

ANTICIPATED ANSWERS:

- A1. The interview candidate shall identify dress requirements ahead of their interview.
- A2. When offered a seat.
- A3. It is best to say they do not know, in as direct a manner as possible.

Teaching Point 3

Have the cadets participate in a practice merit review board based on the instructions given in TP 2.

Time: 55 min

Method: In-Class Activity



The practice merit review board should be composed of adults who have competent interview skills (eg, officers, civilian instructors and volunteers). Senior cadets should only be used as a last resort.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets participate in a practice merit review board.

RESOURCES

- Annex B of CATO 13-02, *Cadet Rank Promotions*,
- Merit Review Board Score Sheets,
- Dress Inspection Scoresheets,
- Calculator, and
- Pens / pencils.

ACTIVITY LAYOUT

- In a quiet room:
 - place a table and a chair for each board member and one chair facing the merit review board for the candidate;
 - arrange the lighting to provide the interviewers with a good view of the candidate; and
 - ensure the candidate's back faces toward any window or opening, to avoid distraction.

- Arrange a holding area for cadets prior to their interview.
- Arrange a separate holding area for cadets following their interview.
- Arrange for a messenger to bring each candidate for their interview as directed by the merit review board.

ACTIVITY INSTRUCTIONS

1. Prior to the commencement of the practice merit review boards:
 - (a) show the practice merit review board members to their room;
 - (b) ensure that each practice merit review board member has the required resources;
 - (c) distribute the Merit Review Board Scoresheet to each merit review board member;
 - (d) assign a question(s) to each merit review board member to ask during the practice merit review board;
 - (e) assign a merit review board member to inspect each cadet using the Dress Inspection Scoresheet;
 - (f) introduce the messenger to the practice merit review board;
 - (g) explain that the board members will tell the messenger when to bring each cadet; and
 - (h) explain that cadets will be guided to a separate holding area after being interviewed.
2. Conduct the practice merit review boards by:
 - (a) having the messenger bring a cadet into the room;
 - (b) having the assigned merit review board member inspect the cadet;
 - (c) having the cadet report to the merit review board and sit down;
 - (d) introducing the cadet to the members of the merit review board;
 - (e) explaining to each cadet how the merit review board will be conducted; asking if the cadet has any questions prior to asking interview questions;
 - (f) having the merit board review members ask their pre-assigned questions;
 - (g) having the merit board review members score the cadet based on their answers and take notes;
 - (h) de-briefing the cadet on their performance and providing them with a copy of their Merit Review Board Scoresheets; and
 - (i) having the messenger bring the cadet into the separate holding room prior to bringing in the next cadet.
3. Upon completion of the practice merit review boards;
 - (a) thank the members of the practice merit review board for their time and effort; and
 - (b) debrief the cadets by providing feedback, focusing on:
 - (1) best practices,
 - (2) general trends and key areas for improvement, and
 - (3) re-motivation, highlighting the effort and accomplishments of the group.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

The cadets' participation in the practice merit review board will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Have the cadets prepare for a merit review board.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Effective preparation for merit review boards will help to obtain important opportunities. These skills will also prove invaluable throughout life.

INSTRUCTOR NOTES / REMARKS

When scheduling this lesson, allow at least two weeks between TPs 2 and 3.

REFERENCES

A0-126 CATO 13-02 Director Cadets 3. (2008). *Cadet rank promotions*. Ottawa, ON: Department of National Defence.

A1-003 CATO 35-01 Director Cadets 4 (2006). *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON: Department of National Defence.

C0-416 Air Cadet League of Canada BC Committee (2009). *Sponsoring committee resources: Mock boards*. Retrieved March 4, 2009, from http://www.aircadetleague.bc.ca/SponCommResources/Mock_Boards.PDF

THIS PAGE INTENTIONALLY LEFT BLANK

EXAMPLE QUESTIONS TO EXPECT AT A MERIT REVIEW BOARD FOR PROMOTION

Question areas may include:

- achievements through cadet training (eg, corps program, CSTC program);
- previous positions of leadership held (eg, at cadets, at school) and your performance in related situations;
- personal goals and / or goals for the corps;
- achievements outside of the cadet corps setting (eg, at school, in the community, sports teams, extra-curricular activities), and
- scenario-based questions that relate to typical corps situations and how you might approach / deal with the situation.

All candidates will be asked the same questions, which could be similar to the following examples:

- Describe your current corps responsibilities.
- Describe your involvement in corps teams, band and drill, flag party or clubs.
- What leadership positions have you held in any organization?
- What do you consider are your strengths / weaknesses?
- If you had to change something about yourself, what would it be?
- How did you become interested in the cadet movement?
- On an average evening, how much time do you dedicate to homework?
- For what do you use your home computer (eg, games, research, emails)?
- Where are you headed in life?
- Do you plan to take any post-secondary school education?
- What discipline or education do you wish to pursue?
- Do you have a part-time job and, if so, does it compete with cadets or school?
- What community related-activities do you participate in?
- What targets have you set for your personal growth or improvement?
- Do you participate in any organized school teams / groups (eg, band, football)?
- Are you involved with any citizenship activities in your community outside of cadets?
- Do you have any hobbies?
- Scenario-based questions:
 - You have been given responsibility for a group of cadets, some of whom require motivation in uniform care. What will you do?
 - You are in charge of drill instruction and one of your assistant instructors keeps touching cadets when correcting them, despite your instructions to not touch. What do you do?

THIS PAGE INTENTIONALLY LEFT BLANK

PREPARATION FOR A MERIT REVIEW BOARD FOR PROMOTION

A candidate for a merit review board for promotion should:

- think about potential questions that could be asked and prepare answers to them;
- talk to others who have been through the process to find out what to expect; and
- participate in any opportunity to practice for a board, such as practice merit review boards.

Dress Requirements

The interview candidate shall identify dress requirements well ahead of time. The uniform must be worn in accordance with the cadet dress instructions in the relevant Cadet Administration and Training Order (CATO). Dress shall be maintained to a high standard.

TIPS FOR A SUCCESSFUL INTERVIEW

Importance of Bearing

Many candidates will exhibit high standards of dress and high levels of knowledge. The final selections will be based partly on the winning candidates' bearing.

Unless given other instructions, the candidate will enter facing the board, wearing headdress, and salute. Wait until offered a seat and remove headdress when seated.

During the interview, do nothing that may distract the interviewers, such as:

- biting one's lips;
- squirming;
- scratching;
- chewing gum;
- twisting fingers;
- playing with hair;
- checking the time;
- yawning—make sure to have a good night's sleep before the interview; and
- taking anything into an interview that has any chance of distracting the interviewers.

Hand gestures while speaking will also distract interviewers, making a negative impression.

Sit with an open posture and legs and arms not crossed.

The members of the board want the cadet to feel comfortable and relaxed. Try to be so, while maintaining respect and decorum. A confident candidate will sit up straight, calmly looking the interviewer straight in the eye without fidgeting. Nodding or shaking the head does not constitute an answer of any kind. All replies must be verbal.

Candidates must be prepared to say some introductory words about themselves.

Remember that the interviewers are also going through a process for which they have made long preparations and to which they attach great importance. The candidate being interviewed is, in many ways, part of a team which includes the interviewers. All members of this team are expected to maintain respect, decorum and friendliness.

When the interview is completed, stand, replace headdress, make firm eye contact, salute, and smartly depart the room. The board members may or may not offer to shake hands. Follow their lead.

If the candidate does not know the answer to a question it is best to say so in as direct a manner as possible so the interview moves on to another topic where the candidate has better knowledge. This will minimize both the psychological impact of the missing information and the damage to the candidate's mark. Shoulders must never be shrugged during an interview.

MERIT REVIEW BOARD SCORESHEET



Cadet's Name: _____

Date: _____

Question	Score	Comments
1.	/5	
2.	/5	
3.	/5	
4.	/5	
5.	/5	
6.	/5	
Total	/30	

Additional Comments:

Board Member's Name: _____

Board Member's Signature: _____

THIS PAGE INTENTIONALLY LEFT BLANK

DRESS INSPECTION SCORESHEET

Cadet's Name: _____

Date: _____

Uniform Items / Accessories	Score	Comments
HEADDRESS		
Sea Cadet Cap	/5	
CLOTHES ON THE UPPER BODY		
Badges (proper placement and sewn on correctly)	/5	
Cadet Slip-on or Armlet	/5	
Gunshirt / Turtleneck Sweater	/5	
Uniform Jacket and Belt	/5	
Name Tag	/5	
CLOTHES ON THE LOWER BODY		
Trousers and Belt	/5	
FOOTWEAR		
Parade Boots (with socks)	/5	
OVERALL PERSONAL APPEARANCE		
Hair (includes facial hair)	/5	
Makeup, Jewellery, Sunglasses, etc	/5	
Total	/50	

Note. Additional comments may be recorded on the back of the checklist

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 9

PO 408



COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE



SECTION 1

EO M408.01 – DISCUSS COMMANDING A DIVISION ON PARADE

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions*, for every three cadets, for reference during the group discussion.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A group discussion was chosen for this lesson as it allows the cadet to interact with their peers and share their knowledge and opinions about commanding a division on parade. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadet's listening skills and team development.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have discussed commanding a division on parade.

IMPORTANCE

It is important for cadets to discuss commanding a division on parade in a professional and confident manner as their performance can positively influence the cadets within the division. It is important to be aware of the key attributes required to successfully command a division while on the parade square, such as maintaining a high standard of appearance, presence and bearing.

Teaching Point 1**Discuss commanding a division on parade.**

Time: 25 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

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



Phase Four cadets will be given opportunities to fill various parade appointments (eg, Divisional Petty Officer). The term team leader has been used throughout this EO to encompass any position.

COMMANDING A DIVISION ON PARADE

The aim of drill is to contribute to the operational effectiveness of the Cadet Program. This aim can be achieved by ensuring cadets march and manoeuvre on the parade square as one unit and by promoting discipline, alertness, precision, pride and the cohesion necessary for success.

Communicating Effectively

As the team leader, there will be various occasions when effective communication will be required, such as when:

- communicating drill commands; and
- speaking to the division, in a more informal method.

When speaking to cadets in a division, clear and positive communication is necessary to aid in achieving the aim of drill. Profanity, personal sarcasm or negative comments shall never be used.

When calling drill commands, the team leader must develop and use a vocabulary of short, concise words to impress on the division that the movement must be performed smartly. When communicating or referring to drill commands and movements, words to use could include:

- sharp,
- crack,
- drive,
- seize, and
- grasp.

Sharp drill movements are dependent on the words of command being properly delivered. Words of command are to be pronounced clearly and distinctly, with confidence and determination, since they convey an order which is to be promptly obeyed.



When correcting errors, the team leader is to address the cadet in a positive tone. The most effective way to correct errors is to explain and demonstrate the correct method and then have the cadet(s) complete the movement(s) the correct way while being observed. This allows the cadet to learn from their error(s).

Executing Sharp Personal Drill

Team leaders must execute all drill movements confidently, correctly and smartly. The characteristics of drill are efficiency, precision and dignity and these qualities are developed through self-discipline and practice.

Team leaders who display constant proficiency in drill are recognized throughout the Cadet Program as highly trained, well-disciplined and professional. Well executed drill develops individual pride, mental alertness, precision and esprit-de-corps. It also sets the standard for the completion of parades and builds a sense of confidence between the team leader and cadet that is essential to high morale.

Maintaining Dress IAW Dress Instructions

Team leaders shall be well groomed with footwear cleaned and shone. The uniform shall be clean and properly pressed at all times.

Dress instructions help ensure a positive image and a high standard of dress are consistent among all cadets when in uniform. Showcasing a high standard of personal dress, appearance and grooming will aid in exhibiting confidence and reflect that the team leader has knowledge of the dress instructions.



Refer to CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions*, for further information on dress standards.

Exhibiting a Positive Attitude

Team leaders should always exhibit a positive attitude toward the members of the division while on the parade square because a positive attitude will encourage the cadets to want to follow the example set by the team leader.

The positive attitude taught and developed on and off the parade square must be maintained by the team leader at all times.

Conducting Oneself in an Appropriate Manner

As the team leaders are expected to set the example for the division, it is important to project an image of discipline and self-control.

Chewing gum, slouching, sauntering, placing hands in pockets and similar deportment that detracts from a proud and orderly appearance are unacceptable for team leaders.



The appearance, presence and bearing of the team leader must be of the highest standard since this example may be imitated by the cadets within the division.

GROUP DISCUSSION

**TIPS FOR ANSWERING / FACILITATING DISCUSSION:**

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

SUGGESTED QUESTIONS:

- Q1. What attributes do you expect from a person when they are commanding a division? Why?
- Q2. As a member of a division, what were some of the positive attributes that you noticed / remember about your team leader they were on the parade square?
- Q3. What are some leadership competencies you have noticed in the past as a member of a division? What competencies should you exhibit when commanding a division on parade?
- Q4. Have you ever commanded a division on parade? If so, what did you learn from this experience(s)? What went well when you commanded a division on parade? What did not go well when you commanded a division on parade?
- Q5. Why is it important to communicate effectively to the cadets within the division when commanding a division on parade?
- Q6. Why is it important to exhibit a positive attitude when commanding a division on parade?
- Q7. As a team leader it is important to maintain a positive attitude and a high standard of dress? Why?



Write the mentioned / discussed topics on a flip chart and display them for the cadets so they can refer to them.



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



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

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

When assigned to command a division on parade it is important to conduct oneself with professionalism and confidence. A team leader who portrays a high standard of appearance, presence and bearing positively affects how cadets conduct themselves and respond to orders that are given on the parade square.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

A1-003 CATO 35-01 D Cdts (2006). *Royal Canadian Sea Cadets Dress Instructions*. Ottawa, ON: Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE



SECTION 2

EO M408.02 – IDENTIFY PARADE SEQUENCE

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the parade sequence from A-CR-CCP-601/PF-001, *Phase One Instructional Guides*, Chapter 8, Section 13, Annex A, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade), to distribute during TP 2 to each cadet.

Photocopy the ACR sequence from A-CR-CCP-601/PF-001, *Phase One Instructional Guides*, Chapter 8, Section 13, Annex D, PO 108 (Participate in an ACR Parade) to distribute during TP 3 as a reference for every three cadets.

Review any regional orders regarding conducting ACR parades.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadet to the parade sequences of a parade night and an ACR.

INTRODUCTION

REVIEW

The review for this lesson is from EO M408.01 (Discuss Commanding a Division on Parade).

QUESTIONS:

- Q1. What are some examples of communicating effectively when commanding a division on parade?
- Q2. What attributes should a cadet demonstrate when commanding a division on parade?
- Q3. What are some important aspects of your dress to follow / maintain when commanding a division on parade?

ANTICIPATED ANSWERS:

- A1. When speaking to cadets in a division, clear and positive communication is necessary to aid in achieving the aim of drill. When commanding a division on parade, the team leader must develop and use a vocabulary of short, concise words to impress on the division that the movement must be performed smartly.
- A2. Some of the attributes would include:
- communicating effectively;
 - executing sharp personal drill;
 - maintaining dress IAW dress instructions;
 - exhibiting a positive attitude; and
 - conducting oneself in an appropriate manner.
- A3. Team leaders shall be well groomed with footwear cleaned and shone. The uniform shall be clean and properly pressed at all times.

OBJECTIVES

By the end of this lesson the cadet shall have identified the parade sequence of a parade night and an ACR.

IMPORTANCE

It is important for cadets to know the sequence of a parade night's opening and closing parades and an ACR as they will be in placed in a team leader role and will need to know the commands, formations and locations of all members on the parade square. Cadets will be looking to their team leader for guidance during a parade night's opening and closing parades and during an ACR.

Teaching Point 1**Discuss the roles of parades within the Cadet Program.**

Time: 5 min

Method: Interactive Lecture



This TP is intended to introduce the many parades that may be conducted within the Cadet Program.



Cadet corps may have specific traditions that they follow for some of their parades.

ROLES OF PARADES WITHIN THE CADET PROGRAM

The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.

Parade Night

Cadet corps conduct an opening and closing parades most times when they meet for training, as it allows cadets to take attendance, practice drill and inspect uniforms. These parades also provide an excellent opportunity for announcements, presentation of awards and promotions. Opening and closing parades usually follow the ACR sequence, allowing cadets to learn the ACR sequence throughout the training year.

ACR

Each year, cadet corps are required to conduct an ACR parade. The ACR parade provides an opportunity for cadet corps to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

Remembrance Day

Every year on November 11, Canadians gather at memorials from coast to coast to remember those who have lost their lives in war or peacekeeping missions. Cities across Canada host Remembrance Day ceremonies and are usually attended by government officials, veterans, serving military members, police, cadets and the general public. At a Remembrance Day ceremony, cadet corps may march in the parade or provide a guard(s) for the cenotaph or memorial.

Special Ceremonial Parades

Special ceremonial parades may be conducted throughout the cadet training year. The following is a list of special ceremonial parades that may be conducted:

- Battle of Britain,
- Battle of the Atlantic,
- Ceremony of the Flags,
- Change of Command,
- Drumhead Ceremony,
- Freedom of the City,
- Military Funeral,

- Retreat and Tattoo,
- Sunset Ceremony, and
- Trooping the Colour(s).

Drill demonstrations may be performed during special ceremonial parades. Standard drill movements must be used at all times.



Refer to A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*, for further information on special ceremonial parades.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What is the purpose of parades?
- Q2. What two parades are normally conducted on a parade night?
- Q3. Identify some of the special ceremonial parades that may be conducted.

ANTICIPATED ANSWERS:

- A1. The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.
- A2. Cadet corps conduct an opening and closing parades on a parade night.
- A3. The following is a list of special ceremonial parades that can be conducted:
 - Battle of Britain,
 - Battle of the Atlantic,
 - Ceremony of the Flags,
 - Change of Command,
 - Drumhead Ceremony,
 - Freedom of the City,
 - Military Funeral,
 - Retreat and Tattoo,
 - Sunset Ceremony, and
 - Trooping the Colour(s).

Teaching Point 2**Describe the parade night sequence.**

Time: 10 min

Method: Interactive Lecture



This TP describes the opening and closing parade sequences during a parade night from the view of a team leader commanding a division on parade.

Distribute to each cadet a copy of the ACR parade sequence located at A-CR-CCP-601/PF-001, *Phase One Instructional Guides*, Chapter 8, Section 13, Annex A, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade).

The parade night sequence that is provided in this TP is one way to conduct the parade. Cadet corps have some flexibility regarding their own routines.

PARADE NIGHT SEQUENCE

It is necessary to know and understand the sequence of the opening and closing parades as a team leader commanding a division on parade. Team leaders will be required to lead cadets on the parade square through a series of drill commands, formations and movements while effectively communicating.

Opening Parade

The sequence for the opening parade is as follows:

1. **Form up.** Through a series of drill commands, the cadets of the division will form up for the opening parade.
2. **Roll call.** Attendance is taken by the team leader to determine if cadets are present, excused or absent.
3. **Inspection.** The inspection can be conducted by the team leader, the Coxswain or an officer. In most cases, the team leader conducts the initial inspection of the division, before the Coxswain or an officer conducts the main corps inspection.
4. **March past.** This allows the corps to practice marching for the ACR or any other upcoming parades. As some cadet corps may not have the required space, a march past may not be possible or is not always required.
5. **Announcements.** This is a good opportunity for any announcements, awards, presentations and / or promotions to be given.



Cadet corps may present awards or promotions at the opening parade or the closing parade.

6. **Dismissal.** The dismissal signifies the end of the opening parade and the beginning of the training session(s).

Closing Parade

The sequence for the closing parade is as follows:

1. **Form up.** Through a series of drill commands, the cadets of the division will form up for the closing parade.
2. **Announcements.** This is a good opportunity for any announcements, awards, presentations and / or promotions to be given.

3. **Advance in review order.** This allows the corps to practice the advance in review order for the ACR and any other upcoming parades. As some cadet corps may not have the required space, an advance in review order may not be possible or is not always required.



Final compliments to royalty, senior officials and higher military commanders shall be paid after completing the advance in review order.

4. **Dismissal.** The dismissal signifies the end of the closing parade and the end of the training session.



Refer to PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade) Annex A, for further information.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. How do team leaders lead cadets on parade?
Q2. What is the sequence for the opening parade?
Q3. What is the sequence for the closing parade?

ANTICIPATED ANSWERS:

- A1. Team leaders lead cadets on parade through a series of drill commands, formations and movements while effectively communicating.
- A2. The sequence for the opening parade is as follows:
- form up;
 - roll call;
 - inspection;
 - march past;
 - announcements; and
 - dismissal.
- A3. The sequence for the closing parade is as follows:
- form up;
 - announcements;
 - advance in review order; and
 - dismissal.

Teaching Point 3**Describe the ACR sequence.**

Time: 10 min

Method: Interactive Lecture



This TP is intended to highlight the ACR sequence from the view of a team leader commanding a division on parade.

Distribute a copy of the ACR parade sequence located at A-CR-CCP-601/PF-001, *Phase One Instructional Guides*, Chapter 8, Section 13, Annex D, PO 108 (Participate in an Annual Ceremonial Review [ACR] Parade) to every three cadets. This handout outlines the entire format for an ACR parade sequence.

The ACR format that is provided in this TP is one way to conduct the parade. Cadet corps have some flexibility regarding their own routines.

ACR SEQUENCE

The ACR parade provides an opportunity for cadet corps to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

Each year, cadet corps are required to conduct an ACR parade. The main sections of the parade sequence for the ACR are as follows:

- form up;
- reception of the reviewing officer (RO);
- inspection by the RO;
- march past;
- awards and presentations;
- advance in review order;
- departure of the RO; and
- dismissal.



Upon completion of the awards and presentations many corps march off the parade square and then conduct demonstrations or displays. The reviewing officer's address normally takes place once the formation has reformed on the parade square after the awards and presentations portion.

CONFIRMATION OF TEACHING POINT 3**QUESTIONS:**

- Q1. How often are cadet corps required to conduct an ACR parade?
- Q2. What is the purpose of an ACR parade?
- Q3. What is the sequence of the ACR parade?

ANTICIPATED ANSWERS:

- A1. Each year cadet corps are required to conduct an ACR parade.
- A2. The ACR parade is an opportunity for cadets to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.
- A3. The parade sequence for the ACR is as follows:
- form up;
 - reception of the reviewing officer (RO);
 - inspection by the RO;
 - march past;
 - awards and presentations;
 - advance in review order;
 - departure of the RO; and
 - dismissal.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What is the purpose of parades?
- Q2. What parade do the opening and closing parade sequences follow?
- Q3. What is the purpose of an ACR parade?

ANTICIPATED ANSWERS:

- A1. The purpose of parades is to move cadets in an orderly and efficient manner using precise movements required for displays and ceremonies. Parades also showcase the cadets' knowledge of drill to spectators.
- A2. Opening and closing parades usually follow the ACR sequence, allowing cadets to learn the ACR sequence throughout the training year.
- A3. The ACR parade is an opportunity for cadets to showcase what they have learned that year and to demonstrate their grasp of drill for family, friends and the community.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

When placed in a team leader role it is important to remember that cadets will be looking for guidance and knowledge on the parade square. Team leaders will be expected to guide cadets through a parade night and ACR sequence through a series of drill commands, formations and movements.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2 (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK



**COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE**



SECTION 3

EO M408.03 – COMMAND A SQUAD

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy and fold in half (laminates if possible) the Parade Sequence Aide-Mémoire Card located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skill of commanding a squad while providing an opportunity for the cadet to practice the skill under supervision.

INTRODUCTION

REVIEW

The review for this lesson is from EO M408.02 (Identify Parade Sequence).

QUESTIONS:

- Q1. What is the sequence for the opening parade?
- Q2. What is the sequence for the closing parade?
- Q3. What is the general sequence of the Annual Ceremonial Review (ACR) parade?

ANTICIPATED ANSWERS:

A1. The sequence for the opening parade is as follows:

- form up;
- roll call;
- inspection;
- march past;
- announcements; and
- dismissal.

A2. The sequence for the closing parade is as follows:

- form up;
- announcements;
- advance in review order; and
- dismissal.

A3. The general parade sequence for the ACR is as follows:

- form up;
- reception of the reviewing officer (RO);
- inspection by the RO;
- march past;
- awards and presentations;
- advance in review order;
- departure of the RO; and
- dismissal.

OBJECTIVES

By the end of this lesson the cadet shall have commanded a squad.

IMPORTANCE

It is important for cadets to command a squad on parade as they will be placed in a team leader role and will need to know the formations and locations of all members on the parade square. Cadets also need to know how to deliver words of command in a clear and concise manner, with confidence and determination, which will affect how cadets in the squad respond to orders.

Teaching Point 1**Explain, demonstrate and have the cadets command a squad.**

Time: 25 min

Method: Demonstration and Performance



This TP is intended to demonstrate to the cadet how to command a squad. For this skill TP, it is recommended that instruction take the following format:

1. Explain and demonstrate the complete skill of commanding a squad while cadets observe, to include:
 - (a) falling in;
 - (b) greeting the RO to complete the inspection;
 - (c) leading the squad on the march past; and
 - (d) falling out.
2. Explain and demonstrate each step required to effectively command a squad while on parade.
3. Have each cadet assume the role of team leader and practice each step.
4. Have each cadet assume the role of team leader and practice the complete skill.

Divide the team into two or three groups, if required, for all cadets to command a squad.

This activity shall be conducted IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*.

Note: Assistant instructors may be required for demonstration purposes.



Position the cadets around the parade square, as required, so that they can see the movements required to command a squad.



Distribute a copy of the Parade Sequence Aide-Mémoire Card located at Attachment A to each cadet. Cadets may use the card when practicing the skill of commanding a squad.



The term squad is a generic name for a group of cadets, used to teach drill movements. This term can be interchanged with platoon, flight, division or any other applicable elemental or regimental term.

The aim of division drill is to enable the division, when it takes its place in the ship's company, to carry out any sequence of drill movements that the parade commander orders.



The parade format that is provided in this lesson is one way to conduct the parade. Cadet corps have some flexibility, as they may not have the number of cadets required or cadets may have not completed the required training to assume the role of every parade position.

Refer to Annex A of PO 108 (Participate in an Annual Ceremonial Review Parade), for further information on the parade format.

Falling In

When falling in as a divisional petty officer (DPO), follow the required commands of the parade commander.

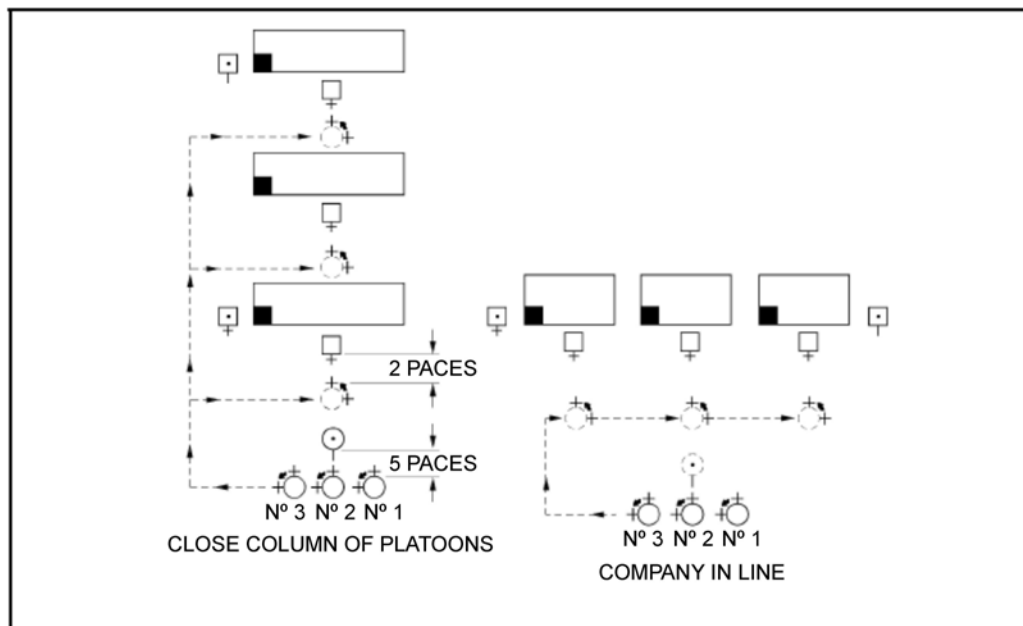


If there is no deputy parade commander, the parade commander would complete the required commands and actions.



When assuming the role of a divisional officer (DivO), the following additional steps for falling in are to be conducted:

1. The commencement of the promenade begins after the squads have fallen in. The promenade continues until the deputy parade commander or the parade commander is ready to assume command.
2. DivOs position themselves five paces in the rear of and centred on the deputy parade commander, at the front of the parade square. Dressing is automatic and DivOs are to stand at ease in succession from the right.
3. On the command OFFICERS FALL—IN, by the deputy parade commander, DivOs come to attention, turn left and march to their respective squads, approaching their squads from the right flank front (as illustrated in Figure 1).



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 7-3-16), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.

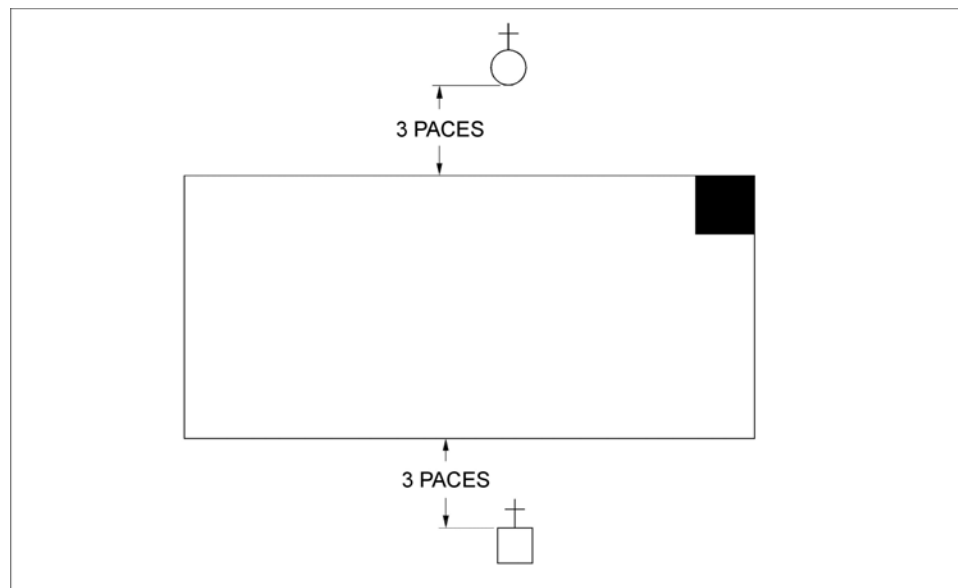
Figure 1 When Officers Fall In

DivOs halt two paces in front of the DPO, who reports the strength, condition, etc, of the squad. DivOs then march forward two paces to take their proper command position after the DPO has moved to their position behind the squad.



Figure 1 demonstrates the fall-in procedures when a DivO and a DPO are on parade. Inform the cadets that if no DivO is required to fall in, the DPO will maintain command of the division.

Regardless of frontage, when a squad is formed up in line the DivO / DPO shall be positioned three paces in front and centre of the squad.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 7-2-2), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.

Figure 2 Squad in Line



Figure 2 demonstrates the command positions when a DivO and a DPO are on parade.

When on parade, each squad follows the same procedures to hand over command. Once the DivO / DPO are in their new position(s), the command STAND AT—EASE, is given in succession from the front (right). On the executive word of command of the last DivO / DPO ordering their squad to stand at ease, DivO / DPO turn about and stand at ease together.



Throughout the parade it is important to remember that words of command are to be pronounced clearly and distinctly, with confidence and determination, since they convey an order which is to be promptly obeyed.

Refer to A-CR-CCP-603/PF-001, *Phase Three Instructional Guides*, EO M308.02 (Deliver Words of Command), if further information is required on how to deliver proper words of command.



When paying compliments during the parade, all salutes must be acknowledged and conducted in a sharp manner.

Greeting the RO to Complete the Inspection

Inspections are conducted one squad at a time, normally accompanied by the RO and the reviewing party. The parade commander will give the command NO. 1 SQUAD, STAND FAST, REMAINDER STAND AT—EASE before the inspection begins. The inspection commences with the squad ordered to stand fast.

As the RO approaches, the DivO / DPO turns right and marches to a position three paces in front of the marker, facing the RO. When the RO approaches, the DivO / DPO will salute (if required) and report the squad.



The following is an example opening report from the DivO / DPO to the RO, when the RO approaches the squad for the inspection.

"Good evening (morning / afternoon) sir (ma'am), Sergeant Jones reporting for number one squad, 25 cadets on parade, ready for your inspection".



If the RO is a local government official, a civilian or a non-commissioned officer (NCO), a salute is not required.

The DivO / DPO will guide the RO through the front and rear of each rank, commencing at the right flank of the front rank and proceeding in a counter-clockwise direction around each rank in turn. When the RO has completed the inspection, the DivO / DPO will position themselves behind the rear rank marker, to acknowledge the RO's completion of the squad's inspection, ask permission to carry on and salute (if required).



The following is an example response from DivO / DPO to the RO, when the RO has completed the inspection of the squad.

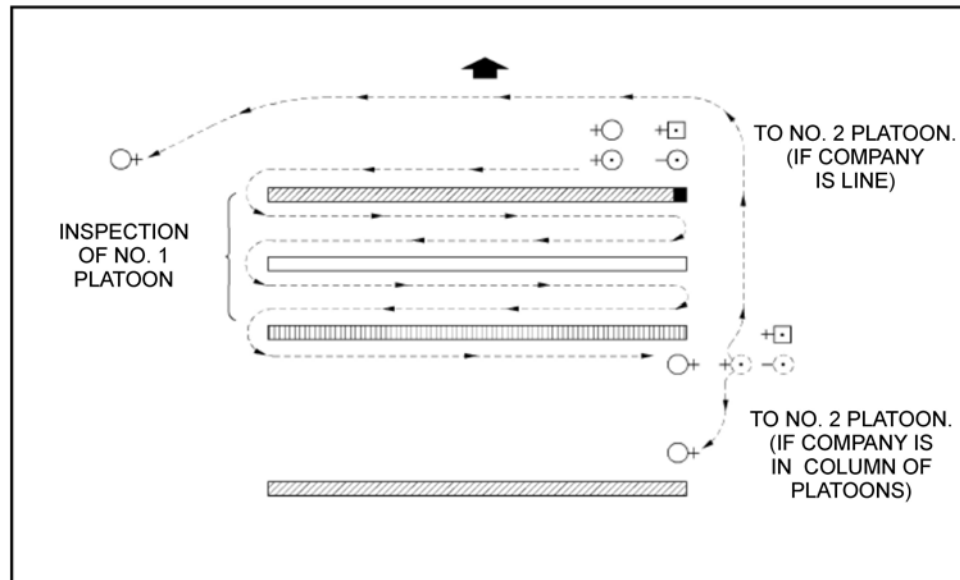
"Sir (ma'am), thank you for inspecting number one squad. Permission to carry on?"

Once the RO has begun to move to the next squad, the DivO / DPO executes a right turn and marches, using a series of wheels, back to their command position facing the squad. When in position the DivO / DPO shall give the commands CLOSE ORDER—MARCH and STAND AT—EASE. The DivO / DPO will then turn about to face the front, stand at ease, and await further orders from the parade commander.

As the inspection is being completed, the remaining DivO / DPO will observe the RO and as the RO inspects the rear rank of the preceding squad, the next DivO / DPO shall turn about to face their squad, give the command ATTEN—TION and carry out the inspection sequence for their squad.



Inspections are always carried out at the open order.



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 7-3-18), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.

Figure 3 Completing the Inspection

Leading the Squad on the March Past

March pasts may be conducted in column of route or in column of threes, depending on time and space available, level of training and the occasion. The simplest march past is column of route in quick time.

Throughout the march past, when commanded by the parade commander, the DivO / DPO may be required to give the command EYES—RIGHT and EYES—FRONT to their respective squad.



The commands EYES—RIGHT and EYES—FRONT, will be given on the left foot.

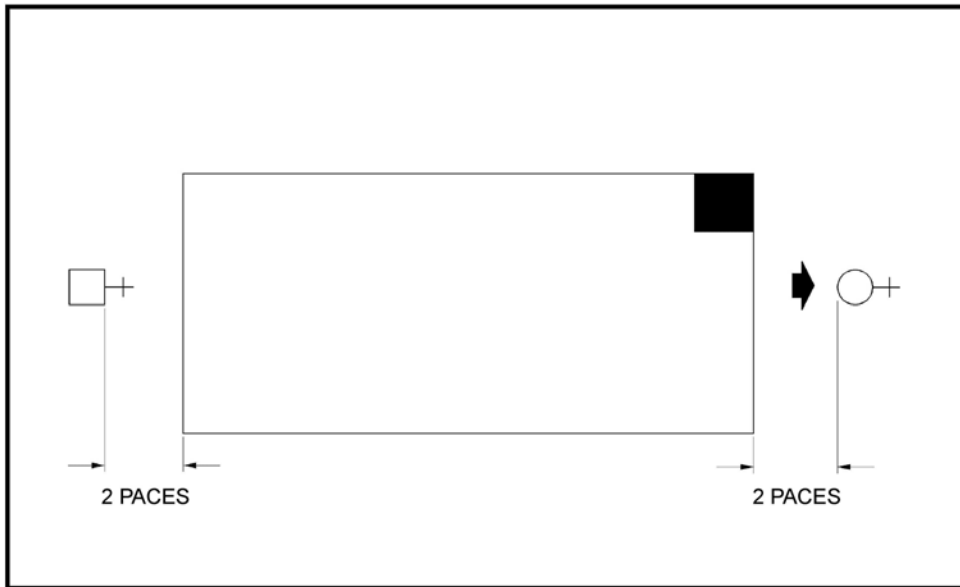


If there are turns on the march past, the DivO / DPO may be required to give the commands RIGHT—TURN (called on the left foot) and / or LEFT—TURN (called on the right foot), when directed by the parade commander.

At the end of the march past, the command HALT (called on the left foot) may also be required to be given, when directed by the parade commander.

Column of route. The DivO / DPO is two paces in front of the centre single file of the squad. Column of route is the formation most commonly used to move squads on the march.

When halted in this position and given the command to turn, the DivO / DPO will turn in the appropriate direction, observe the standard pause and march, using a series of wheels, to their appropriate position(s).



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 7-2-4), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.

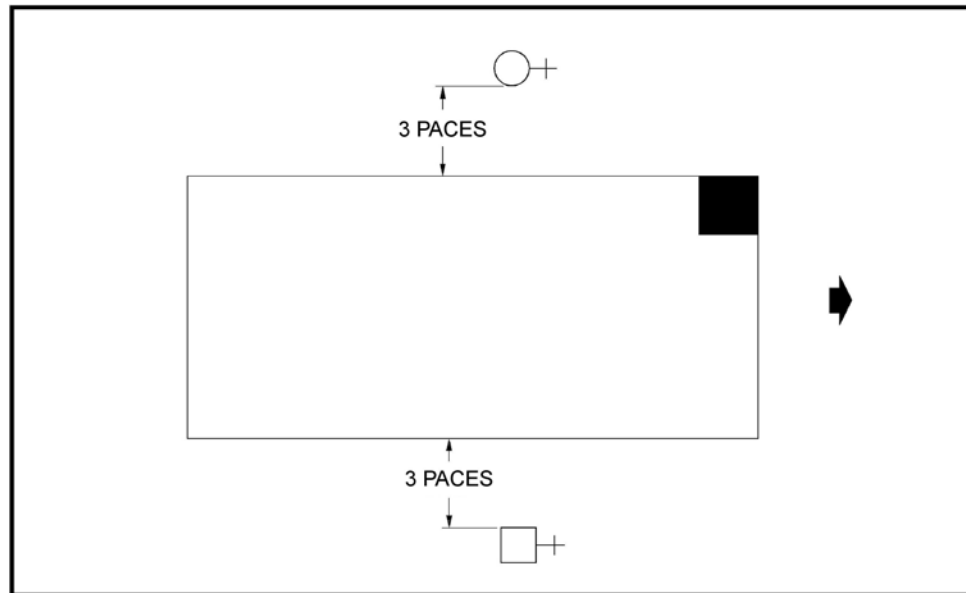
Figure 4 Squad in Column of Route



Figures 4 and 5 demonstrate the command positions when a DivO and a DPO are on parade for the march past, in column of route. If there is no DivO, the DPO will command the division.

Column of threes. A squad in column of threes is in the same formation as when in line, but facing a flank. Column of threes is another formation used to move a squad on the march.

When halted in this position and given the command to turn, the DivO / DPO turn in the appropriate direction and maintain their position(s).



Note. From The Canadian Forces Manual of Drill and Ceremonial (p. 7-2-3), by Director History and Heritage 3-2, 2005, Ottawa, ON: Department of National Defence.

Figure 5 Squad in Column of Threes

Falling Out

When falling out as a DPO, follow the commands of the parade commander.



When assuming the role of a DivO, the following additional steps of falling out are to be conducted:

1. On the command OFFICERS, FALL—OUT, which is given by the parade commander when the parade is at attention, the DivO marches the most direct route and forms up in a line, five paces in front of, centred on and facing, the parade commander, at arm's length interval (without raising the arm), the deputy parade commander on the right.
2. When all DivO are present and in line, the deputy parade commander takes a half pace forward.
3. When ordered by the parade commander to DIS—MISS, the deputy parade commander will step back one half pace. All DivO will observe the standard pause and march straight forward off the parade square, along with the deputy parade commander.

CONFIRMATION OF TEACHING POINT 1

The cadets' commanding a squad will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' commanding a squad will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This lesson is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 408 PC.

CLOSING STATEMENT

Commanding a squad on parade with confidence and determination, will affect how cadets respond to the orders given. Delivering words of command, in a clear and concise manner allows a squad to move as a team in an organized and efficient manner.

INSTRUCTOR NOTES / REMARKS

Where there are a large number of cadets, divide the group into two or three squads and rotate the cadets through as commanders.

REFERENCES

A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

PARADE SEQUENCE AIDE-MÉMOIRE CARD



PARADE SEQUENCE AIDE-MÉMOIRE CARD

FALLING IN

When falling in as a DPO:

Follow the required commands of the parade commander.

When falling in as a DivO:

1. Stand at ease in succession from the right, once in position.
2. On the command to fall in, come to attention, turn left and march to the division, approaching from the right flank.
3. Halt two paces in front of DPO.
4. March two paces forward (assume the proper command position) and give the command **STAND AT—EASE**.
5. On the executive word of command of the last division ordered to stand at ease, turn about and stand at ease.

GREETING THE RO TO COMPLETE THE INSPECTION

1. Ensure the division is at attention. Give the command **ATTEN—TION** (if required).
2. Turn right and move to a position three paces in front of the marker (check RO's position as required).
3. Salute the RO (if required) and report the division (eg, "Good evening [morning / afternoon] sir [ma'am], Sergeant Jones reporting for number one division, 25 cadets on parade, ready for your inspection").
4. Guide the RO through the ranks.
5. After the inspection, stand to attention behind the rear rank marker and salute (if required) and respond to the RO (eg, "Sir [ma'am], thank you for inspecting number one division. Permission to carry on?").
6. Execute a turn and march back to the front of the division.
7. Give commands **CLOSE ORDER—MARCH** and **STAND AT—EASE** to the division.
8. Turn about to face front, stand at ease and await further orders from the parade commander.

LEADING THE DIVISION ON THE MARCH PAST

- Execute all commands given by the parade commander, as per the parade sequence.
- Assume the correct command positions throughout the march past.
- Give the commands **LEFT—TURN** (as required), **EYES—RIGHT**, **EYES—FRONT**, **RIGHT—TURN** (as required) and **HALT** (as required), as directed by the parade commander.

FALLING OUT

When falling out as a DPO:

Follow the required commands of the parade commander.

When falling out as a DivO:

- On the command to fall out, march the most direct route and form up in position facing the parade commander.
- On the command to dismiss, observe the standard pause and march straight off parade square.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE



SECTION 4

EO M408.04 – INSPECT A CADET ON PARADE

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions* and the Dress Instructions Activity Worksheet located at Attachment A, for every three cadets.

Photocopy the Dress Instructions Checklist located at Attachment C for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TP 1 as it is an interactive way to provoke thought and stimulate interest and confirm comprehension of elemental dress instructions.

A demonstration and performance was chosen for TP 2 as it allows the instructor to explain and demonstrate the skill of inspecting a cadet on parade while providing an opportunity for the cadet to practice the skill under supervision.

INTRODUCTION

REVIEW

The review for this lesson is from EO M408.03 (Command a Squad).

QUESTIONS:

- Q1. Regardless of frontage, when a squad is formed up in line, how many paces must the Div O / DPO be positioned when in front and centre of the squad?
- Q2. What is an example report when the reviewing officer (RO) approaches the squad for the inspection?
- Q3. When commanding the squad as a team leader, what is the team leader responsible for?

ANTICIPATED ANSWERS:

- A1. When a squad is formed up in line the Div O / DPO shall be positioned three paces in front and centre of the squad.
- A2. "Good evening (morning / afternoon) sir (ma'am), Sergeant Jones reporting for number one squad, 25 cadets on parade, ready for your inspection".
- A3. When commanding a squad, the team leader is responsible for:
- falling in;
 - greeting the RO to complete the inspection;
 - leading the squad on the march past; and
 - falling out.

OBJECTIVES

By the end of this lesson the cadet shall be expected to inspect a cadet on parade.

IMPORTANCE

It is important for cadets to be able to inspect a cadet on parade as they will be placed in a team leader role and will need to know how to effectively correct errors and evaluate dress, IAW CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions*. Team leaders must maintain a high standard of appearance and bearing, as cadets will be looking to their team leader for examples, guidance and knowledge when it comes to wearing the elemental cadet uniform.

Teaching Point 1

Conduct an activity where the cadets will, in groups of three, identify the correct way of wearing the cadet uniform.

Time: 15 min

Method: In-Class Activity



Refer to CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions* for background information.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets, in groups of three, identify the correct way of wearing the cadet uniform.

RESOURCES

- Dress Instructions Activity Worksheet located at Attachment A (one per group),
- CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions* (one per group),
- Tables (one per group),
- Chairs (one per cadet), and
- Pen / pencil (one per group).

ACTIVITY LAYOUT

Set up the drill hall or outdoor parade square with tables and chairs for group work, with the required resources for each group to complete their activity worksheet.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of three.
2. Distribute the Dress Instructions Activity Worksheet to each group.
3. Allow each group five minutes to answer the questions on their worksheet.
4. Circulate and assist the cadets as necessary, offering suggestions and advice. Refer to the Dress Instructions Activity Worksheet Answer Sheet, as required.
5. Distribute a copy of CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions* to each group.
6. Have the cadets, within the group, discuss and confirm their answers from their group activity worksheet.
7. Allow the groups five minutes to check their answers on their worksheet.
8. Review the answers with the class.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Explain, demonstrate and have the cadets perform an individual inspection.

Time: 35 min

Method: Demonstration and Performance



This TP is intended to demonstrate how to perform an individual inspection and to aid the cadets' comprehension of the inspection process as a team leader. For this skill TP, it is recommended that instruction take the following format:

1. Explain and demonstrate the complete skill of performing an individual inspection while cadets observe, to include:
 - (a) inspecting the front of the cadet from head to toe;
 - (b) inspecting the back of the cadet from head to toe; and
 - (c) correcting errors verbally, as required.
2. Explain and demonstrate each step required to effectively perform an individual inspection.
3. Have each cadet assume the role of team leader and practice each step.
4. Have each cadet assume the role of team leader and practice the complete skill.

Divide the team into two equal groups, if required, for all cadets to assume the role of a team leader inspecting a squad.

Note: Assistant instructors may be employed for demonstration purposes.



This activity will be conducted IAW A-PD-201-000/PT-000, *The Canadian Forces Manual of Drill and Ceremonial*.

Distribute a copy of the Dress Instruction Checklist located at Attachment B to each cadet, as a reference when assuming the role of team leader inspecting a squad.



In this TP, the role of DivO / DPO is referred to as the team leader.

Inspections shall be carried out at the open order. Ranks shall be dressed after the open order, before the inspection and after the close order. The individual performing the inspection will inspect the front and rear of the rank, commencing at the front rank marker and proceeding in a counter-clockwise direction around each rank in turn.

Ranks that are being inspected are in the position of attention and ranks within the same division that are not being inspected, may be ordered to stand at ease. Similarly, during the inspection of one or more squads, the squads that are not being inspected may be ordered to stand at ease. During an inspection, an individual

ordered to adjust clothing or equipment shall do so immediately, maintaining their current position within the ranks. After the adjustment is finished, the position of attention will be resumed.

INSPECTING THE FRONT OF A CADET FROM HEAD TO TOE

Inspecting the front of the cadet shall commence at the head and work down to the feet to determine that the cadet:

- is properly equipped for the parade, with clothing and equipment clean and in good repair;
- is properly dressed, with all clothing, badges, ribbons, etc, worn correctly; and
- has a high standard of personal hygiene and grooming.

INSPECTING THE BACK OF A CADET FROM HEAD TO TOE

Inspecting the back of the cadet is done in the same manner as inspecting the front; commence at the head and work down to the feet. The individual performing the inspection is also checking that the cadet is properly dressed and equipped with a high standard of personal hygiene.

CORRECTING ERRORS VERBALLY

Speak to cadets clearly and positively to ensure maximum learning and understanding of the dress instructions.

When correcting errors, the team leader(s) is to address the cadet in a positive tone. Explain and demonstrate the correct method and have the cadet complete the correction (providing it is a minor correction / adjustment that can be done while the cadet is in ranks). This method will allow the cadet to learn from their error(s).



When correcting errors, never touch the cadet. Either ask permission to touch the cadet's uniform or demonstrate how to correct the error using one's own uniform.

CONFIRMATION OF TEACHING POINT 2

The cadets' performance of an individual inspection will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' performance of an individual inspection will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

When placed in a team leader role, it is important to remember that cadets will be looking for examples, guidance and knowledge regarding the elemental cadet dress instructions. Team leaders who portray a high standard of appearance and bearing are able to effectively evaluate dress and correct errors in a positive manner.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

A1-003 CATO 35-01 D Cdts (2006). *Royal Canadian Sea Cadet Dress Instructions*. Ottawa, ON: Department of National Defence.

DRESS INSTRUCTIONS ACTIVITY WORKSHEET

Instructions: Circle TRUE or FALSE for each question. After all questions have been answered, read through CATO 35-01, *Royal Canadian Sea Cadet Dress Instructions*, to confirm the answers.

1.	There are three occasions when cadets are permitted to wear their uniforms. TRUE or FALSE
2.	Cadet medals are worn on the right side of the dress uniform jacket. TRUE or FALSE
3.	Cadets are not authorized to wear makeup while in uniform. TRUE or FALSE
4.	An undershirt is allowed to be worn under the uniform, providing it is not visible. TRUE or FALSE
5.	The Supply Officer is to ensure that the cadets are dressed in accordance with the CATOs. TRUE or FALSE
6.	The Remembrance Day poppy is to be placed / pinned and centred on the top left pocket flap of the cadet dress jacket. TRUE or FALSE
7.	Civilian backpacks must never be carried or worn while in uniform. TRUE or FALSE
8.	Modifications are not permitted on the parade boots. TRUE or FALSE
9.	The name tag is exactly 7 cm in length. TRUE or FALSE
10.	The rank insignia shall be worn on the right sleeve of the dress uniform jacket. TRUE or FALSE
11.	The belt on the dress uniform jacket shall be adjusted so that the excess of the belt is no more than 6 cm. TRUE or FALSE
12.	The length of the trousers should extend to the 3rd eyelet of the parade boot. TRUE or FALSE

THIS PAGE INTENTIONALLY LEFT BLANK

DRESS INSTRUCTIONS CHECKLIST

CADET'S NAME _____ **DIVISION** _____

Uniform Items / Accessories	Check (√) if Item is Clean / Pressed / Polished	Additional Comments
HEADDRESS		
Headdress		
CLOTHES ON THE UPPER BODY		
Badges (proper placement and sewn on correctly)		
Cadet Slip-on or Armlet		
Gun Shirt		
Turtleneck Sweater		
Uniform Jacket and Belt		
Name Tag		
CLOTHES ON THE LOWER BODY		
Trousers and Belt		
FOOTWEAR		
Parade Boots (with grey wool socks)		
OVERALL PERSONAL APPEARANCE		
Hair (includes facial hair)		
Makeup, Jewellery, Sunglasses, etc		
PHYSICAL FITNESS GEAR (as required)		
Grey Sports T-Shirt and Shorts		
Running Shoes		

Note. Additional comments may be recorded on the back of the checklist.

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE



SECTION 5

EO C408.01 – DISCUSS THE HISTORY OF DRILL

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the Summary of Significant Drill Events handout located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to the history of drill and generate interest.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have discussed the history of drill.

IMPORTANCE

It is important for cadets to discuss the history of drill as it represents a part of military history. Being able to understand the purpose and evolution of drill will help cadets understand why drill movements are performed by the military today.

Teaching Point 1**Discuss the origins of drill.**

Time: 10 min

Method: Interactive Lecture



This TP is intended to introduce the origin of drill throughout ancient history and how vital drill used was on the battlefield.

Distribute the Summary of Significant Drill Events located at Attachment A to each cadet.

In ancient history, the most powerful, efficient and developed empires developed ways of moving soldiers from one place to another on the battlefield, without individuals getting confused and mixed up with other units. Empires realized that well-drilled soldiers were more efficient in battle.



The earliest known drill movement, during the rise of kingship in Mesopotamia, about 3000 BC, was close-order drill, defined as shoulder to shoulder marching.

At one time, drill and tactics were the same, as drill was needed on the battlefield. Battle drill has existed since ancient times. Separate drill for infantry, armoured, cavalry and others were replaced by all arms drill early in the 20th century, as the changing conditions of war gradually separated tactics from barrack routine.



Infantry. Infantry drill was practiced regularly around 1000 BC and was necessary to ensure that each soldier's movements matched those of the rest.

Armoured. Soldiers, known as armoured spearmen, fought in close-order drill and marched in step to maintain an unbroken shield wall against the enemy. Regular practice was needed to keep the ranks together during battle.

Cavalry. In 875 BC, about a century after the infantry and armoured were developed, a new battlefield tactic (the bow and arrow) was introduced and a new style of warfare drill developed, which resulted in the establishment of the cavalry. The cavalry could attack from a distance, with the use of horses. They learned to do drill on the horses, control the horses and aim and shoot their bow and arrow.

Imitation of battle taught the proper use of weapons and strengthened endurance on the battlefield. Armies found that by teaching the soldiers drill and battle procedures, their chances of victory significantly improved.

Drill is still used routinely to move soldiers in an orderly and efficient manner. It also forms the basis of the precise manoeuvres used in military displays and ceremonies.

ROMANS

Around 2400 BC, Romans realized the way to learn the required skills when deploying for battle was by training Roman soldiers to execute drill in formation. At the beginning of training, recruits were taught the military pace by marching quickly, in time and in formation, up to 32 km (20 miles) a day. Three times a month, garrison soldiers marched 16.1 km (10 miles), built a fortified camp and returned to base, all in the same day. Individual skills with weapons were also developed with daily practice.

Romans spent most of their time practicing ceremonial guard duty and drill, in order to become well-drilled soldiers. The emotional significance of daily and prolonged close-order drill created a lively esprit de corps among the poverty-stricken peasant recruits and the urban outcasts.

The Romans are presumed to have used cadence while marching for tactical formations. Romans regarded military music quite seriously, as they had several warlike instruments. Each soldier had a trumpet, a horn, or both. These were employed for signals, or what is now referred to as “calls”. Instruments were used for marching music and to direct the movement of soldiers.



As Roman soldiers clashed with other armies, they would learn and employ the same sort of successful drill that the other armies had developed.

Greeks and Spartans

Greek citizens did not willingly accept the rigors of military drill, but the emotional effects of keeping together did not disappear when citizen soldiers ceased to dominate military affairs. Drill became more elaborate in the fourth century BC, as those who participated in drill were professional soldiers whose loyalties were to their commanders.

Spartans engaged in drill and marching exercises on a regular basis and learned how to advance evenly into battle by keeping in step to the sound of music, all without breaking their order or ranks. Spartans also learned how to execute flanking movements and open and close order march, allowing their armies to alter the length of their front.



A Spartan is a citizen of Sparta (city in the South Peloponnese) in ancient Greece.



Spartans developed rigorous styles of military training as they required youth to live apart from family, according to their age class in order to participate in physical exercises and military drill.

CHINESE

Chinese armies used drummers to beat the drums while soldiers were marching. The drummers would beat the drums once to signify the left foot moving forward and then beat it again to signify the right foot moving forward.

When drill and combat methods were taught, they were taught to 100 men at a time. After instruction to 100 men was complete, they were united with other companies which were comprised of 1 000 men. When the instruction to the 1 000 men was complete, they were combined with other regiments.

Large infantry armies were taught to handle their weapons in unison and maintain formation by keeping in step on the battlefield, all by responding to signals. Most of China's drill movements between 400 and 300 BC were derived from the Romans and the Greeks.



If a drummer missed a beat, he was executed. Those that moved by themselves or did not obey the drums or signals were also executed.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. In ancient history, why did empires develop ways of moving organized soldiers from one place to another?
- Q2. At the beginning of training, how were Roman recruits taught military pace?
- Q3. Why did Chinese armies use drums?

ANTICIPATED ANSWERS:

- A1. In ancient history, the most powerful, efficient and developed empires developed ways of moving soldiers from one place to another on the battlefield, without individuals getting confused and mixed up with other units.
- A2. At the beginning of training, Roman recruits were taught military pace by marching quickly, in time and in formation, up to 32 km (20 miles) a day.
- A3. Chinese armies used drummers to beat the drums when soldiers were marching. The drummers would beat the drum once to signify the left foot moving forward and then beat it again to signify the right foot moving forward.

Teaching Point 2

Discuss the evolution of drill movements.

Time: 15 min

Method: Interactive Lecture



This TP is intended to describe the evolution of drill and how drill movements and instruction developed throughout the years.

Infantry supremacy and precise drills were eclipsed after the fall of the Roman Empire. During the feudal era, mounted knights ruled combat. Infantry drills were resurrected in the 14th century and slowly developed and improved thereafter.

SWISS

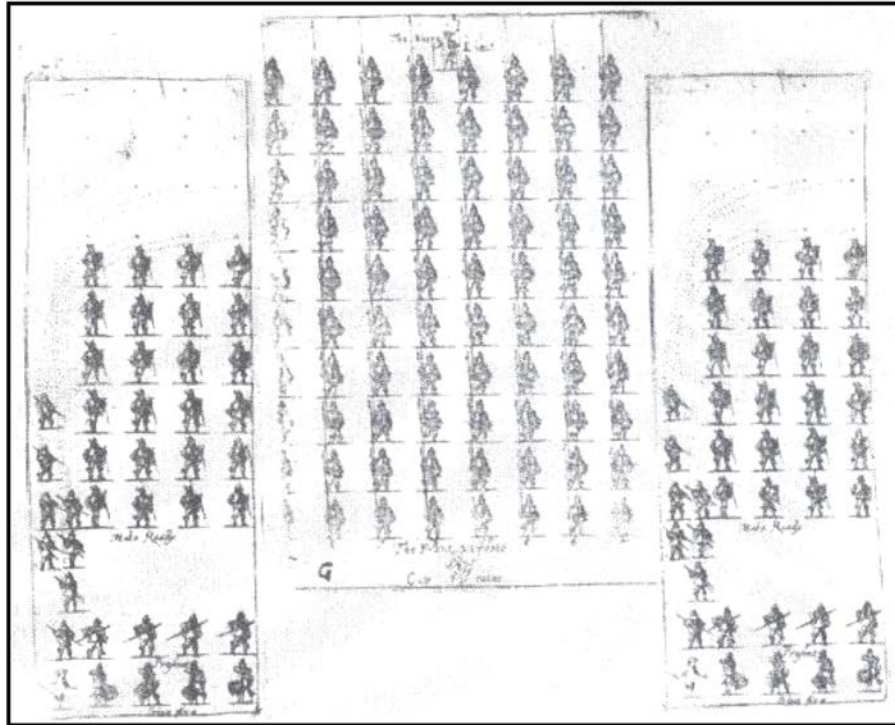
Disciplined soldiers marched in cadence to the sound of musical instruments in admirable order beneath their banners. It is believed that the Swiss, in the late 1300s, were the first modern soldiers to march to music.

DUTCH

Words of command were starting to be used for drill shortly after it was introduced to the Dutch in the late 1500s. It became possible to get soldiers to move in unison while performing the actions needed to load, aim and fire their weapons. The soldiers practiced until the necessary motions were almost automatic. This made them less likely to be disrupted by the stress of battle, an advantage when meeting untrained soldiers.

Words of command permitted companies, platoons and squads to respond to their designated leader as different movements and commands were established for units of every size. Soldiers had to practice these movements whenever possible. It was determined that when an entire army was trained this way, control of battle became possible.

In the early 1600s, an artist was used to make engravings of each posture required for each drill movement, with the corresponding words of command below each picture. This material was then gathered and published into a book.



Note. From Keeping Together in Time: Dance and Drill in Human History (p. 86), W. H. McNeill, 1997, Cambridge, MA: Harvard University Press. Copyright 1995 by William H. McNeill.

Figure 1 Diagram of a Drill Movement in the 1600s



Over the next half century, the Germans, Russians, Spaniards and French translated the book, causing these drill movements to spread across Europe.

GERMANS

In the mid 1800s, the Germans (and the Swiss) had the idea of having soldiers become instructors. This provided the opportunity to break down the drill movement(s), demonstrating for all soldiers to see and by allowing the leaders to call out the movements, "by the numbers".



In the late 1800s, the British, Japanese and Chinese followed the Germans and the Swiss by having soldiers teach drill movements.

BRITISH

In the British Army, the balance step was a feature of the ordinary march step, experienced today as the slow march. The balance step was introduced as soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire. Each recruit was trained as a member of a squad until perfect in all points of duty. Each soldier was allowed to join the battalion after being fully trained. Every soldier, after returning from a long absence, had to be re-drilled before being permitted to act in the ranks of his company.

It was imperative that commanders were able to estimate the time required for soldiers to march from point A to point B on foot. With that in mind, the following marches were introduced to the British Army in 1824:

- **March (75 steps per minute, each step 30 inches [76 cm]).** The slowest step (otherwise known as slow time) at which soldiers moved. This march was most commonly used for parades or moving very large formations.
- **Quick march (108 steps per minute, each step 30 inches [76 cm]).** This ordinary pace was applied to most movements by large bodies of soldiers.
- **Wheeling step (120 steps per minute, each step 30 inches [76 cm]).** Wheeling (forming) from line into column or vice versa, ensured there was no delay in achieving the required formation to face a new enemy.
- **Double march (150 steps per minute, each step 36 inches [91 cm]).** This march was applied to the movements within the divisions within a battalion without exhausting soldiers in heavy marching order (eg, load carrying equipment). In rank movements, the double march, when safely applied, may be used in rapid formations, or for quickly moving ranks.

CANADIAN

- **Royal Canadian Navy.** The Royal Canadian Navy used army drill and ceremonial procedures when on solid ground, by parading as platoons, companies and battalions. While on a ship, the navy conducted ship board drill. The navy still uses the same drill movements while on solid ground; however, they parade by divisions.
- **Canadian Army.** With few exceptions, Canada's Armed Forces used British drill manuals (sometimes with just a Canadian cover and covering page) up until the end of World War II (WW II). It was only with the introduction of a new family of small arms weapons (1989 Draft Drill Manual), and similar developments in other Commonwealth countries, that some of the old drill movements diverged. There were still many similarities in drill, allowing Canadian regiments to execute drill alongside British Army personnel.

One strong influence on the Canadian Forces is the evolution to independent statehood within the British Commonwealth of Nations. This can be seen in customs and routine, uniforms and drill, organization and many other matters (eg, trooping the colours, gun salutes).

- **Royal Canadian Air Force.** Technical requirements of the Royal Canadian Air Force in 1941 called for speeding up the process of drill instruction and, at the same time, reducing the periods of practical training. Both of these objectives were attained by properly combining classroom instruction and parade ground training. The daily program of training was arranged to allow all personnel on strength to receive one hour of classroom instruction and parade ground training per week.

In 1955, the classroom explanation was absent from the *Manual of Drill for the Royal Canadian Air Force*. When conducting drill training, the Royal Canadian Air Force used army drill and ceremonial procedures.



Instructional and practical drill training periods for the Royal Canadian Air Force were as follows:

- classroom instruction—45 percent (demonstration and explanation by instructor);
- practical training—25 percent (on the parade ground);
- mutual instruction—15 percent; and
- voice training—15 percent.



The foot and arms drill of the Royal Canadian Navy, Canadian Army and Royal Canadian Air Force were generally similar, being derived from the same tactical practices. When the three services were unified in 1968, evolution continued by blending the drill detail back into one standard of drill.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What did the Dutch create in the early 1600s?
- Q2. What were the marches introduced by the British in 1824?
- Q3. Whose drill manuals did the Canadian Armed Forces use before World War II?

ANTICIPATED ANSWERS:

- A1. In the early 1600s, the Dutch created a book of drill. An artist was used to make engravings of each posture required of each drill movement, with the corresponding words of command below each picture. This material was then gathered and published into a book.
- A2. The following marches were introduced by the British Army in 1824:
- march,
 - quick march,
 - wheeling step, and
 - double march.
- A3. With few exceptions Canada's Armed Forces used British Manuals (sometimes just with a Canadian cover and covering page) up until the end of WW II.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. How did the Chinese teach drill to large numbers of soldiers?
- Q2. When did the Dutch start using words of command for drill?
- Q3. Why did the British introduce the balance step?

ANTICIPATED ANSWERS:

- A1. When drill and combat methods were taught, they were taught to 100 men at a time. After instruction to 100 men was complete, they were united with other companies which were comprised of 1 000 men. When the instruction to the 1 000 men was complete, they were combined with other regiments.
- A2. The Dutch started using words of command for drill in the late 1500s.
- A3. The British introduced the balance step because the soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Drill procedures and movements are a large component of today's military. Learning about the purpose and evolution of drill will help you understand why so many drill movements are performed within the military today.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-002 A-PD-201-000/PT-000 Director of History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

C2-249 ISBN 978-0674-5023-07 McNeill, W. (1997). *Keeping together in time: Dance and drill in human history*. Cambridge, MA: Harvard University Press.

SUMMARY OF SIGNIFICANT DRILL EVENTS

Date	People	Event
3000 BC	Mesopotamians	The earliest known drill movement was close-order drill (defined as shoulder to shoulder marching).
2400 BC	Romans	Realized the way to learn the required skills when deploying for battle was by training soldiers drill in formation.
1000 BC	Greeks / Romans	Infantry drill was practiced regularly and was very necessary to ensure that each soldier's movements matched those of the rest. Armoured soldiers, also known as spearmen, fought in close-order drill and marched in step to maintain an unbroken shield wall.
875 BC	Greeks / Romans	A new battlefield tactic (the bow and arrow) was introduced and a new style of warfare drill developed, which resulted in the establishment of the Calvary. The Calvary could attack from a distance, with the use of horses. They learned to do drill on the horses, control the horses and to aim and shoot their bow and arrow.
400 and 300 BC	Chinese	Most of China's drill movements were derived from the Romans and Greeks.
1300s	Swiss	Were the first modern soldiers to march to music.
1500s	Dutch	The first to use words of command for drill.
1600s	Dutch	An artist made engravings of each posture required for each drill movement, with the corresponding words of command below each picture. This material was gathered and published into a book.
mid 1800s	Germans (and Swiss)	Had the idea of having soldiers become instructors. This provided the opportunity to break down the drill movement(s), demonstrating for all soldiers to see and by allowing the leaders to call out the movements, "by the numbers".
late 1800s	British, Japanese and Chinese	Followed the Germans and the Swiss by having soldiers teach drill movements.
1824	British	The balance step (the slow march) was introduced as soldiers were required to manoeuvre shoulder to shoulder over rough and uneven ground in disciplined ranks, while giving effective volley fire.
early 1900s	Canadians	Canada's Armed Forces used British drill manuals (sometimes with just a Canadian cover and covering page).
1941	Canadians	Technical requirements of the Royal Canadian Air Force called for speeding up the process of drill instruction and, at the same time, reducing the periods of practical training.
1955	Canadians	The classroom explanation was absent from the <i>Manual of Drill for the Royal Canadian Air Force</i> .
1968	Canadians	The foot and arms drill of the Royal Canadian Navy, Canadian Army and Royal Canadian Air Force were generally similar, being derived from the same tactical practices. When the three services were unified in 1968, drill evolution continued by blending the drill detail back into one.

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 10

PO 409



COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE



SECTION 1

EO M409.01 – IDENTIFY METHODS OF INSTRUCTION

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Create a slide of Attachment A.

Photocopy and 3-hole punch the handouts located at Attachments B, F, G, and H for each cadet.

Make three copies of the Methods of Instruction Puzzle located at Attachment C for the activity in TP1. The two sheets should be of different colour, Description Sheets should be colour A and Typical Application Sheets should be colour B.

Prepare the Methods of Instruction Puzzles using the directions located at Attachment C.

Make one photocopy of the methods of instruction information sheets located at Attachment E.

Provide binders for each cadet to collect all work in this performance objective.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An in-class activity was chosen for TPs 1 and 2 as it is an interactive way to review previously learned material and confirm the cadets' comprehension of new methods of instruction.

A group discussion was chosen for TP 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about the application of various methods of instruction.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to identify the methods of instruction and select the appropriate method of instruction for a given topic.

IMPORTANCE

It is important for cadets to be aware of the various methods of instruction when filling an instructional role. Being able to select and apply each method will help the cadets prepare and deliver an effective lesson.

Teaching Point 1**Conduct an activity where the cadets will review methods of instruction.**

Time: 10 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to review the methods of instruction previously taught in EO M309.02 (Identify Methods of Instruction).

RESOURCES

- Teaching = learning handout located at Attachment A,
- Methods of Instruction worksheet located at Attachment B,
- Methods of Instruction Puzzle located at Attachment C,
- Methods of Instruction Guide Attachment D (for instructor use only),
- OHP (if required),
- Envelopes,
- Binders,
- Pens / pencils,
- Tape, and
- Stopwatch.

ACTIVITY LAYOUT

Place the sample Methods of Instruction Puzzle (located at Attachment C) at the front of the classroom so it is easily accessible to all groups.

Set up two work stations and place the following at each station:

- Methods of Instruction worksheet located at Attachment B for each cadet,
- One envelope with the Method of Instruction Puzzle located at Attachment C, and
- One binder for each cadet.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups.
2. Show the cadets the slide of Attachment A and ask the cadets to:
 - (a) determine what the cartoon is implying; and
 - (b) consider why varying teaching techniques can assist with learning.

3. Introduce the sample Methods of Instruction Puzzle by:
 - (a) pointing out the two top row categories: description and typical applications;
 - (b) identifying the first column as the six methods of instruction; and
 - (c) explaining the colour coding system by pointing out that all descriptions are colour A and all typical applications are colour B.
4. Have the groups race to complete the Methods of Instruction Puzzle, according to the following rules:
 - (a) Groups must place their pieces of the puzzle in the appropriate column and row.
 - (b) A group that is having difficulty may visit the sample located at the front of the classroom up to two times.
 - (c) A penalty of 30 seconds will be added to a group's time for each visit to the sample.
 - (d) The group that completes the puzzle correctly in the least time is the winner.



Attachment B is provided for the cadets who finish the puzzle early. Ask them to make personal notes on each method of instruction. It is not necessary to fully complete the sheet but it will be a useful reference in the future.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Conduct an activity where the cadets will describe methods of instruction.

Time: 20 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to introduce the cadets to methods of instruction.

RESOURCES

- Methods of instruction information sheets located at Attachment E,
- Methods worksheet located at Attachment F,
- Presentation aids,
- Markers,
- Pens / pencils, and
- Tape.

ACTIVITY LAYOUT

Set up six learning stations, to include:

- Flip chart paper,
- Markers, and
- Pens / pencils.

ACTIVITY INSTRUCTIONS

1. Write the following on the whiteboard / flip chart:
"Tell me, and I forget; Show me, I may remember; Involve me, and I will understand." - Chinese Proverb
2. Ask the cadets the following questions:
 - (a) What are some possible meanings of the quote?
 - (b) What are the connections between learning and instruction?
3. Divide the class into six groups and assign each group a method of instruction, to include:
 - (a) group discussion,
 - (b) guided discussion,
 - (c) role-play,
 - (d) experiential learning,
 - (e) problem-based learning, and
 - (f) case study.



If the class size is small, divide the class into three groups and assign two methods to each group.

4. Have the groups title the flip chart paper with their given method of instruction.
5. Have the cadets write the following headings on the flip chart paper:
 - (a) description,
 - (b) applications,
 - (c) preparation and development, and
 - (d) pros and cons.
6. Have each group brainstorm and record ideas relating to each section of their flip chart paper.
7. Distribute the assigned method of instruction information sheet to each group.
8. Have each group read their method of instruction information sheet and add details to their flip chart paper.



Distribute the Methods worksheet to each cadet.

9. Display charts around the room.
10. Have each group present their method of instruction. Allocate about 1–2 minutes for each group presentation.
11. Instruct the cadets to fill in the Method worksheet, making short notes, as each group presents their method to the class.



It is not necessary for the cadets to fully complete the sheet but it will be a useful reference in the future.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Conduct a group discussion on the application of methods of instruction.

Time: 20 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



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

Some examples of the types of lessons that lend themselves easily to a specific method of instruction are:

Interactive Lecture. Lessons with facts or dates, including history lessons.

Demonstration and performance. Any drill or skill, such as first aid and rope work.

In-class activity. Lessons that lend themselves easily to using brainstorming, worksheets and group work. This type of lesson is used to reinforce instructional topics such as instructional technique and environmental stewardship.

Practical activity. Map and compass, and cool-down and warm-up activities for sports.

Game. Lessons that include labelling or defining terms and performance-based lessons.

Field trip. Visit an elemental museum, visit an airport or ship, and visit a college to view possible careers.

Group discussion. Benefits of healthy living, qualities of a good leader and environmental issues relevant to Canada.

Guided discussion. Explain personal integrity and explain decision-making processes.

Role-play. Influence behaviours, leadership scenarios, and history.

Experiential learning. Participating in citizenship activities and attending weekend training.

Problem-based learning. Teambuilding activities and leadership styles.

Case study. Characteristics of a leader and various events in history.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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



Attachment G contains a list of possible criteria to consider when choosing methods of instruction. Distribute Attachment G to each cadet before discussing the questions.



Distribute the Method of Instruction Summary handout located at Attachment H. As the methods of instruction are being discussed, the cadets may record ideas for each one on the handout.

To facilitate the discussion, record ideas on a flip chart / whiteboard.

SUGGESTED QUESTIONS:

What methods of instruction do you like to participate in most? Why? Provide an example.

What methods of instruction were used to instruct this lesson? What evidence do you have?

Would you choose a different method of instruction for this lesson? What and why?

What criteria do you consider most / least important when choosing a method of instruction? Why?

Ask the following questions for each method of instruction:

1. What is an application of this method?
2. Why would you choose this method?
3. Does anyone disagree?
4. Would this application apply to another method of instruction? Why or why not?
5. Are there any other lessons that would fall into this method of instruction?



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



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

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed in IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 409 PC.

CLOSING STATEMENT

It is pertinent to have an exposure to the various methods of instruction in order to be flexible as an instructor. Familiarity with these methods may improve the instructor's ability to select activities that are appropriate for lessons. While many lessons may be taught using more than one method of instruction, choosing the most appropriate method of instruction is key.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

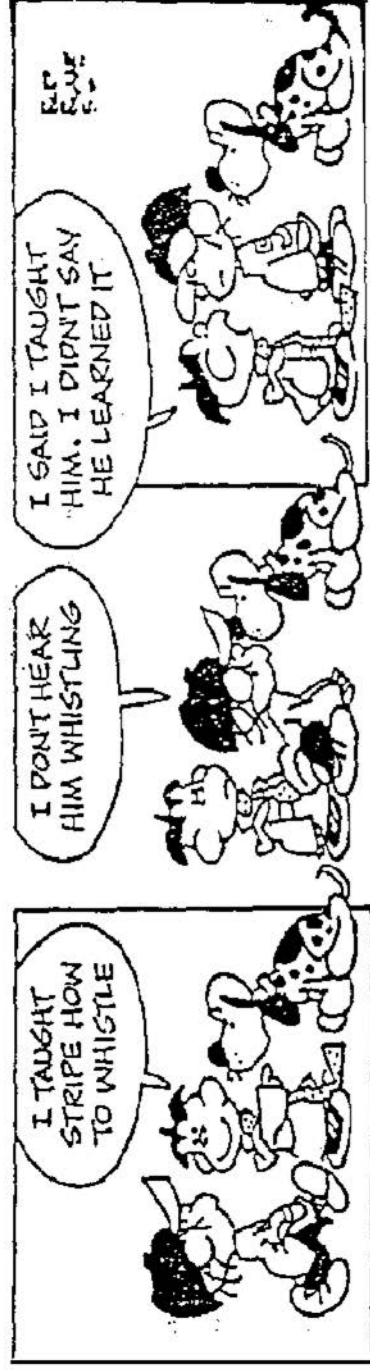
A0-055 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces individual training and education system* (Vol. 6). Ottawa, ON: Department of National Defence.

A0-123 A-PD-050-001-PF-001 Chief of Defence Staff. (2001). *Central flying school flight instructors handbook*. Winnipeg, MB: Department of National Defence.

C0-379 Kizlik, R. (2009). *Education Information for new and future teachers*. Retrieved February 26, 2009 from www.adprima.com

THIS PAGE INTENTIONALLY LEFT BLANK

Teaching = Learning?



Note: From Tiger Comics by Bud Blake. Retrieved March 10, 2009, from <http://www.kingfeatures.com/features/comics/tiger/about.html>

Figure A-1 Teaching = Learning

THIS PAGE INTENTIONALLY LEFT BLANK

Name: _____

Place 6 methods of instruction in the circles. Then list two characteristics of each.

Methods of Instruction

THIS PAGE INTENTIONALLY LEFT BLANK

METHODS OF INSTRUCTION PUZZLE

Directions

1. Photocopy three copies of Attachment C using coloured paper.



The top right-hand corner of each page indicates the colour paper to be used for each copy. The colours correspond with different sections of the puzzle as illustrated in Figure C-1.

2. Cut out each piece of the puzzle.
3. Refer to Attachment D to help with the assembly of the puzzle.
4. Assemble one puzzle to demonstrate to the class (as illustrated in Figure C-1).

	Description	Typical Applications
Interactive Lecture	C O L O U R A	C O L O U R B
Demonstration and Performance		
In-Class Activity		
Practical Activity		
Game		
Field Trip		

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

Figure C-1 Methods of Instruction Puzzle

5. Put the other two sets of the puzzle pieces in two envelopes.

<p>Interactive Lecture</p>	<p>Demonstration and Performance</p>	<p>In-Class Activity</p>
<p>Practical Activity</p>	<p>Game</p>	<p>Field Trip</p>

<p style="text-align: center;">DESCRIPTION</p>	<p style="text-align: center;">TYPICAL APPLICATIONS</p>
---	--

DESCRIPTIONS

<p>Is used with one or more participants to practice skills, apply strategies, and enhance teams.</p> <p>Supports learning through a challenging activity that allows for skill practice or knowledge confirmation.</p>	<p>A method where theoretical knowledge is reinforced through participation in an activity in a real-life setting.</p>
<p>An instructor-driven method that combines both lecture and interaction to meet lesson objectives.</p> <p>Examples include videos with discussion, games, learning stations, brainstorming, debating, group work and the completion of handouts.</p>	<p>This method involves observing the instructor and performing and rehearsing the task under the supervision of the instructor.</p>

Colour A

DESCRIPTIONS

<p>Involves a wide variety of potential activity-based learning that can be used to support learning objectives.</p> <p>Encourages participation.</p> <p>Examples include learning stations, videos, brainstorming, debating, group work, and the completion of handouts.</p>	<p>This method includes a wide variety of activity-based learning opportunities that can be used to introduce new experiences.</p>
---	--

Colour A

TYPICAL APPLICATIONS

<p>Used to:</p> <ul style="list-style-type: none">● introduce a topic;● discover concepts and principles;● learn terminology;● recall terms;● recognize equipment parts;● carry out an application;● confirm learning; or● demonstrate a process.	<p>Used to:</p> <ul style="list-style-type: none">● introduce / illustrate and confirm topics;● reinforce and clarify classroom learning;● inject variety into the situation; or● allow viewing of operations or equipment that cannot easily be shown in the classroom.
<p>Used to:</p> <ul style="list-style-type: none">● introduce a subject;● present background information;● review previously taught material;● give instructions on procedures; or● illustrate the application of rules, principles or concepts.	<p>Used to:</p> <ul style="list-style-type: none">● teach hands-on operations or procedures;● teach troubleshooting;● illustrate principles;● teach operation or functioning of equipment; or● teach safety procedures.

Colour B

TYPICAL APPLICATIONS

<p>Used to:</p> <ul style="list-style-type: none">• teach both knowledge and skill lessons;• reinforce instructional objectives;• introduce a subject and generate interest;• give background information;• illustrate application of rules, principles or concepts; or• create interactivity during a lecture.	<p>Used to:</p> <ul style="list-style-type: none">• carry out an application;• demonstrate a process;• verify an explanation;• produce a product;• teach manipulative operations; or• teach procedures.
--	--

Color B

THIS PAGE INTENTIONALLY LEFT BLANK

METHOD OF INSTRUCTION
Interactive Lecture

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<p>Interactive lecture is an instructor-driven method that combines both lecture and interaction to meet lesson objectives. The lecture portions of the lesson are offset with relevant activities such as videos with discussion, games, learning stations, brainstorming, debating, group work or the completion of handouts.</p>	<p>Use attention-getters such as interesting facts, statistics or rhetorical questions to begin the lecture or to introduce new teaching points.</p> <p>Prepare participatory questions to encourage cadet participation.</p> <p>Prepare evaluative questions for confirmation of teaching points.</p> <p>Obtain or develop training aids to clarify main points.</p> <p>Prepare an in-class activity to avoid lecturing too long.</p> <p>Practice delivering the material.</p>	<p>Interactive lectures can be used with different sizes of groups to:</p> <ul style="list-style-type: none"> • introduce a subject; • present background information; • review previously taught material; • give instructions on procedures; • illustrate the application of rules, principles or concepts; or • introduce a demonstration, discussion or performance. 	<p>Begin the lesson and each new TP with an attention-getter.</p> <p>Use presentation aids such as:</p> <ul style="list-style-type: none"> • flip chart, • whiteboard, and / or • electronic media. <p>Pay attention to signals of alertness, such as:</p> <ul style="list-style-type: none"> • cadets' facial expressions, and • cadets' body language. <p>Deal with alertness problems by:</p> <ul style="list-style-type: none"> • asking for questions; and • posing questions to the group. <p>Use visual training aids at opportune moments.</p> <p>Integrate interesting facts with lesson material to maintain interest.</p> <p>Use participatory questions or a short activity to avoid lecturing too long.</p> <p>Use questions to confirm each teaching point.</p> <p>Confirm the lesson using questions or an activity.</p>

METHOD OF INSTRUCTION
Demonstration and Performance

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<p>Demonstration and Performance</p> <p>During demonstration and performance, the cadets observe the instructor performing the task in a demonstration, and rehearse it under the supervision of the instructor.</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 explains why, where and when it is done.</p> <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>The instructor must be skilled in the task.</p> <p>Gather all materials necessary to instruct the lesson.</p> <p>Break the task down into smaller sequential steps.</p> <p>Practice the lesson to ensure that steps are accurate and clear.</p> <p>Prepare a handout outlining the steps, if necessary.</p> <p>Organize the training area so that all cadets can:</p> <ul style="list-style-type: none"> • see the demonstration, and • perform the task. 	<p>Demonstration Method</p> <p>Demonstration can be used to:</p> <ul style="list-style-type: none"> • teach hands-on operations or procedures; • teach troubleshooting; • illustrate principles; • teach operation or functioning of equipment; • set standards of workmanship; • explain a theory or concept; or • teach safety procedures. <p>Performance Method</p> <p>Performance can be used to:</p> <ul style="list-style-type: none"> • teach hands-on operations or procedures; • teach operation or functioning of equipment; • teach skills; or • teach safety procedures. 	<p>Introduce the lesson by demonstrating what the cadets will be able to do at the end.</p> <p>Explain where the skill can be applied and why it is important.</p> <p>Provide a handout outlining the steps if the process is complex.</p> <p>Explain and demonstrate each step in a sequence.</p> <p>Allow cadets maximum time to practice the steps as soon as possible.</p> <p>Positively reinforce everything the cadets do correctly.</p> <p>Supervise the cadets as they practice, providing assistance or re-demonstrations when necessary.</p> <p>Have cadets perform the skill as confirmation.</p> <p>Encourage the cadets to practice beyond class time.</p>

METHOD OF INSTRUCTION
In-Class Activity

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<p>In-class activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice instructional topics or to introduce cadets to new experiences. In-class activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objectives. Examples of in-class activities include learning stations, videos, brainstorming, debating, and group work.</p>	<p>Create an activity that involves all cadets, which can be conducted within the time allocated.</p> <p>Clearly specify the objective of the activity.</p> <p>Obtain all materials necessary to complete the activity.</p> <p>Write out specific instructions describing what participants are supposed to do.</p> <p>Write out specific directions for conducting the activity.</p> <p>Arrange for assisting staff, if necessary, to help conduct the activity.</p> <p>Prepare handouts for cadets containing background information.</p> <p>Organize the training area into work / learning stations.</p>	<p>An in-class activity can be used for both knowledge and skill lessons to:</p> <ul style="list-style-type: none"> • reinforce instructional objectives; • introduce a subject and generate interest; • present background information; • give direction on procedures; • introduce a demonstration, discussion or performance; • illustrate the application of rules, principles or concepts; • create interactivity during a lecture; or • review, clarify or summarize information. 	<p>Introduce the activity to the whole group.</p> <p>Brief participants on what will be expected of them.</p> <p>Stress timings.</p> <p>Ensure all resources are available.</p> <p>Begin the activity.</p> <p>Supervise and assist the groups as required.</p> <p>Conclude the activity.</p> <p>Confirm the TP or lesson.</p> <p>Debrief the cadets.</p>

METHOD OF INSTRUCTION
Practical Activity

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<p>Practical activities encompass a wide variety of activity-based learning opportunities that can be used to reinforce and practice skills or to introduce cadets to new experiences. Practical activities should stimulate interest among cadets and encourage their participation, while maintaining relevance to the performance objective.</p>	<p>The instructor must be skilled in the task.</p> <p>Gather all materials necessary to instruct the lesson.</p> <p>Organize the training area so that all cadets will have space to perform the task safely.</p> <p>Ensure there is enough time to conduct the complete activity or breakdown the task into smaller stages.</p> <p>Prepare a handout outlining the steps, if necessary.</p> <p>Arrange for assisting staff, if necessary.</p> <p>Plan for composition of groups.</p>	<p>If it is used to teach new material, it must be combined with other methods to ensure cadets have the necessary background information to complete the activity.</p> <p>The practical activity method can be used to:</p> <ul style="list-style-type: none"> • carry out an application; • demonstrate a process; • verify an explanation; • produce a product; • introduce a subject; • teach manipulative operations; • teach procedures; • teach troubleshooting; • illustrate principles; • teach equipment operation; or • teach safety. 	<p>Review background information.</p> <p>Distribute the handout, if necessary.</p> <p>Introduce the activity to the group.</p> <p>Stress safety.</p> <p>Brief the cadets on what they will be expected to do.</p> <p>Brief assisting staff on what they will be expected to do.</p> <p>Begin the activity.</p> <p>Supervise the cadets and provide assistance, if necessary.</p> <p>Watch for safety infractions and stop the activity, if necessary.</p> <p>Conclude the activity.</p> <p>Debrief the cadets.</p>

METHOD OF INSTRUCTION
Game

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<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 a challenging activity that allows for skill practice or knowledge confirmation.</p>	<p>Develop a simple game with the following characteristics:</p> <ul style="list-style-type: none"> • is fast to play; • is easy and quick to organize; • has few rules; • uses minimal equipment; and • involves maximum participation. <p>If possible, use variations of games cadets know from childhood or television.</p> <p>Determine the following when developing the rules of the game:</p> <ul style="list-style-type: none"> • individual or team play, • how to change leaders, • what the leader will do, • what the followers will do, • timings for the game, • how to signal the start and stop of the game, • how to ensure safety. <p>Obtain the resources needed to play the game.</p> <p>Organize the training area to play the game.</p>	<p>Games create variety and arouse interest but must also support learning.</p> <p>Games can be used to:</p> <ul style="list-style-type: none"> • introduce a topic; • discover concepts and principles; • learn terminology; • recall terms; • recognize equipment parts; • develop strategies and tactics; • carry out an application; • demonstrate a process; • practice interpersonal skills; and / or • confirm learning. 	<p>Brief the cadets on the following:</p> <ul style="list-style-type: none"> • the objective of the game, and • rules of the game. <p>Play the game.</p> <p>Supervise closely to :</p> <ul style="list-style-type: none"> • ensure that the game is played in the manner expected; • ensure that the game is played safely; and • ensure maximum participation. <p>End the game.</p> <p>Debrief the cadets.</p>

METHOD OF INSTRUCTION
Field Trip

DESCRIPTION	PRE-LESSON PREPARATION	TYPICAL APPLICATIONS	LESSON DEVELOPMENT
<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 include trips to areas of local interest, flying / gliding, hiking and / or sailing.</p>	<p>Specify the objective(s) of the field trip.</p> <p>Determine the time and location of the field trip.</p> <p>Obtain necessary authorizations.</p> <p>Determine the timings.</p> <p>Determine the activities or demonstrations needed to achieve the objectives.</p> <p>Determine if trained personnel will be available to assist.</p> <p>Arrange the following, if necessary:</p> <ul style="list-style-type: none"> • transportation, • supervision, and • meals. <p>Determine if the cadets will be allowed to use equipment or participate in a training activity.</p> <p>Determine if all cadets can take part at once or if they need to rotate through.</p> <p>Divide the cadets into groups, if necessary.</p> <p>Ensure safety.</p>	<p>The field trip is used to:</p> <ul style="list-style-type: none"> • introduce / illustrate and confirm topics; • reinforce and clarify classroom learning; • inject variety into the training situation; or • allow cadets to view operations or equipment that cannot easily be shown in the classroom. 	<p>Inform cadets as soon as possible of the following:</p> <ul style="list-style-type: none"> • time of the field trip, • location of the field trip, and • timings for departure. <p>Brief cadets on the following prior to departure:</p> <ul style="list-style-type: none"> • objectives of the field trip, • timings and groupings for activities and demonstrations, and • how they will participate during the field trip. <p>During the field trip ensure the following:</p> <ul style="list-style-type: none"> • the safety of all cadets, • maximum participation, and • the objectives are met. <p>After the field trip:</p> <ul style="list-style-type: none"> • debrief the cadets; and • confirm that objectives have been met. <p>Express appreciation to the facilitators of the field trip.</p>

Guided Discussion	
<p>Description:</p> <p>A method in which learners are guided in steps to reach instructional objectives by drawing out their opinions, knowledge, experience and capabilities, and by building on these to explore and develop new material. Learners discuss issues to expand their knowledge of the subject.</p>	
<p>Applications:</p> <ul style="list-style-type: none"> • Develop imaginative solutions to problems (eg, through brainstorming). • Stimulate thinking and interest and secure learner participation. • Emphasize main teaching points. • Supplement lectures, reading or laboratory exercises. • Determine how well learners understand concepts and principles. • Prepare learners to apply theory or procedure. • Clarify or review points. • Determine learner progress and the effectiveness of prior instruction. • Foster attitudinal change. 	
<p>Preparation and Development:</p> <p>Reading material should be provided to learners in advance so that learners are familiar with the concepts that will be discussed.</p> <p>To begin, an instructor should introduce the topic and scenario; outline the main discussion points; state the what, where and why of the lesson; and create an open environment.</p> <p>During the body of the lesson, the instructor poses open lead-off questions to guide the discussion toward the aim. The instructor concludes the lesson by reviewing all the main points contributed by both the learner and instructor and by relating points back to the lesson aim.</p>	
<p>Advantages:</p> <ul style="list-style-type: none"> • Increases cadet interest. • Increases cadet acceptance and commitment. • Uses cadet knowledge and experience. • Results in more permanent learning because of the high degree of cadet participation. 	<p>Disadvantages:</p> <ul style="list-style-type: none"> • Requires highly skilled instructors to redirect discussion using rephrased comments or summaries. • Requires preparation by cadets. • Limits content. • Consumes time. • May not accomplish goals. • Can get off topic. • Some members may not participate.

Group Discussion

Description:

A method to discuss issues and share knowledge, opinions and feelings about a topic in small groups. The instructor's questioning is flexible and minimal, and encourages reflection on personal experiences and opinions through peer interactions.

Applications:

- Develops imaginative solutions to problems.
- Emphasizes main teaching points.
- Determines individual progress and the effectiveness of prior instruction.
- Prepares individuals for application of theory or procedure.

Preparation and Development:

Prepare an issue or problem that will interest the cadets and stimulate discussion.

Organize cadets into small groups.

Put groups in circles or horseshoes.

Pose a lead-off question and encourage participation of all cadets.

Advantages:

- Increases cadet interest.
- Increases cadet acceptance and commitment.
- Uses cadet knowledge and experience.
- Results in more permanent learning because of the high degree of cadet participation.

Disadvantages:

- Requires highly skilled instructors.
- Requires preparation by cadets.
- Limits content.
- Consumes time.
- Restricts size of group.
- Requires selective group composition.

Problem-Based Learning	
<p>Description:</p> <p>A method that facilitates the learning of principles and concepts by having learners work on solving a problem drawn from the work environment. Instructors must pose thought-provoking questions and guide cadets without influencing their decisions.</p>	
<p>Applications:</p> <p>It allows learners to:</p> <ul style="list-style-type: none"> • learn through practicing what they will have to do on the job; • learn by imitating others' behaviour; • learn from the feedback of others; and • learn through practice and reflection on each scenario in which they participate. 	
<p>Preparation and Development:</p> <p>This method is usually conducted with small groups of 5–7 learners or with pre-established teams.</p> <p>Instructors prepare carefully constructed problems that are realistic.</p> <p>During the lesson, learners analyze the problem and work toward solving it.</p> <p>Instructors facilitate learning by posing questions to get learners thinking and talking (eg, What are the clues, facts and any guesses about the problem and its causes? What other information is needed?). The instructor should ensure that all learners participate because discussion is key to learning, but they should try not to influence decisions. Instructors may also challenge learners' thinking by questioning learners without leading them to the correct answer (eg, What does this mean? What are the implications?).</p>	
<p>Advantages:</p> <ul style="list-style-type: none"> • Encourages participation by cadets. • Maintains relevance to performance objectives. • Many resources are involved. • Problems are realistic for learners to relate to. 	<p>Disadvantages:</p> <ul style="list-style-type: none"> • Critical thinking skills are required. • Broad knowledge of the subject matter is required. • Instructors must be experienced in facilitating learning.

Role-Play

Description:

A method of interaction in which learners play out and practice realistic behaviors by assuming specific roles and circumstances.

Applications:

It allows learners to:

- practice responding to various situations that are similar to those they will encounter; and
- develop human interaction skills.

Preparation and Development:

Begin the lesson by clearly explaining the objective of the lesson (what, where, when and why). It is critical to explain that role-playing is a learning process and learners are not expected to play their roles perfectly from the start. This will help put learners at ease.

The instructor must clearly explain each role the learners will play. This is followed by a demonstration of the role-play either on video or through a live performance by instructional staff. Learners are paired or grouped together and the role-plays are cycled through. The instructor does not interfere during the role-play unless learners veer off topic, require cues or assistance, or a safety issue arises. Following each role-play, the instructor debriefs the learner on their performance. Correct behaviours should be positively reinforced, and areas requiring improvement identified.

Advantages:

- High participation, interactive delivery.
- May lead to discussions.
- Experience is developed in a supportive environment.
- Can be very versatile depending on the topic.

Disadvantages:

- Participants can be easily sidetracked.
- Needs a lot of preparation and controls must be clarified.
- Competent, experienced and prepared instructors are needed.
- Not always successful due to group composition.

Experiential Learning	
<p>Description:</p> <p>A method using knowledge and skills to meet objectives. There are four stages to this method: concrete experience, reflective observation, abstract conceptualization, and active experimentation.</p>	
<p>Applications:</p> <p>The method teaches:</p> <ul style="list-style-type: none"> • practical skills, • transferable skills, • problem solving, and • process or principle. 	
<p>Preparation and Development:</p> <p>Step 1: Concrete Experience. Individuals have an experience and take time to identify and define it.</p> <p>Step 2: Reflective Observation. Provides time for individuals to reflect on visual, emotional, and cognitive aspects of the experience.</p> <p>Step 3: Abstract Conceptualization. Individuals work to understand and make connections between the experience and prior experiences.</p> <p>Step 4: Active Experimentation. Individuals look ahead to plan the application of skills and knowledge acquired for future experiences.</p>	
<p>Advantages:</p> <ul style="list-style-type: none"> • Knowledge is shared by the participants. • Most participants will create new knowledge. • Everyone is actively involved in the teaching and learning process. • Numerous resources are used. 	<p>Disadvantages:</p> <ul style="list-style-type: none"> • Expensive as it uses many resources. • Requires a lot of planning, preparation and organization prior to the activity. • The instructor must master the subject developed. • May not be a good process for learning details.

Case Study	
Description: A method using a written problem, situation or scenario to achieve a performance objective.	
Applications: <ul style="list-style-type: none">• Used for learning principles, attitudes and concepts.• Develops critical thinking and promotes teamwork.	
Preparation and Development: Give a problem that matches the experience level of the cadets. Provide time to analyze it. Responses to the problem should be recorded under four headings: <ol style="list-style-type: none">1. Facts,2. Assumptions,3. Problems, and4. Solutions.	
Advantages: <ul style="list-style-type: none">• Cadets can help each other learn.• High energy.• Relates to real-life applications.• Can be used for past, present and future applications.	Disadvantages: <ul style="list-style-type: none">• Must be well organized and facilitated to ensure learning takes place.

Methods

Write a method of instruction in each rectangle. Listen to each group present their method. In each cloud, list some characteristics defining the method.

The form consists of two rows of three thought bubbles and three rectangles each. The thought bubbles are intended for listing characteristics of a method, and the rectangles are for writing the method itself.

THIS PAGE INTENTIONALLY LEFT BLANK

METHOD MADNESS

Topic: _____

Group Members: _____

Discuss the factors below in order to reach a decision on adopting a method of instruction.

<p>Is the objective to:</p> <ul style="list-style-type: none"> • provide theory? • manual or procedural skills? • develop concepts? • instill desired attitudes? • develop teamwork? 	<p>What is the type of content:</p> <ul style="list-style-type: none"> • Knowledge? • Theory? • How difficult is it?
<p>Know your cadets by determining the:</p> <ul style="list-style-type: none"> • existing skill, knowledge and attitude level of the students, • class size, • behaviour, • qualifications, • experience, and • skill level. 	<p>Establish Materials / Equipment / Facilities:</p> <ul style="list-style-type: none"> • What? • Where? • Available? • Time? • Is it critical?
<p>Consider cost:</p> <ul style="list-style-type: none"> • Are funds available? • Is it cost effective? 	<p>Know your ability as an instructor by determining:</p> <ul style="list-style-type: none"> • Existing skill, knowledge and attitude level? • Behaviour? • Availability? • Qualification? • Experience? • Skill level?

THIS PAGE INTENTIONALLY LEFT BLANK

METHODS OF INSTRUCTION SUMMARY

Interactive Lecture. The instructor presents material such as events and facts and the cadets participate by responding to questions and engaging in discussion.

Examples:	
-----------	--

Demonstration and performance. The instructor demonstrates a movement or skill, showing the cadet what to do, and explains, why, where and when it is applied. Then the cadets are given time to practice the movement or skill.

Examples:	
-----------	--

In-class activity. A variety of activities that reinforce instructional topics.

Examples:	
-----------	--

Practical activity: An interactive way to allow cadets to experience skill-based lessons.

Examples:	
-----------	--

Game. Fun and challenging activity that allows for skill practice or knowledge confirmation.

Examples:	
-----------	--

Group discussion. Cadets learn from peer responses, which provoke them to examine their own thoughts and experiences.

Examples:	
-----------	--

Guided discussion. The instructor directs and stimulates the cadets' learning through a series of structured questions.

Examples:	
-----------	--

Role-play. Cadets are assigned roles requiring them to interact with others in responding to various realistic situations.

Examples:	
-----------	--

Experiential learning. Allows cadets to acquire new knowledge or skills through direct experience.

Examples:	
-----------	--

Problem-based learning. Cadets analyze a problem and apply the steps in the problem-solving method.

Examples:	
-----------	--

Case study. The primary purpose may not be to find a correct solution to the problem or issue posed, but to understand the principles involved in reaching a solution or analyzing an issue.

Examples:	
-----------	--



**COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE**



SECTION 2

EO M409.02 – IDENTIFY ELEMENTS OF A POSITIVE LEARNING ENVIRONMENT

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the Create a Positive Learning Environment Crossword Puzzle located at Attachment B for each cadet.

Ensure the different types of attention signals described in TP 3 are available for this EO.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 3 to provoke thought and stimulate the cadet's interest in the importance of a physically and emotionally safe learning environment and a well-managed classroom / training area.

A group discussion was chosen for TP 2 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions and feelings about stress management.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified the importance of a physically and emotionally safe learning environment, discussed various techniques to manage stress and discussed classroom / training area management techniques.

IMPORTANCE

It is important for the cadets to identify elements of a positive learning environment because it will provide them with specific instructional strategies for motivating and engaging the cadets, for conducting interesting lessons and for boosting the cadets' self-confidence and self-esteem.

Teaching Point 1**Describe the importance of a physically and emotionally safe learning environment.**

Time: 15 min

Method: Interactive Lecture



The cadets should be able to relate to sitting in a classroom trying to listen to an instructor who may have been knowledgeable about the subject but who was unable to engage them. Brainstorm with the cadets the reasons why they may have been unable to concentrate on the lesson. Draw out aspects of the environment such as lighting, ventilation, physical space, the instructor's attitude toward the group and the cadets' relationship with their peers. Explain that these are aspects of the learning environment that directly affect their ability to learn.

THE IMPORTANCE OF A PHYSICALLY AND EMOTIONALLY SAFE LEARNING ENVIRONMENT

"Everything we know or sense about the world comes to us, in one way or another, through the environment in which we live." (Bell, 2007, <http://www.dialogueonlearning.tc3.edu/model/environment/Introduction-grp.htm>)

The learning environment includes the "physical environment" of the classroom or training area and the "emotional environment" that the cadets and instructor create in the classroom or training area. Aspects of the physical and emotional environment such as the lesson location, availability of resources, and cadets' level of stress and anxiety affect learning but are sometimes outside of the instructors' control. However, it is important that instructors try to minimize the effects of such hindrances to learning when they plan their lessons rather than simply know they exist and feel powerless to change them.

Physical Environment

The physical environment for cadet training will most likely change from training session to training session or even from lesson to lesson. Instructors fortunate enough to have a dedicated learning space will find it easier to create a stimulating physical environment, while others who are transient will find it more difficult. The first priority when considering the physical environment is safety. As a minimum standard the physical environment should have:

Adequate lighting. The connection between light and our emotions has long been recognized. Studies have also shown that learners perform better in brightly-lit learning environments than dimly-lit ones. It has also been shown that a learning environment with lots of natural light is more conducive to learning.

Good ventilation. It is important to be conscious of the temperature and air quality in a room because people are especially sensitive to these two elements. Cooler temperatures promote relaxation and receptivity while warmer temperatures promote acting out. If possible, open a window, turn on a fan or open a door to control temperature and air quality.

A colourful atmosphere. There is a connection between colour and moods and emotions. Warm colours (eg, red, orange, yellow) are exciting and may lead to acting out while cool colours (eg, blue, green, purple) are more relaxing. Researchers in brain-based learning suggest that the best colours for elements of the physical environment are yellow, light orange, beige or off-white. The cadets may react differently to the same colour depending on their emotional state. If cadets are feeling stressed, the colour red, for example, may bring out aggressive feelings but if they are relaxed, red can attract their attention.



The physical environment can be improved by adding colourful, visually appealing posters, pictures or other graphic images to the walls. If an instructor lacks control over these elements they should ensure that learning aids (handouts, electronic presentations, transparencies or flip charts) are colourful.

Flexible seating arrangements. The instructor should set up a learning environment that allows cadets to move quietly to take part in small and whole group learning activities. Having the cadets move from large to small group interactions will provide variety help them learn new material more efficiently.

Movement. Cadets learn better if there is movement during a period of instruction. The brain needs glucose, oxygen and water to function properly. Even if the air quality is good, the cadets may still be oxygen deprived because of improper breathing patterns caused by stress and anxiety. Lack of oxygen to the brain negatively impacts its ability to process information; increasing the flow of oxygen to the brain can improve its ability to process information. Physical activity is an excellent way to increase oxygen flow to the brain. Instructors can accomplish this by beginning their classes with 30–60 seconds of stretching or deep breathing and by taking breathing breaks during longer lessons or when they notice that the cadets' attention is lagging.

Water is also important for good brain functioning. Instructors should encourage the cadets to drink beverages, preferably water or fruit juices during lessons.



The brain consumes twenty percent of the body's energy.



Organize the cadets into pairs and have them alternate as they explain to one another how adequate lighting, good ventilation, colourful atmosphere, flexible seating arrangements and movement affect learning. Circulate around the room to get a sense of how well the cadets are processing the information. After all cadets have participated and all elements have been explained, continue with the lesson.

Emotional Environment



"Learning occurs best in an environment that contains positive interpersonal relationships and interactions, comfort and order, and in which the learner feels appreciated, acknowledged, respected and validated." (Earl, 2003, p. 39)

Instructors have a responsibility to make their classrooms as emotionally safe as possible so that learning can take place. If the brain senses a threat, it will ignore all other information to deal effectively with the threat. The perception of threat causes a "fight or flight" response which causes the body to transfer blood from the frontal cortex, or thinking part of the brain, to the bottom and back of the brain to prepare for survival. Any time cadets experience a sense of danger, whether physical or emotional, their bodies and brains react with this "fight or flight" response.

To maximize learning, instructors must create an emotional environment of relaxed alertness that allows the cadets to risk saying a wrong answer or solving a problem incorrectly. This is an emotionally safe learning environment.



Emotional safety is necessary for intellectual risk taking. (Earl, 2003, p. 103)

There are a number of strategies that can be used to achieve an emotionally safe learning environment. It is important for the instructor to:

Lead with a positive attitude. The cadets may have plenty of complications and negativity in their daily lives and will appreciate a positive environment with a positive and enthusiastic instructor. When instructors show interest in what they are teaching, the cadets will become interested as well.

Establish a friendly learning environment. The instructor should make it safe to learn by treating all cadets equally and respectfully and insisting that cadets treat one another in the same way. The instructor can build trust by keeping their word and by keeping information confidential if asked to do so. They should encourage the sharing of ideas, experiences and information and value the contribution of each learner. One simple thing that instructors can do is to be sensitive to the cadets' average attention span.



Use a maximum of one minute per year of age, as a guide, to get uninterrupted listening or active participation in an activity.

Make learning fun. The instructor should challenge the cadets with interesting activities that are not too easy or too difficult. They should try to challenge the cadets just beyond their present level of ability. If they are challenged too far beyond their level of ability, the cadets will give up but if they are challenged too little, they will become bored. Encourage the cadets to take risks and reward effort and energy as well as correctness. The instructor should listen empathetically by acknowledging nervousness, showing patience and being non-judgmental of the cadets' responses. In addition, the instructor should never single out cadets and always be attentive to those who seem isolated from the group. They should never use put-downs or sarcasm.



Instructors should keep the first challenge easy and the encouragement heavy and remember that they are students too but with the added responsibility of helping others learn.

Encourage supportiveness. The instructor should be supportive of the cadets and encourage them to be supportive of one another. Instructors can create a supportive environment by leading applause, thanking cadets for their input and rewarding effort.

Appeal to a variety of senses. The instructor should stimulate the cadets' senses in a variety of ways which will help them feel positive about the learning experience. As well, the instructor should be aware that the cadets will have different learning styles that should be catered to by using many different learning activities.

Provide feedback. The instructor's feedback should be specific and help the cadets compare their current progress to past performance rather than compare it to the performance of others. They should always be accurate and consistent and when they assign specific tasks to be done, they should tell the cadets that they will be coming back to check on their progress.



When providing feedback, the instructors should stress what is to be done rather than confuse the cadets by giving attention to what is not to be done.

Use encouragement. The instructor should use encouragement to boost the cadets' enthusiasm and self-esteem but must be careful not to confuse encouragement with reinforcement. Encouragement will make the cadets feel better but it will not improve their learning in the same way as providing specific feedback regarding

a specific task. Instructors should be selective and provide encouragement when it is due to keep the cadets on track.



Instructors should encourage the cadets to look at incorrect responses or unsuccessful attempts at problem solving as research and not failure.

Communicate clear expectations and routines. A sense of safety comes from consistent and predictable behaviours on the part of the instructor. Instructors should not be too rigid but should develop consistent procedures for beginning lessons, getting the cadets' attention and handling disruptions and distractions. They should start every lesson by telling the cadets specifically what they will know or be able to do by the end of the lesson. They should conclude each lesson by reminding the cadets what they have learned or are able to do.

Provide processing time. Instructors should ensure that the cadets have enough time to process the information that they have just received. They should stop periodically during a lesson and allow the cadets to interact over new material which will help them store it in long-term memory for later recall. Instructors can use a variety of group or paired activities to enable the cadets to interact with one another. They can, for example, ask each cadet in a small group to successively respond to a question or comment on an idea. A variation of this type of interaction would be pairing cadets and having them respond alternately by listing one item of a series, by identifying a specific cause or effect of something or by providing a specific reason. The key is for the instructor to stop talking, ask a question, set a time limit and have the cadets interact in groups or pairs to process the information just presented.



Talking or lecturing beyond ten minutes is like pouring water into a glass that is already full.

Instructors must ensure, as much as possible, that the environment in which they instruct their lessons is learner friendly. The environment does affect learning and instructors must find ways to positively impact the learning environment for the cadets. The cadets should feel comfortable when giving answers, taking part in discussions and solving problems. Their incorrect responses to oral questions or attempts at solving a problem should not be put down or belittled but rather should be seen as the beginning of discovery.



Adult learners can overcome a poor learning environment because they are often self-motivated with a genuine interest in the subject or desire for personal gain. Cadets may not have a high degree of self-motivation so it is important to create a learning environment that will motivate them.

CONFIRMATION OF TEACHING POINT 1

Organize the cadets into pairs and have them alternately explain to one another two ways the instructor can establish a friendly learning environment, make learning fun and provide processing time.

Circulate around the room to get a sense of how well the cadets are processing the information. After all cadets have participated and the three items have been explained, continue with the lesson.

Teaching Point 2**Conduct a group discussion on stress management techniques.**

Time: 15 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

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

STRESS

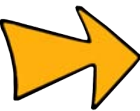
Stress is the body's reaction to a perception of a physical or emotional threat. The threat can be real or imagined; it is the perception of threat that triggers the stress response. During an acute stress response, the nervous system is activated automatically and the body experiences increased levels of cortisol, adrenalin and other hormones that produce an increased heart rate, quickened breathing rate and higher blood pressure. Blood is carried from the extremities to the big muscles preparing the body to fight or run away, which is commonly known as the "fight or flight" response. When the perceived threat is gone, our systems are designed to return to normal but this doesn't always happen because the threats can be frequent which causes constant anxiety.

Positive and negative stress are commonly labelled as eustress and distress respectively.

EUSTRESS

Eustress is described as good stress and is created naturally when we participate in exciting but safe activities or when we trick the body into releasing small amounts of cortisol into the bloodstream. This type of stress pushes a person to do better and reach goals. Situations that might produce eustress include:

- riding a roller coaster;
- successfully completing an activity; or
- passing a test.



The prefix 'eu' in the word eustress is taken from the word euphoria which means a feeling of well being.

DISTRESS

Distress is described as bad stress. This type of stress causes worry, anger or pain. Situations that might produce distress include:

- lack of sleep,
- accidents, or
- negative relationships with others.



Stress affects individuals differently. A situation that causes eustress for one person may cause distress for another.

TECHNIQUES FOR CREATING POSITIVE STRESS

Positive stress releases a small amount of cortisol into the bloodstream which can help the cadets learn more easily by improving their memory function. The instructor should use techniques, such as those described below, to create positive stress.

Design activities that challenge cadets. The instructor should design activities that challenge the cadets just beyond their present level of ability to encourage interest and prevent boredom.

Use movement. Instructors should incorporate movement into every lesson because it increases oxygen flow to the brain, which helps the cadets learn better. The movement should occur naturally during the lesson when the cadets are forced to stand up to give responses or move around to engage in a learning or confirmation activity. It does not have to be long but should be frequent during a lesson, which can have a cumulative effect on the brain.

Use music. Music, in addition to being enjoyable, has health benefits because it helps the body to produce cortisol. Instructors should have a good selection of music that they regularly use during their lessons as background noise or as an attention signal to begin a lesson or transition from one activity to another.

Breathe Properly. Breathing is how oxygen gets into the bloodstream to be delivered to the rest of the body. As automatic as it is, cadets may not be breathing well and should practice deep breathing activities to help increase oxygen flow.



Conduct a deep breathing activity by having the cadets:

1. lie on the floor on their back or sit in a comfortable position;
2. place one hand on their upper chest and one hand on their belly just above their waist;
3. breathe in slowly through their nose and feel the hand on their belly rise;
4. breathe out slowly through their mouth and feel the hand on their belly gradually lower;
and
5. repeat steps three and four a few times.

If this activity is too disruptive or time consuming, simply encourage the cadets to take a few deep breaths periodically throughout a lesson to get more oxygen from the bloodstream to the brain, which will improve brain function.

TECHNIQUES FOR CONTROLLING NEGATIVE STRESS

If threats, or the perception of threats, are persistent, stress will become long term or chronic. The body can handle temporary or acute stress but not chronic stress and it may become ill. At the least, chronic stress impedes learning and must be prevented. In addition to using some of the techniques described above to create good stress, instructors should incorporate the following in their lessons to manage negative stress.



It is estimated that ninety percent of doctors' visits are for conditions in which stress, at least, plays a role.

Inform cadets of expectations. Instructors must clarify their expectations and communicate them to the cadets. Be specific, when assigning tasks, about what cadets will be expected to do, how they will be assessed and how they will receive extra training if necessary. Develop routines for beginning a lesson, transitioning from one activity to another during a lesson, getting the cadets' attention, dealing with different types of learners and ending a lesson. Routines may be repetitive and the cadets may complain at first, but routines that are realistically developed and consistently applied will allow the cadets to predict what will happen, which will ease their stress.

Provide necessary resources. The instructor must clearly and specifically inform the cadets what is expected of them and ensure that the cadets have all the material they need to complete the learning activity. The cadets will have limited time to complete the activity and will become frustrated if they have to collect material or improvise on their own. The instructor must ensure that all necessary equipment and supplies are readily available in the learning environment.

Provide adequate time to accomplish the task. When determining the amount of time for a task a good rule to follow is to assign one minute for each year of age. If an activity is long it should be broken down into manageable tasks.

Incorporate physical activity. The instructor should ensure that cadets move during every class either naturally as part of an activity or artificially when they notice the cadets' attention lagging.

Provide time to process information. Give the cadets enough time during a task to interact with their peers, in some way or another, over the content to help move it into long-term memory. This can be accomplished in a number of ways such as group interactions or some form of paired sharing. The important thing is to prevent time from becoming a hindrance to learning.

Practice relaxation techniques. There are a number of relaxation techniques to control negative stress. The benefit of such techniques is that they trick the body into thinking that the threat is gone and the increased blood circulation carries more oxygen to the brain, which allows the body to relax.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. What is stress?
- Q2. How does breathing deeply help create positive stress?
- Q3. What are five things instructors can do to control negative stress?
- Q4. How can practicing relaxation techniques help control negative stress?
- Q5. How does music create positive stress?



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



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



If time allows, conduct an activity where the cadets will practice one of the relaxation exercises described in Attachment A.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Identify classroom / training area management techniques.

Time: 20 min

Method: Interactive Lecture

The classroom / training area for cadets may vary from session to session or even lesson to lesson depending on the type of training being conducted and the space available at the unit. Even if the instructor has the luxury of a dedicated space, it is important that they develop a classroom / training area management plan that will maximize the time available for a lesson. A management plan will prevent the instructor from wasting time getting the cadets' attention, transitioning from one activity to another, handling distractions and dealing with different types of learners.

A management plan should include the following but can be more detailed.

ATTENTION SIGNALS



Attention signals will work only if the cadets know what to do upon hearing or seeing the signal and the instructor has a positive expectation of success. If you do it, but do not actually expect the cadets to give you their attention, most likely they will not.

The instructor may find it useful to use an attention signal which immediately captures the cadets' attention when beginning a lesson, giving instructions, passing on information or transitioning from one activity to another. The attention signal should be both auditory and visual and the cadets should be taught to stop talking, stop working and establish eye contact immediately upon hearing and seeing the signal. Such an approach, when it becomes entrenched into the lesson's routine, will prevent the instructor from becoming frustrated and will help establish a calm tone for the lesson. The attention signal should be used consistently whenever there is a need to get the cadets' attention. The following attention signals may be used:

- **Raising a hand.** The instructor can simply raise their hand or raise their hand and say, "high five." Immediately upon hearing the phrase "high five" and seeing the instructor's hand go up the cadets should stop talking or moving, look at the instructor, raise their hand and repeat the phrase "high five" and keep their hand raised until the group is ready.
- **Flicking the light switch.** Immediately upon seeing the lights go on and off, the cadets should stop talking or moving and look at the instructor until the group is ready. An accompanying verbal command may include "high five" or some other phrase.
- **Sounding a bell, playing a musical tone or playing part of a song.** Immediately upon hearing the bell, musical tone or part of a song, the cadets should stop talking or moving and look at the instructor until the group is ready.
- **Clapping a rhythm.** The instructor claps a rhythm (dut, dut, dut, dut, dut). Immediately upon hearing the clapped rhythm the cadets should stop talking or moving, clap either a responding rhythm (dut, dut) or repeat the rhythm the instructor clapped and then look at the instructor until the group is ready.
- **Whistling.** Immediately upon hearing the whistle the cadets should to stop talking or moving and look at the instructor until the group is ready.



Use one of the attention signals and have the cadets respond with the appropriate behaviour or play the chorus from the song "Respect", have the cadets repeat "R-E-S-P-E-C-T" when they hear it and look at the instructor until the group is ready.



This is not an exhaustive list of attention signals. Some of the signals described above may be too childish for some groups. When deciding on a signal, consider the age, experience and maturity level of the group. Additional research of attention signals and experimenting with the group may help find one that works.

CORRECTING BEHAVIOUR

Instructors must be able to resolve disagreements, draw attention to the merits of differing opinions and maintain control of the classroom. They should prepare ahead of time and have a contingency plan for a range of behaviours similar to those listed below:

LEARNER BEHAVIOUR	SOLUTIONS
<p>Quick Learner</p> <p>The cadet who consistently grasps concepts quickly and finishes work first could become disruptive if they begin to feel bored and unchallenged.</p>	<p>Provide this cadet with more advanced work.</p> <p>Ask this cadet to help others who require help.</p> <p>Have extra work prepared that reinforces the lesson.</p>
<p>Quiet Learner</p> <p>The cadet who rarely participates because they are shy, afraid, self-conscious or introverted.</p>	<p>Determine the cadet's interest and make it a topic for a group discussion. Discreetly encourage them to speak on the topic during the discussion asking questions that require short answers but occasionally ask more detailed questions.</p>
<p>Helpful Learner</p> <p>The cadet who is eager to help and agrees with everything the instructor says.</p>	<p>If the cadet is truly a generous person, explain in private that their behaviour is appreciated but could be misinterpreted by the group.</p> <p>If the cadet is trying to gain the favour of the instructor, advise the whole group that only merit will be rewarded.</p>
<p>Monopolizer</p> <p>The cadet who is always ready to express their views and can end up monopolizing the lesson.</p>	<p>Pose questions to this cadet that require only brief "yes" or "no" answers.</p>
<p>Critical Learner</p> <p>The cadet who consistently finds fault with the content or method of instruction.</p>	<p>Listen to the cadet's problems and satisfy them, if possible. If not possible, admit there are areas to be improved and ask for suggestions and solutions. Advise the cadet that you would be happy to discuss these issues after the lesson.</p>
<p>Know It All</p> <p>The cadet who considers themselves an authority on any topic being discussed and disrupts the class.</p>	<p>Determine if the cadet is knowledgeable or simply trying to get attention. Allow the cadet to answer some questions but allow other cadets to respond as well.</p>
<p>Distracter</p> <p>The cadet who attempts to get the group off topic. The cadet may do this to avoid revealing that they have not completed the assigned work or to avoid a difficult subject.</p>	<p>Recognize the types of questions that appear to relate to the lesson but will actually veer off topic.</p> <p>Acknowledge that the question does not relate to the topic but offer to discuss it after the lesson.</p>



Organize the cadets into pairs and have them alternately describe to one another the different types of learners. Circulate around the room to get a sense of how well the cadets are processing the information. After all cadets have participated and the different types of learners have been described, continue with the lesson.

PROVIDING POSITIVE REINFORCEMENT

Deal with inappropriate academic performance and / or behaviour by emphasizing what is expected of the cadet rather than concentrating on what the cadet did wrong. The feedback should be:

- accurate,
- age-appropriate,
- specific, and
- consistent with the instructor's personal style.

It is extremely frustrating for cadets to be advised that their performance is unsatisfactory but to not know why. Instructors must:

- specifically and clearly identify what aspect of a performance is incorrect; and
- specifically and clearly identify what the cadet must do differently.

The cadets should also be asked to identify their own mistakes and explain why they made the error. In addition, the cadets should also be given the opportunity to:

- explain how to perform the task correctly; and
- practice the correct procedure.

ENGAGING THE CADET

Cadets are engaged when they are moving around or working in groups to manipulate information physically and mentally. Instructors can enhance learning by engaging in activities such as those described below.

Jigsaw worksheets. Instead of having cadets complete a worksheet individually, break them into small groups and assign a portion of the worksheet to each group. Each group must complete its assigned portion of the worksheet and use a poster or some other presentation aid to present the information to the whole group.

Graphics. Have the cadets create graphic organizers such as webs or mobiles to summarize information.

Creative writing. Have the cadets create rhymes, poems or songs to summarize information. If you are teaching terminology, symbols or similar information, have the cadets write a fairy tale or children's story using the information.

Create a chart. The instructor should type chronological information using a large font and cut it up into strips. Organize the cadets into pairs or small groups and give each pair or group an envelope with the strips of information and have them work together to place the information in the correct order and paste it on a sheet of chart paper or bristol board. Time the activity for fun.

Information chain. Have each cadet write one fact that they have learned during the class on a piece of coloured paper if possible. Have the class line up in front of the room and invite the first cadet to read their slip then fold it into a link and staple it. Invite the next student to read a fact and attach it to the chain and continue in this fashion until all cadets have created a link.

Scavenger hunt. Teach identification lessons such as parts of a rifle or parts of a tackle by planting clues around the room and having cadets engage in a scavenger hunt. The clues may be actual items or pictures of items. When cadets find an actual item or some representation of it, they must describe the item to the group.

Road trip. Create a road trip. Place stop signs around the room containing information describing what the cadet must do. The cadets will travel to each place, complete the activity and have their passport stamped.



Organize the cadets into pairs and have them alternately explain to one another the different ways instructors can engage cadets. Circulate around the room to get a sense of how well the cadets are processing the information. After all cadets have participated and all activities have been explained, continue with the lesson.

MANAGING DISTRACTIONS

The best way for instructors to manage distractions is to prevent them from occurring by engaging the cadets in learning. Use attention signals to get the cadets' attention at the beginning of a lesson, while conducting an activity during a lesson and when transitioning from one activity to another. Instructors can prevent distractions by developing and consistently using routines that help cadets to predict the instructor's behaviour. Disruptions often occur when the cadets move from one activity to another during a lesson. Instructors should structure transitions by answering the following questions:

- Can the cadets talk during transitions?
- How can the cadets get the instructor's attention during a transition?
- What is the purpose of the transition?
- Can the cadets move during the transition?
- What is the desired behaviour during a transition?

Once a procedure has been established, the instructor should teach the cadets the structure through direct instruction and patient practice until the group responds appropriately. A possible approach to teaching transitions could include:

- calling the cadets to attention with the attention signal;
- numbering the cadets and assigning each number a specific task;
- informing the cadets of the rules regarding talking and moving around the room;
- informing the cadets of the procedure for getting the instructor's attention; and
- informing the cadets of the time permitted for the transition.



Instructors should encourage the cadets either individually or collectively when they may not expect it. Such encouragement may be particularly rewarding and will be considered genuine because it is attached to past behaviour and not necessarily designed to provoke further activity from the cadet.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. What is an attention signal?
- Q2. Identify one solution for dealing with cadets who get finished before others and become disruptive.
- Q3. Identify two questions instructors should answer to structure transitions.

ANTICIPATED ANSWERS:

- A1. An attention signal is a visual or auditory signal that immediately captures the cadets' attention when the instructor begins a class, gives instructions, passes on information or transitions from one activity to another.
- A2. Solutions include:
- providing the cadet with more advanced work;
 - asking the cadet to help others; or
 - having extra work prepared that reinforces the lesson.
- A3. Can the cadets talk during transitions?
How can the cadets get the instructor's attention during a transition?
What is the purpose of the transition?
Can the cadets move during the transition?
What is the desired behaviour during a transition?

END OF LESSON CONFIRMATION

Have the cadets complete the Create a Positive Learning Environment Crossword Puzzle located at Attachment B.

Review answers using the Create a Positive Learning Environment Crossword Puzzle Answer Key located at Attachment C.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 409 PC.

CLOSING STATEMENT

Creating a positive learning environment requires planning and work by instructors. A safe, respectful and positive learning environment is more than a boost to self-confidence and self-esteem or a way to make learning fun—it is the cadet's right and an excellent way to make them want to learn.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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

A0-118 Director Cadets 3. (2007). *Youth reference guide*. Ottawa, ON: Department of National Defence.

C0-191 ISBN 978-0-7360-6675-4 Corbin, C. & Lindsey, R. (2007). *Fitness for life: Updated fifth edition*. Windsor: Human Kinetics.

C0-375 ISBN 978-1-879097-10-0 Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente, CA: Kagan Publishing.

C0-376 ISBN 0-7619-4626-8 Earl, L. M. (2003). *Assessment as learning*. Thousand Oaks, CA: Corwin Press, Inc.

C0-380 Scott, E. (2008). *Cortisol and stress: How to stay healthy*. Retrieved February 25, 2009, from <http://www.Stress.about.com/od/stresshealth/a/cortisol.htm?p=1>

C0-381 McDonald, E. (2006). *How to involve and engage students*. Retrieved March 4, 2009, from http://www.education-world.com/a_curr/columnists/mcdonald/mcdonald007.shtml

C0-382 Bear, T. C. (2009). *Quiet signals for getting attention and control of your classroom*. Retrieved February 27, 2009, from <http://www.teachercreated.com/blog/?tag=attention-signals>

C0-383 Bell, A. (2007). *Creating a learning centered environment–Introduction*. Retrieved February 23, 2009, from <http://www.dialogueonlearning.tc3.edu/model/environment/Introduction-grp.htm>

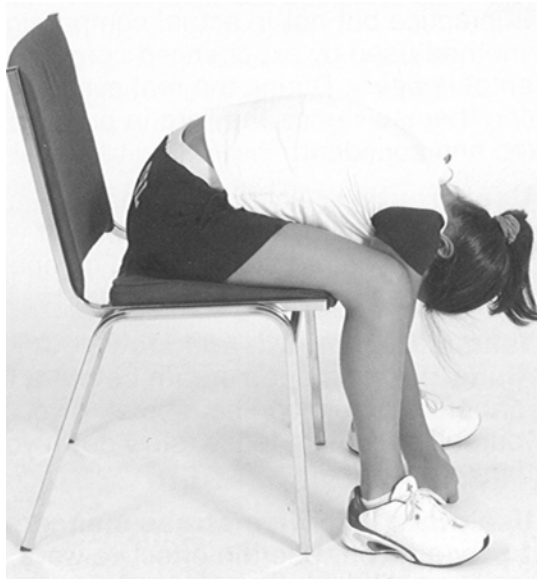
C0-384 Handy, K. (2009). *Classroom management plan*. Retrieved February 27, 2009, from <http://www.katiehandy.wordpress.com/classroom-management-plan/>

C0-385 Boudreau, D. (2008). *Creating the ideal learning environment–Emotional*. Retrieved February 25, 2009, from <http://ezinearticles.com/?Creating-the-Ideal-Learning-Environment---Emotional&id=1536435>

RELAXATION EXERCISES

Rag Doll

1. Sit in a chair (or stand) with feet apart.
2. Stretch the arms and trunk upward and inhale.
3. Exhale and drop the body forward. Let the trunk, head and arms dangle between the legs, keeping the muscles relaxed (as illustrated in Figure 1).
4. Remain in this position for 10–15 seconds.
5. Slowly roll up, one vertebrae at a time.



Note. From Fitness for Life: Updated Fifth Edition (p. 300), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

Figure A-1 Rag Doll

Neck Roll

1. Sit in a chair or on the floor with legs crossed.
2. Keeping the head and chin tucked, inhale and slowly turn the head as far left as possible (as illustrated in Figure 2).
3. Exhale and turn the head to the centre.
4. Repeat steps 2–3 for the right side.
5. Repeat steps 2–4 three times, trying to turn further each time to feel the stretch in the neck.
6. Drop the chin to the chest and inhale while slowly rolling the head in a semicircle to the left shoulder and exhale while slowly rolling the head back to the centre.
7. Repeat step 6 for the right side.



Do not roll the head backward or in a full circle.



Note. From Fitness for Life: Updated Fifth Edition (p. 300), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

Figure A-2 Neck Roll

Body Board

1. Lie on the right side with arms over the head (as illustrated in Figure 3).
2. Inhale and stiffen the body like a wooden board.
3. Exhale and relax the muscles and collapse.
4. Let the body fall without trying to control the direction (as illustrated in Figure 4).
5. Lie still for ten seconds.
6. Repeat steps 1–5 for the left side.



Note. From Fitness for Life: Updated Fifth Edition (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

Figure A-3 Body Board Start Position

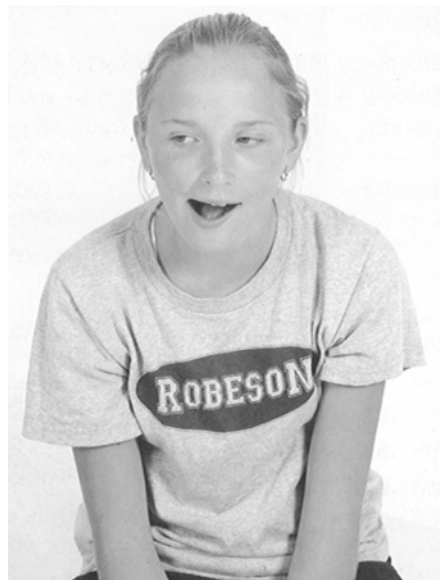


Note. From Fitness for Life: Updated Fifth Edition (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

Figure A-4 Body Board Finish Position

Jaw Stretch

1. Sit in a chair or on the floor with head up and arms and shoulders relaxed.
2. Open mouth as wide as possible and inhale.
3. Relax and exhale slowly.
4. Shift the jaw to the right as far as possible and hold for three seconds (as illustrated in Figure 5).
5. Repeat step 4 for the left side.
6. Repeat steps 4–5 ten times.

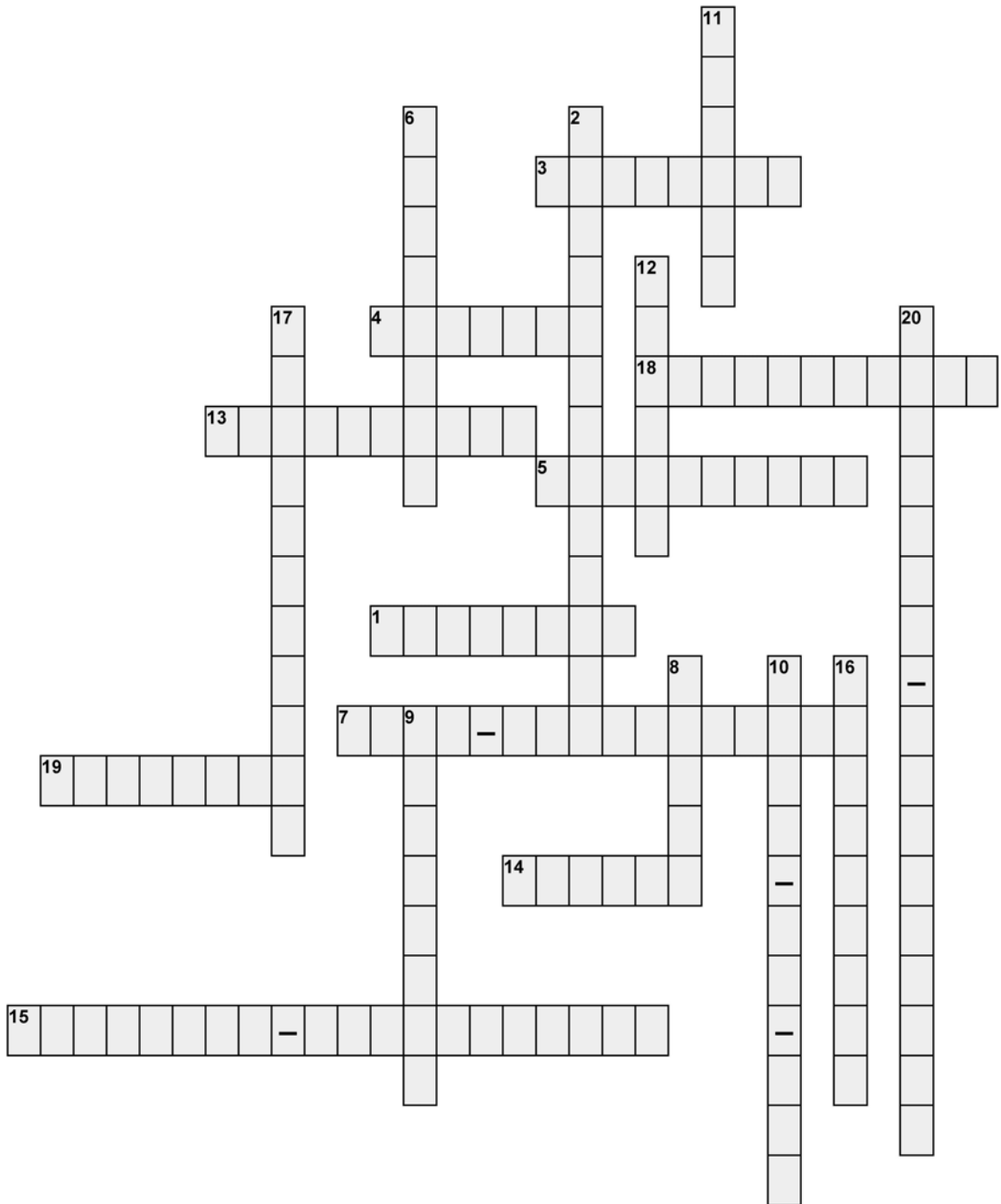


Note. From Fitness for Life: Updated Fifth Edition (p. 301), by C. Corbin, & R. Lindsey, 2007, Windsor, ON: Human Kinetics. Copyright 2007 by The Cooper Institute.

Figure A-5 Jaw Stretch

THIS PAGE INTENTIONALLY LEFT BLANK

CREATE A POSITIVE LEARNING ENVIRONMENT CROSSWORD PUZZLE



Word List

physical environment, relaxation, movement, brain, stress, relaxed alertness, memorable, past performance, predict, processing, eustress, distress, cortisol, visual, know it all, specific, self-esteem, quiet learner, emotionally, oxygen

Clues

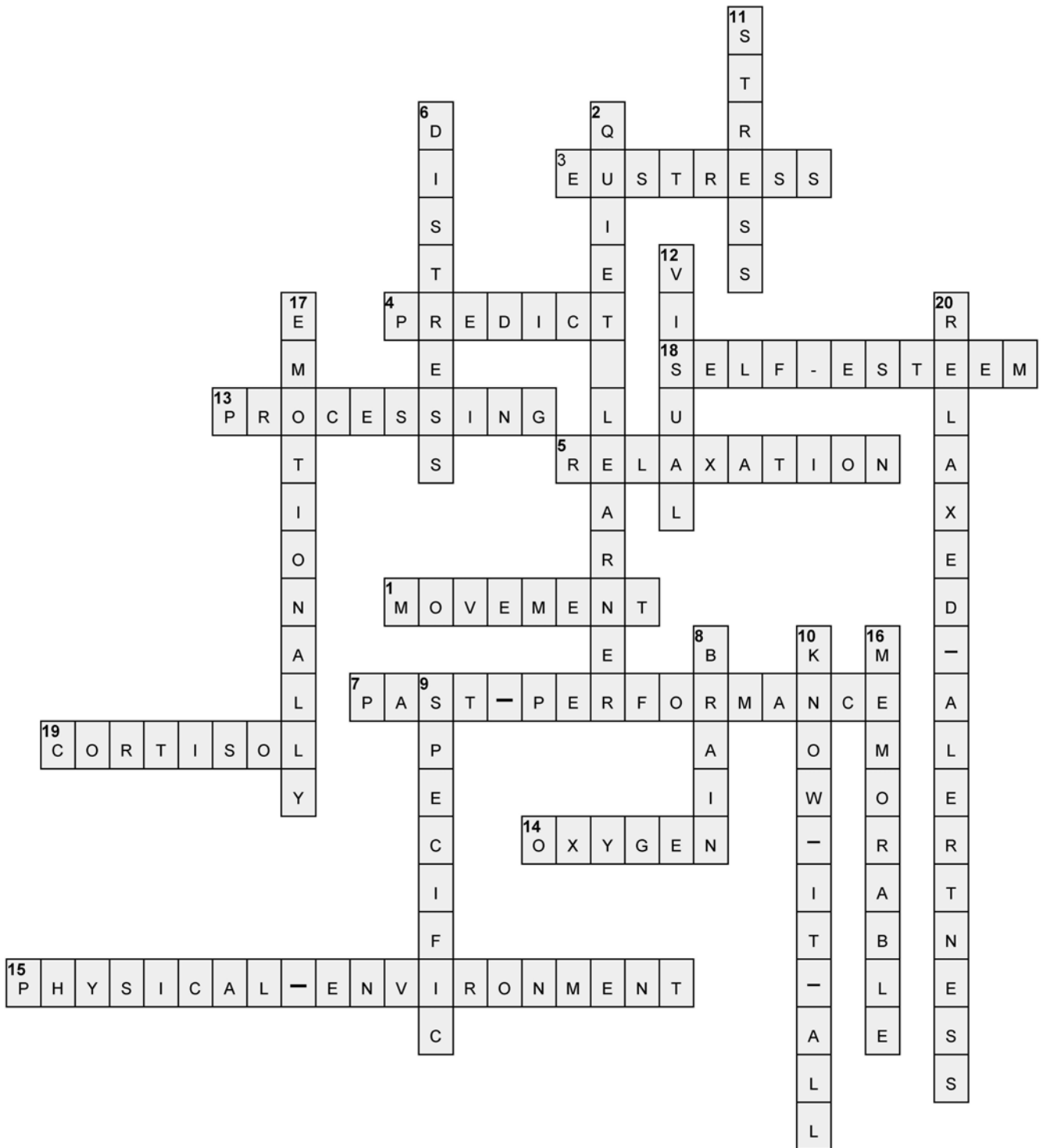
Across:

1. Furniture should be arranged to allow for _____.
3. Positive stress is called _____.
4. Using consistent routines will help cadets _____ instructor behaviour.
5. Cooler temperatures lead to this _____.
7. Feedback should help cadets compare current progress with _____.
13. Moving information from working memory to long term memory is called _____ information.
14. Deep breathing helps get _____ into the blood stream.
15. The place where a lesson takes place is _____.
18. Reinforcement boosts learning but encouragement boosts _____.
19. Music and movement help the body to produce _____.

Down:

2. The cadet who rarely participates is called a _____.
6. Negative stress is called _____.
8. 20% of the body's energy is consumed by the _____.
9. Feedback should be accurate, age-appropriate, consistent and _____.
10. Cadets who think they are authorities on any topic are called _____.
11. Fight or flight is the body's response to _____.
12. Attention signals should be both auditory and _____.
16. When our senses are stimulated the learning experience will become more _____.
17. When cadets feel comfortable and relaxed the environment is said to be _____ safe.
20. To maximize learning the emotional environment should create _____.

CREATE A POSITIVE LEARNING ENVIRONMENT ANSWER KEY



CREATE A POSITIVE LEARNING ENVIRONMENT ANSWER KEY (CONT'D)

Clues

Across:

1. Furniture should be arranged to allow for _____. (MOVEMENT)
3. Positive stress is called _____. (EUSTRESS)
4. Using consistent routines will help cadets _____ instructor behaviour. (PREDICT)
5. Cooler temperatures lead to this _____. (RELAXATION)
7. Feedback should help cadets compare current progress with _____. (PAST PERFORMANCE)
13. Moving information from working memory to long term memory is called _____. (INFORMATION PROCESSING)
14. Deep breathing helps get _____ into the blood stream. (OXYGEN)
15. The place where a lesson takes place is _____. (PHYSICAL ENVIRONMENT)
18. Reinforcement boosts learning but encouragement boosts _____. (SELF-ESTEEM)
19. Music and movement help the body to produce _____. (CORTISOL)

Down:

2. The cadet who rarely participates is called a _____. (QUIET LEARNER)
6. Negative stress is called _____. (DISTRESS)
8. 20% of the body's energy is consumed by the _____. (BRAIN)
9. Feedback should be accurate, age-appropriate, consistent and _____. (SPECIFIC)
10. Cadets who think they are authorities on any topic are called _____. (KNOW IT ALL)
11. Fight or flight is the body's response to _____. (STRESS)
12. Attention signals should be both auditory and _____. (VISUAL)
16. When our senses are stimulated the learning experience will become more _____. (MEMORABLE)
17. When cadets feel comfortable and relaxed the environment is said to be _____ safe. (EMOTIONALLY)
20. To maximize learning the emotional environment should create _____. (RELAXED ALERTNESS)



COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE



SECTION 3
EO M409.03 – DESCRIBE LEARNER NEEDS

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Create slides of Attachments A and H.

Photocopy and three-hole punch Attachments B, D, E, F, I and K for each cadet.

Photocopy Attachment C and cut into strips.

Make two copies of Attachments J and L.

Ensure that the cadets bring the binder provided in EO M409.01 (Identify Methods of Instruction).

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 to introduce, provoke thought and stimulate the cadet's interest in learner needs.

An in-class activity was chosen for TPs 3 and 4 as it is an interactive way to provoke thought and stimulate interest in the different types of learners and how to meet their needs.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadets shall have described how developmental periods and learning styles determine learner needs.

IMPORTANCE

Instructors must develop an appreciation for all learning styles in order to meet learner needs. Being aware of developmental periods will provide instructors with the necessary tools to plan relevant and meaningful lessons.

Teaching Point 1**Describe the importance of making material relevant and meaningful, and providing information processing time.**

Time: 5 min

Method: Interactive Lecture



Display the slide of Tiger Comic located at Attachment A to focus the cadets' thoughts toward the learning process.

Learning is a complex process. There are many theories about how learning occurs. Determining what is relevant is the first step to ensure that the learning is meaningful. Understanding the age appropriate learning categories provides some insight into how the brain is working to process information.

RELEVANT LEARNING

Relevant. Determining why and if the material is necessary to know. Once this is determined the learner decides whether or not they engage in committing the information to memory.



Albert Einstein said, "Everything should be made as simple as possible, but not simpler."

In other words, teach to the level of the cadets. The level of difficulty determines whether or not the cadets engage in the lesson. Essentially, less is more when it comes to new material.

MEANINGFUL LEARNING

Providing meaningful and relevant material results in greater overall retention.

Learning becomes meaningful when cadets understand material and store it in the brain. A learning experience is meaningful when the learners engage in three processes:

1. reflecting upon prior knowledge;
2. relating to real-life experiences; and
3. applying knowledge in future experiences.

Retention is the ability to remember material after the material is presented. The more information is repeated, the better the retention.



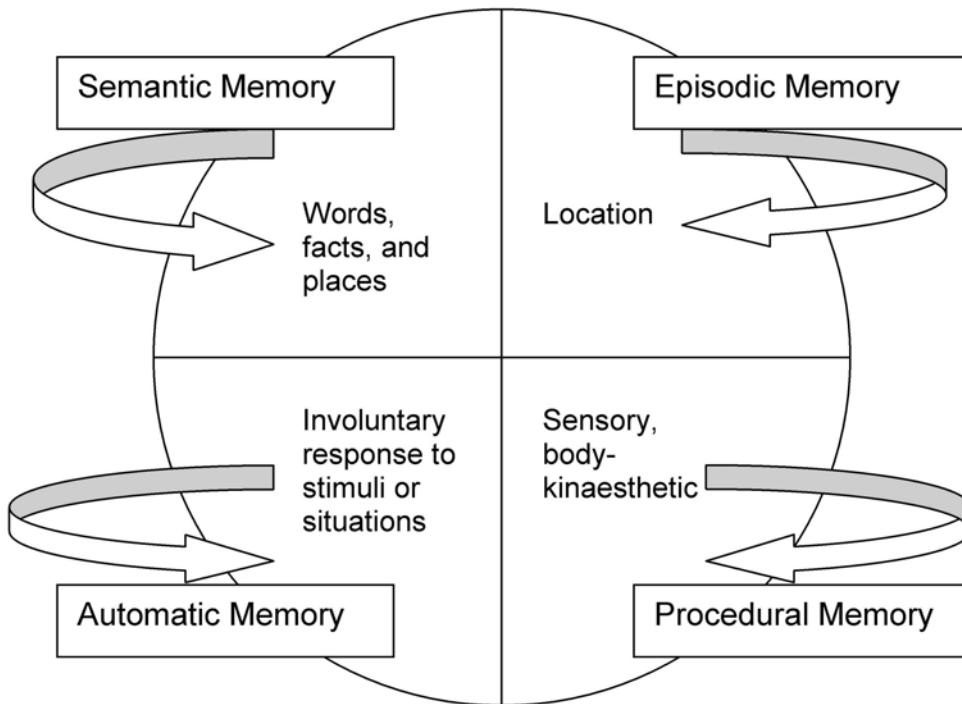
Display the following on flip chart paper / white board.

Learners retain:

- 10% of what they read,
- 26% of what they hear,
- 30% of what they see,
- 50% of what they see and hear,
- 70% of what they say, and
- 90% of what they say and do.

Information is stored in different places in the brain depending on the type of information. Emotions have a great influence on learning. The stronger the emotions connected with an experience, the stronger the memory.

Various types of information are associated with a specific type of memory (as illustrated in Figure 1).



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

Figure 1 Types of Memory

PROCESSING TIME

Attention span. The average attention span is about one minute per year of age to a maximum of 15 years.

Allowing time for cadets to apply their learning is important so they can move information from their working memory to their long-term memory. The processing time is known as "thinking about thinking", where cadets can reflect on the lesson and plan, monitor, and evaluate their own thinking and learning.



Distribute the Learning Pyramid located at Attachment B to show the relationship between learning and remembering.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What does relevant mean?
- Q2. What three processes involve the learner to have a meaningful learning experience?
- Q3. What is retention? How is it increased?

ANTICIPATED ANSWERS:

- A1. Determining why and if the material is necessary to know. Once this is determined the learner will decide whether or not they will engage in actually committing the information to memory.
- A2. The learner actively:
- (a) reflects upon prior knowledge;
 - (b) relates to real-life experiences; and
 - (c) applies knowledge in future experiences.
- A3. Retention is the ability to remember material after it is presented. The more information is repeated, the better the retention.

Teaching Point 2

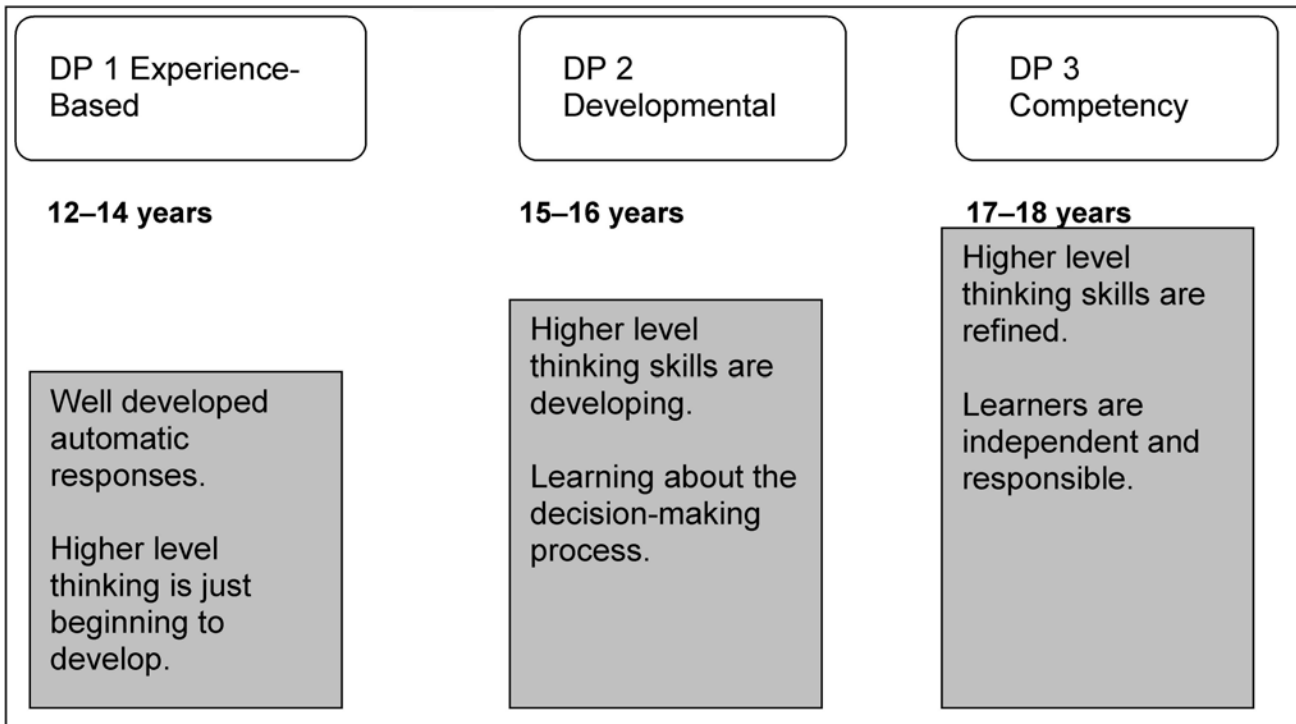
Describe and identify the needs of the developmental periods (DP).

Time: 10 min

Method: Interactive Lecture

DESCRIBE DEVELOPMENTAL PERIODS (DP)

The mental, physical, emotional and social development of a cadet are considered when determining a DP. They are age-based and focus on refining higher-level thinking skills such as reasoning, reflective thinking, and problem solving. The three are also known as age-appropriate learning categories (as illustrated in Figure 2).



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

Figure 2 Identifying DPs

An instructor must plan their lessons based on the DP of the cadets. When planning a lesson it is important to consider what type of activities and questions to ask. For example, each DP indicates how long an activity should last:

- **DP 1.** Activities in a lesson should end in that same lesson.
- **DP 2.** Activities started in a lesson may extend over two to three lessons.
- **DP 3.** Activities started in a lesson may extend over four or more lessons.

NEEDS OF DPS



The following information focuses on DPs 1 and 2 only since the cadets will not be planning lessons for cadets in DP 3.

Experienced-based DP 1 (12–14 years):

- understand what is concrete / real not abstract;
- have mastered reflexive responses;
- require close supervision;
- want interaction and activity in lessons; and
- are very "me" oriented.

Developmental DP 2 (15–16 years):

- in a transition period—moving from understanding the concrete to understanding the abstract;
- beginning to use higher level thinking skills and are comfortable with the concrete;
- want to practice and explore new thinking skills;
- begin to understand cause and effect relationships;
- concerned with fairness—value system kicks in—need for equality for all; and
- asking questions like "how do I fit in?" and "how does this affect me?"

Four areas to consider when teaching within these DPs are:

- active and interactive lessons,
- structured activities,
- the opportunity for choice within the lesson, and
- goals definition.

Each area varies from low to high depending on the age and DP. However, active and interactive lessons are emphasized in all three DPs.

Lessons are planned by incorporating criteria based on the DPs (as illustrated in Figure 3).

Criteria for Activities	Experience-Based	Developmental	Competency
Active and Interactive	yes	yes	yes
Structured	very	some	cadet-run and supervised by officers
Provide Choice	minimal	some	much
Goals	clear and concrete	clear	abstract

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

Figure 3 Needs for Developmental Periods

ACTIVITY

Time: 5 min

OBJECTIVE

The objective of this activity is to have the cadets describe and identify the DPs.

RESOURCES

Developmental Periods Confirmation strips located at Attachment C.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the strips of paper from Attachment C to the cadets.



There are only 10 strips. If there are more than 10 cadets they may work in pairs / groups. If there are less than 10 cadets, some cadets may have more than one strip.

2. Ask the cadets who have a DP to come forward and tape their strip on the board.
3. Ask each cadet to read each strip to the class and decide what DP it describes. If the cadet is having difficulty, other cadets may help.
4. Once a decision has been made, tape the strip under the respective category.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Conduct an activity where the cadets will describe and identify the needs of the different learning styles.

Time: 20 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets describe and identify the needs of learners.

RESOURCES

- Learning Styles Information Sheet located at Attachment D,
- Learning Styles Survey located at Attachment E,
- How to Make a Jumping Frog located at Attachment F,
- How to Make a Triangular Box located at Attachment G,
- Slide of *Schoolies* comic located at Attachment H,
- Letter size paper for each cadet,
- Square sized sticky notes (eg, size 3 inches by 3 inches), and
- Sticky notes—4 inches by 6 inches.



In this lesson, sticky notes are used instead of origami paper (which is optimal). However, if sticky notes are not available, cut any paper according to the sizes recommended above.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Learning Styles Information Sheet located at Attachment D. Read through the handout together.
2. Distribute the Learning Style Survey located at Attachment E. Have the cadets read each question and choose the most appropriate answer. Once they have answered all questions, have the cadets total each letter to determine their individual learning style.
3. Designate three areas of the classroom to represent each learning style: visual, kinaesthetic, and auditory. Have the cadets move to the group that reflects their learning style as indicated in the survey.



The groups should be uneven. Compare class results with the distribution of learning style percentage as indicated in the Learning Styles Information Sheet located at Attachment D.

4. Have the cadets return to their seats.
5. Distribute a piece of letter size paper, three square sticky notes, and one 4 inch by 6 inch sticky note to each cadet.



The activities are intended to allow the cadets to experience difficulty while using each one of the learning styles. Emphasis is on the cadets experiencing each learning style and not the completion of each activity. It is not important for the cadets to complete each activity, since they are for initial experiences only. Allot 2–3 minutes for each activity.

6. Have the cadets experience the auditory learning style by:
 - (a) listening to the directions to make a paper object;
 - (b) performing the direction as it is said; and
 - (c) refraining from asking questions as the directions are being given.



For this activity, have the cadets use the letter size paper. Read the following directions aloud to the cadets on how to make a paper boat:

1. Fold a piece of paper in half, from top to bottom.
2. Fold the right corner into the middle of the paper.
3. Fold the left corner into the middle of the paper.
4. Fold the bottom of the paper up against both sides.
5. Insert thumbs into the bottom to make a square.
6. Fold the bottom corners over each other to create a triangle.
7. Insert thumbs into the bottom to make a square.
8. Hold the paper with flaps down.
9. Fold the corners to the top point.

10. Pull the middle out to form a square.
11. Pull the two triangles at the top apart to create a boat.



For the next activity, have the cadets use the 4 inch by 6 inch sticky notes. Distribute How to Make a Jumping Frog located at Attachment F to each cadet.

7. Have the cadets experience the visual learning style by:
 - (a) seeing pictures to make a jumping frog;
 - (b) reading the directions to make a jumping frog; and
 - (c) performing the task without assistance.



For the next activity, have the cadets use the square sticky note. Use How to Make a Triangular Box located at Attachment G and demonstrate each step so the cadets can see.

8. Have the cadets experience the kinaesthetic learning style by:
 - (a) watching the instructor make a triangle box without verbal or written directions, and
 - (b) performing the task without assistance.
9. Discuss the cadets' feelings towards each of the learning styles by provoking these thoughts:
 - (a) What learning style was dominant in each of the activities?
 - (b) What task was most difficult?
 - (c) What task was the easiest?



Display the slide of *Schoolies* comic located at Attachment H.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4

Conduct an activity where the cadets will identify how to structure a lesson to meet the needs of the different types of learners.

Time: 15 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets identify how to structure a lesson to meet the needs of types of learners.

RESOURCES

- Instructor Tips for Learning Styles worksheet located at Attachment I,
- Instructor Tips for Learning Styles Answer Key located at Attachment J,
- Activities in Developmental Periods worksheet located at Attachment K,
- Activities in Developmental Periods Answer Key located at Attachment L,
- Flip chart paper,
- Stopwatch,
- Markers, and
- Pens / pencils.

ACTIVITY LAYOUT

Set up workstations by taping flip chart paper around the classroom.



The number of workstations can be determined by dividing the class number by two or four. For example, if the class size is small divide by two, and if it is large divide by four.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into two groups by assigning each cadet a number: Number 1 or Number 2. Arrange the cadets so that each group is sitting on opposite sides of the classroom.
2. Distribute the Instructor Teaching Tips for Learning Styles worksheet located at Attachment I to the cadets in Group 1 and the Activities in Developmental Periods worksheet located at Attachment K to Group 2.
3. Have the cadets work in their groups to fill out their worksheets.



Allocate two minutes for the cadets to work on the worksheets. It is not important to fully complete the sheets.

4. Distribute the answer keys located at Attachments J and L to one cadet in each group.
5. Have the cadet with the answer key in the each group read out the correct answers while the other cadets mark their worksheets and fill in any missing answers.
6. Have the cadets pair up with a cadet from the other side of the classroom and move to one of the workstations.



When the class size is large, two pairs can be assigned to each work station.

7. Give the cadets 2–3 minutes to explain on the chart paper how a DP 1 lesson would be structured differently than a DP 2 lesson. The cadets may use ideas from the worksheets and handouts in the class.
8. Have each group discuss their ideas for 2–3 minutes.



Distribute the remaining copies of Attachments I and K to those cadets that did not receive them earlier in the activity.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard Plan*, Chapter 3, Annex B, 409 PC.

CLOSING STATEMENT

Understanding what makes information relevant and meaningful is important when it comes to instructing. Defining learning styles and identifying developmental stages helps identify instructional strategies that will meet the learners' needs and ultimately provide them with a healthy and welcoming learning environment.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-118 Director Cadets 3. (2007). *Youth reference guide*. Ottawa, ON: Department of National Defence.

C0-397 Belding, S. (2004). *Stickiness: Skills retention and synthesis*. Retrieved March 23, 2009, from http://www.airs.org/files/public/Making_Training_Stick.pdf

C0-398 ISBN I-57517-344-1 Burke, K. (2000). *What to do with the kid who....* Arlington Heights, IL: Skylight Professional Development.

THIS PAGE INTENTIONALLY LEFT BLANK

TIGER COMIC



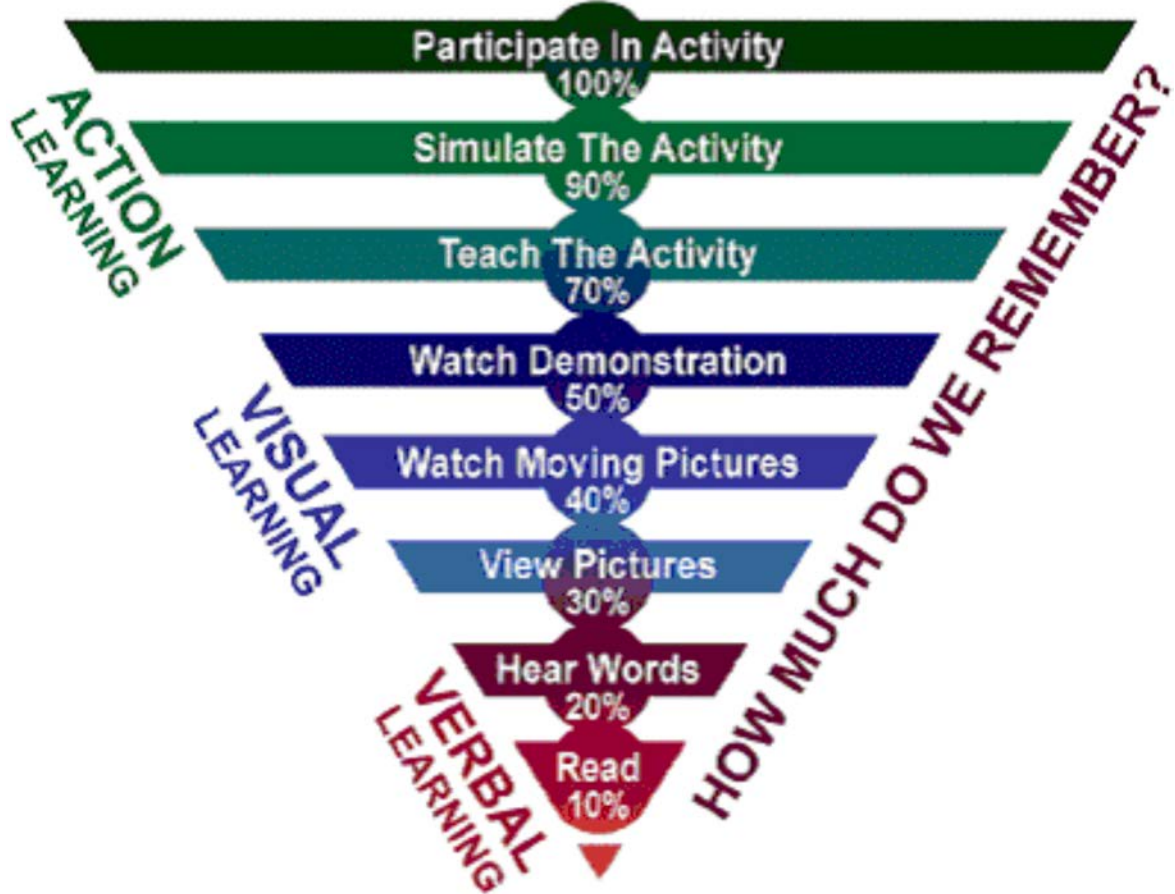
Note. From Tiger Comics by B. Blake. Retrieved March 10, 2009, from <http://www.kingfeatures.com/features/comics/tiger/about.html>

Figure A-1 Hide and Seek

THIS PAGE INTENTIONALLY LEFT BLANK

LEARNING PYRAMID

HOW DO WE LEARN?



Note. From Engage Educate Empower, 2007, Copyright by Life Adventure Centre 2009. Retrieved March 11, 2009, from <http://www.lifeadventurecenter.org>

Figure B-1 Learning Pyramid

THIS PAGE INTENTIONALLY LEFT BLANK

DEVELOPMENTAL PERIODS CONFIRMATION

Cut out each strip and place in an envelope. Use page C-3 as a reference during the activity.

12–14 years Experience-Based

Effective learning experiences for cadets at this stage should be achievable, active and fun.

It is important to note that these cadets are just developing the area of the brain associated with higher level thinking skills.

Require close supervision.

Activities in the lesson should end in the same lesson.

DEVELOPMENTAL PERIODS CONFIRMATION

Cut out each strip and place in an envelope. Use page C-3 as a reference during the activity.

15–16 years Developmental

Cadets in this stage are ready to start learning about and practising reasoning and problem-solving skills.

Cadets want to practise and explore new thinking skills

Concerned with fairness; the value system kicks in where they need equality for all.

Cadets ask question like "how do I fit in?" and "how does this affect me?"

DEVELOPMENTAL PERIODS CONFIRMATION ANSWER KEY

12–14 years Experience-Based

Effective learning experiences for cadets at this stage should be achievable, active and fun.

It is important to note that these cadets are just developing the area of the brain associated with higher level thinking skills.

Require close supervision.

Activities in the lesson should end in the same lesson.

15–16 years Developmental

Cadets in this stage are ready to start learning about and practising reasoning and problem-solving skills.

Cadets want to practise and explore new thinking skills

Concerned with fairness; the value system kicks in where they need equality for all.

Cadets ask question like "how do I fit in?" and "how does this affect me?"

THIS PAGE INTENTIONALLY LEFT BLANK

LEARNING STYLES INFORMATION SHEET

Understanding the different learning styles can help make a more effective instructor. For example, being aware of how cadets process information allows the instructor to design lessons and activities that present information in a variety of ways to address as many learning styles as possible. Learning occurs using the senses. The three learning styles use seeing, hearing and touching. Seeing corresponds to visual learners, hearing corresponds to auditory learners and touching corresponds to kinaesthetic learners.

Visual Learners: <ul style="list-style-type: none"> are described as readers and observers; learn through seeing; think in pictures; benefit from and enjoy visual aids; and are better at reading than listening. 	Auditory Learners: <ul style="list-style-type: none"> are described as listeners and talkers; process information through their ears; are good working in louder environments; are great socialisers; and need to ask questions to confirm learning. 	Kinaesthetic Learners: <ul style="list-style-type: none"> are described as doers; learn through moving, touching and doing; process information through their muscles; and learn best when combining muscles with reading or talking.
--	--	--

Note. Adapted from Cadet Program Reference Guide. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Figure D-1 Learning Styles

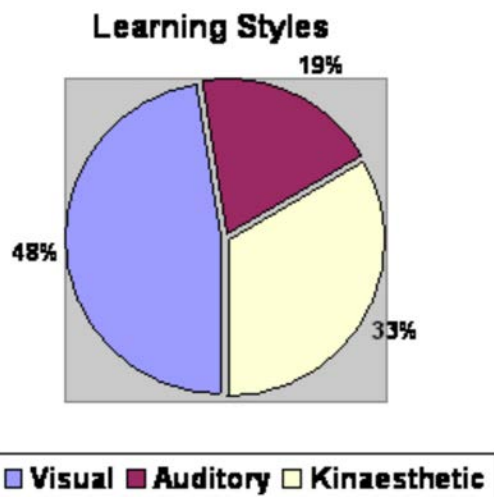
The differences between the three learning styles are illustrated in Figure D-2.

	VISUAL	AUDITORY	KINAESTHETIC
Decision Making	Create a chart of the possible alternatives; write out pros / con.	Talk over options with a friend.	Try out options—go with the path that seems best.
Asking Directions	Prefer a map / written directions.	Prefer verbal instructions.	Prefer to have someone take them the first time.
Learning a New Skill	Watch someone else do it, follow a diagram in a manual.	Attend a lecture; have someone talk them through the steps.	Try this and that until it works.

Note. From Cognitive Preference. Retrieved March 10, 2009, from <http://www.georgebrown.ca/saffairs/stucuss/learningstyles.aspx>.

Figure D-2 Learning Styles and Instructional Activities

To process information, a combination of the three senses are used, signifying that no learning style is completely independent. Each individual has a dominant learning style that represents how they process information most / how they learn best. Most of the population learn best by seeing and are therefore visual learners. When preparing a lesson, the instructor must keep in mind that it is best to provide multiple opportunities for all three styles of learning.



Note. Adapted from Cadet Program Reference Guide. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Figure D-3 Dominant Learning Style

LEARNING STYLES SURVEY

Directions. Select the answer that describes you best. There can only be one answer for each question. Once all the questions are answered, tally each of the letters, V, A and K to find your learning style.

1. If I have to learn how to do something, I learn best when I:

- (V) watch someone show me how.
- (A) hear someone tell me how.
- (K) try to do it myself.

2. When I read, I often find that I:

- (V) visualize what I am reading in my mind's eye.
- (A) read aloud or hear the words inside my head.
- (K) fidget and try to "feel" the content.

3. When asked to give directions, I:

- (V) see the actual places in my mind as I say them or prefer to draw them.
- (A) have no difficulty in giving them verbally.
- (K) have to point or move my body as I give them.

4. If I am unsure how to spell a word, I:

- (V) write it in order to determine if it looks right.
- (A) spell it out loud in order to determine if it sounds right.
- (K) write it in order to determine if it feels right.

5. When I write, I:

- (V) am concerned with how neat and well spaced my letters and words appear.
- (A) often say the letters and words to myself.
- (K) push hard on my pen or pencil and can feel the flow of the words or letters as I form them.

6. If I had to remember a list of items, I would remember it best if I:

- (V) wrote them down.
- (A) said them over and over to myself.
- (K) moved around and used my fingers to name each item.

7. I prefer teachers who:

- (V) use the board or overhead projector while they lecture.
- (A) talk with a lot of expression.
- (K) use hands-on activities.

8. When trying to concentrate, I have a difficult time when:

- (V) there is a lot of clutter or movement in the room.
- (A) there is a lot of noise in the room.
- (K) I have to sit still for any length of time.

9. When solving a problem, I:

- (V) write or draw diagrams to see it.
- (A) talk myself through it.
- (K) use my entire body or move objects to help me think.

10. When given written instructions on how to build something, I:

- (V) read them silently and try to visualize how the parts will fit together.
- (A) read them out loud and talk to myself as I put the parts together.
- (K) try to put the parts together first and read later.

11. To keep occupied while waiting, I:

- (V) look around, stare, or read.
- (A) talk or listen to others.
- (K) walk around, manipulate things with my hands, or move / shake my feet as I sit.

12. If I had to verbally describe something to another person, I would:

- (V) be brief because I do not like to talk at length.
- (A) go into great detail because I like to talk.
- (K) gesture and move around while talking.

13. If someone were verbally describing something to me, I would:

- (V) try to visualize what they were saying.
- (A) enjoy listening but want to interrupt and talk myself.
- (K) become bored if their description got too long and detailed.

14. When trying to recall names, I remember:

- (V) faces but forget names.
- (A) names but forget faces.
- (K) the situation that I met the person other than the person's name or face.

Scoring Instructions: Add the number of responses for each letter and enter the total below. The area with the highest number of responses is your primary style of learning.

Visual V = _____ Auditory A = _____ Kinaesthetic K = _____

Note. From Learning Styles. Retrieved March 16, 2009, from <http://www.georgebrown.ca/saffairs/stusucc/learningstyles.aspx>

Figure E-1 Survey

THIS PAGE INTENTIONALLY LEFT BLANK

HOW TO MAKE A JUMPING FROG

1. Start with a rectangular sheet of paper, white side up. Fold it in half, and open out again.

2. Fold both top corners to the opposite edge of the paper. Your creases should look like this

3. Where the diagonal creases meet in the middle, fold the paper backwards, crease well and open.

4. Hold the paper at the sides, bring these points down to the centre line, then flatten. The creases should do most of the work here!

5. Fold the uppermost triangles up to the top point.

6. Fold sides in to the centre line.

7. Fold bottom of mid upwards so the end sits in the centre of the top diamond.

8. Now fold the same part downwards, in half.

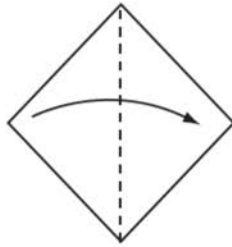
9. Turn over and your frog is finished!
 To make him jump, press down on his back as shown.

Note. From Origami-Fun. Retrieved March 10, 2009, from <http://www.origami-fun.com>

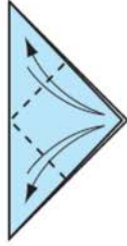
Figure F-1 Jumping Frog

THIS PAGE INTENTIONALLY LEFT BLANK

HOW TO MAKE A TRIANGULAR BOX



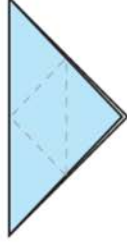
1. Start with a square piece of paper, plain side up.
 Fold the paper in half.



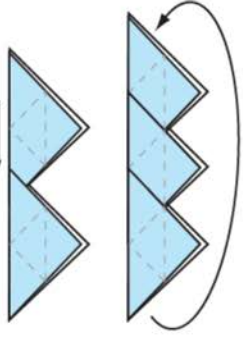
2. Fold the top corners toward the bottom point, then open to create these creases.



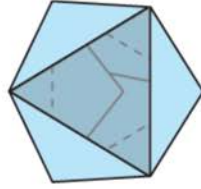
3. Fold both layers of the bottom point up to the top of the model, then open.



4. This is one completed unit. You need three. So make 2 more of these!



5. Insert one unit inside the other, then link the units all together.



Completed Triangular Box

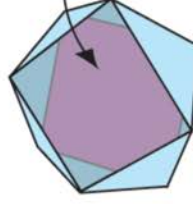


You can also make boxes with more than three units.

If you join four units together, you will have a lovely box with a square opening...

If you join 5 units together, you will have a box with a pentagon shaped opening.

Note: boxes with more than 3 units will need a bit of paper on the base as the units will not quite touch.



4 sided Triangle Box



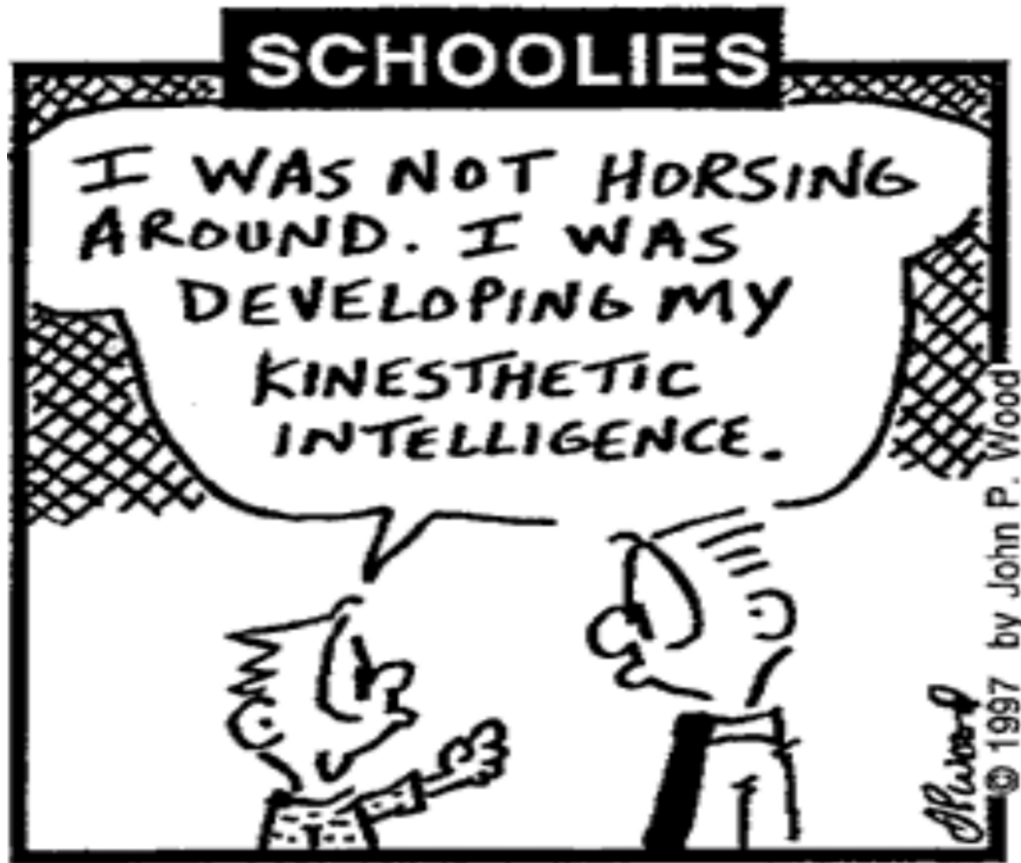
Cut out a square piece of paper to glue to the bottom of the box. This will cover up the hole and look neat!

The square should be the same size as the opening of the box, so measure the edges to get a perfect fit.

Note. From Origami-Fun. Retrieved March 10, 2009, from <http://www.origami-fun.com>

Figure G-1 Triangular Box

THIS PAGE INTENTIONALLY LEFT BLANK



Note. From Schoolies, 1997, Copyright 1997 by J. Wood. Retrieved from <http://www.learninglaffs.com>

Figure H-1 Kinesthetic Learning

THIS PAGE INTENTIONALLY LEFT BLANK

INSTRUCTOR TIPS FOR LEARNING STYLES

Directions: Match each instructor tip with the correct learning style. Use V for Visual, A for Auditory, and K for Kinaesthetic.

1. _____ Allow cadets to sit where they can see clearly.
2. _____ Allow the cadets to get up and move.
3. _____ Use hands-on activities.
4. _____ Provide movement as part of the lesson.
5. _____ Buddy up to teach each other.
6. _____ Use items that can be handled and moved.
7. _____ Allow the cadets to sit where they can hear clearly.
8. _____ Read aloud written material.
9. _____ Keep visual aids in view long enough to be seen and referred back to.
10. _____ Use presentations, mutuels and speeches.
11. _____ Follow a written agenda and provide written material to be followed.
12. _____ Write out directions.
13. _____ Provide a space where they can read questions aloud to themselves before they write them down.
14. _____ Allow the cadets to do what is asked for, not to describe it.
15. _____ Provide discussion opportunities.
16. _____ Use rhymes, mnemonics and acronyms.
17. _____ Slow down and repeat when giving verbal information.
18. _____ Change pitch, tone and speed for emphasis.
19. _____ Avoid meaningless movement and decorations.
20. _____ Use posters, pictures, models, real items, and people.
21. _____ Have the cadets repeat things back.
22. _____ Use real items in context.
23. _____ Provide a space with few distractions.
24. _____ Allow matching or reorganizing rather than naming.
25. _____ Slow down, repeat and use only necessary words when asking verbal questions.
26. _____ Provide opportunity for written responses.
27. _____ Provide space to move around.
28. _____ Provide opportunity for verbal responses.
29. _____ Allow them to talk to themselves and whisper when they read.

THIS PAGE INTENTIONALLY LEFT BLANK

INSTRUCTOR TIPS FOR LEARNING STYLES ANSWER KEY

Directions: Match each instructor tip with the correct learning style. Use V for Visual, A for Auditory, and K for Kinaesthetic.

1. V Allow cadets to sit where they can see clearly.
2. K Allow the cadets to get up and move.
3. K Use hands-on activities.
4. K Provide movement as part of the lesson.
5. A Buddy up to teach each other.
6. K Use items that can be handled and moved.
7. A Allow the cadets to sit where they can hear clearly.
8. A Read aloud written material.
9. V Keep visual aids in view long enough to be seen and referred back to.
10. A Use presentations, mutuels and speeches.
11. V Follow a written agenda and provide written material to be followed.
12. V Write out directions.
13. A Provide a space where they can read questions aloud to themselves before they write them down.
14. K Allow the cadets to do what is asked for, not to describe it.
15. A Provide discussion opportunities.
16. A Use rhymes, mnemonics and acronyms.
17. V Slow down and repeat when giving verbal information.
18. A Change pitch, tone and speed for emphasis.
19. V Avoid meaningless movement and decorations.
20. V Use posters, pictures, models, real items, and people.
21. A Have the cadets repeat things back.
22. K Use real items in context.
23. V Provide a space with few distractions.
24. K Allow matching or reorganizing rather than naming.
25. V Slow down, repeat and use only necessary words when asking verbal questions.
26. A Provide opportunity for written responses.
27. K Provide space to move around.
28. A Provide opportunity for verbal responses.
29. A Allow them to talk to themselves and whisper when they read.

THIS PAGE INTENTIONALLY LEFT BLANK

ACTIVITIES IN DEVELOPMENTAL PERIODS

Read each statement and determine what developmental period is being described. Draw an arrow to the correct column.

Ages 12–14	Activity Description	Ages 15–16
DP 1 Experienced-Based		DP 2 Developmental
	Clear / simple processes.	
	Provide reasons for the activity.	
	Provide some structure (eg, the instructor chooses the groups but leaves some choices to the group).	
	Closely supervised.	
	Semi-independent and less supervised.	
	Clear goals with some choice in process.	
	Very structured.	
	Lots of play.	
	Trial and error activities.	
	Clear and concrete goals (eg, one goal / one activity).	
	Provide reasons for the activity.	
	Will not require an instant result at the end of the first session. Can stretch the activity over 2–3 lessons.	
	Results oriented.	
	Formal, effective assessment is appropriate. Begin to develop skills in self assessment.	
	Assessment should focus on participation and observation.	
	Short learning sessions.	

THIS PAGE INTENTIONALLY LEFT BLANK

ACTIVITIES IN DEVELOPMENTAL PERIODS ANSWER KEY

Read each statement and determine what developmental period is being described. Draw an arrow to the correct column.

Ages 12–14	Activity Description	Ages 15–16
DP 1 Experienced-Based		DP 2 Developmental
←	Clear / simple processes.	
	Provide reasons for the activity.	→
	Provide some structure (eg, the instructor chooses the groups but leaves some choices to the group).	→
←	Closely supervised.	
	Semi-independent and less supervised.	→
	Clear goals with some choice in process.	→
←	Very structured.	
←	Lots of play.	
←	Trial and error activities.	
←	Clear and concrete goals (eg, one goal / one activity).	
	Provide reasons for the activity.	→
	Will not require an instant result at the end of the first session. Can stretch the activity over 2–3 lessons.	→
←	Results oriented.	
	Formal, effective assessment is appropriate. Begin to develop skills in self assessment.	→
←	Assessment should focus on participation and observation.	
←	Short learning sessions.	

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE



SECTION 4
EO M409.04 – EXPLAIN ASSESSMENT

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Photocopy the Assessment of Learning Plan located at Attachment A for each cadet.

Photocopy the Assessment Instructions located at Attachment B for each cadet.

Photocopy the assessment instruments located at Attachments C, D and E for each cadet.

APPROACH

An interactive lecture was chosen for this lesson as a way to introduce the cadets to assessment types, instructions and instruments, provoke thought and stimulate interest among cadets.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have explained assessment.

IMPORTANCE

It is important for cadets to know the different types of assessment and how to use assessment tools to create a positive learning environment. Varying the method of assessment is one way for instructors to create interest and encourage learning.

Teaching Point 1**Explain types of assessment.**

Time: 10 min

Method: Interactive Lecture

ASSESSMENT OF LEARNING

Assessment of learning is the predominant type of assessment used following instruction / learning. It is a summative type of assessment that is used to report on progress made by cadets, usually by showing the instructor a cadet's relative position compared to other cadets. Assessment of learning usually takes the form of questions and answers compiled in a test or quiz. The questions are from the lesson that was taught and typically performed at the end of an instruction unit.

Tests are used to measure quantity and accuracy of student progress with little or no direction and advice for improvement. This type of testing shows which students are doing well and which are doing poorly. Although these testing techniques are simplistic, they can be a good indication of a cadet's mastery of skills and knowledge. They are not always a good indication of the ideas or concepts covered.

Within the Canadian Cadet Organization (CCO), assessment of learning takes place to determine whether learners have achieved Performance Objectives (PO) or critical Enabling Objectives (EO) (those deemed prerequisites for further training and education) and are used at the end of a phase of instruction. Every opportunity should be given to cadets to be successful in their assessment, even if multiple challenges are required.

ASSESSMENT FOR LEARNING

Assessment for learning is ongoing assessment used during instruction. It is a formative type of assessment and is used to create descriptions of the cadet's knowledge on the subject matter. These descriptions are used to determine if the instructor needs to review information and where the weak areas are in the lesson. This information can also be used to provide feedback to the cadet regarding their strengths and areas for improvement.

Assessment instruments used during assessment for learning include:

- worksheets,
- checklists,
- in-class activities, and
- questions and observations.

In assessment for learning, the instructor is the central character that will use the information obtained to design and develop the next stage of instruction.

Within the CCO, assessment for learning takes place during a phase of instruction and helps cadets and instructors recognize progress or lapses in learning. Through assessment for learning, the instructor can:

- identify when corrective or remedial action is required;
- plan the next steps in instruction;
- provide cadets with feedback so they can improve; and
- reinforce learning to aid the cadet in retaining information.

Assessment for learning may also include opportunities for cadets to practice using Performance Checks (PC) employed in assessment of learning.



A simple comparison of assessment types can be made as follows:

When a cook tastes the soup, that is formative (assessment for) and allows them to adjust spices to change the flavour to improve the taste; when the guests taste the soup, that is summative (assessment of) and allows them to make a judgement of the quality of the soup.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What type of assessment is assessment for learning?
- Q2. What does assessment for learning (formative) give the instructor the ability to do?
- Q3. Why does assessment of learning (summative) take place?

ANTICIPATED ANSWERS:

- A1. Formative.
- A2. Identify when corrective or remedial action is required, plan the next steps in instruction, provide cadets with feedback so they can improve, and reinforce learning to aid the cadet in retaining information.
- A3. To determine whether learners have achieved POs or critical EOs (those deemed prerequisites for further training and education).

Teaching Point 2

Describe assessment instructions and instruments.

Time: 15 min

Method: Interactive Lecture

Assessment for learning takes place throughout the learning process and guides the instructor in lesson planning; assessment of learning takes place upon completion of the learning phase. Chapter 3 of the Qualification Standard and Plan (QSP) outlines the assessment of learning plan and the assessment instruments to be used.



All attachments for this lesson are taken from A-CR-CCP-603/PG-001, *Phase Three Qualification Standard and Plan*, Chapter 3. Details of assessment are located in Chapter 3 of all QSPs.

CADET ASSESSMENT OF LEARNING PLAN



Distribute the Assessment of Learning Plan located at Attachment A to each cadet.

The Assessment of Learning Plan located at Chapter 3, Annex B of the QSP, provides an overall strategy for using assessment activities to determine if the cadet has met the requirements for qualification. The assessment of learning plan will:

1. provide an outline of each assessment of learning activity including its purpose, when it will occur and details the assessment instrument(s) used to support cadet evaluation;
2. identify the learning target(s) associated with the PO and / or EO being assessed, to include:
 - (a) **Knowledge Mastery.** The facts, concepts and theory a cadet needs to know;
 - (b) **Reasoning Proficiency.** A cadet uses what they know to solve a problem, make a decision, make a plan, think critically, set goals, or self-assess;
 - (c) **Skills.** Performance demonstration where the cadet demonstrates their ability to perform a skill. To be assessed, these performances must be demonstrated by the cadet and observed by an assessor;
 - (d) **Ability to Create Products.** A cadet uses their knowledge, reasoning and skills to create a concrete product; and / or
 - (e) **Attitudinal / Dispositional Changes.** A cadet's attitude about learning, safety, conduct, etc. Targets in this realm reflect attitude and feeling. They represent important affective goals we hold for a cadet as a by-product of their CP experience, and as such are not generally assessed for the purpose of attaining a qualification.
3. identify the assessment method(s) that best matches PO and / or EO learning targets, to include:
 - (a) **Selected Response.** A cadet selects the correct or best response from a list provided. Formats include multiple choice, true / false, matching, short answer, and fill-in-the-blank questions. Although short answer and fill-in-the-blank questions do require cadets to generate an answer, they call for a very brief answer that is counted as right or wrong, so these have been included in the selected response category;
 - (b) **Extended Written Response.** A cadet is required to construct a written answer in response to a question or task rather than select one from a list. An extended written response is one that is at least several sentences in length;
 - (c) **Performance Assessment.** This assessment method is based on observation and judgment; performance or product is observed and a determination is made as to its quality; and / or
 - (d) **Personal Communication.** Gathering information about a cadet through personal communication; learning is assessed through interpersonal interaction with the cadet.

ASSESSMENT INSTRUMENTS

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



Distribute the Assessment Instructions located at Attachment B to each cadet.

Assessment instructions are provided to guide the instructor through the steps of the assessment to ensure consistent conduct of all assessments.



Using the Assessment Instructions handout, discuss with the cadets the information located in it, to include:

- preparation,
- conduct of assessment, and
- post-assessment instructions.



Distribute the assessment instruments located at Attachments C, D and E to each cadet. Discuss with the cadets how to use each of these assessment instruments.

Assessment is conducted to ascertain levels of learning. In most cases, these levels are defined in the Assessment Instructions. The most common assessment instruments used in the CCO are rubrics, individual checklists, and group checklists.

Rubric. A scoring tool that lists criteria to be considered for assessment. It is designed to guide the individual assessor's interpretation by providing a description of what should be observed for each level of proficiency and should be as clear and concise as practical.

Checklists. A simple checkbox type of worksheet that shows success in given tasks. Checklists can be designed to assess both individuals or groups.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What does the Assessment of Learning Plan provide?
- Q2. What are the three parts of the Assessment Instructions?
- Q3. What is a rubric?

ANTICIPATED ANSWERS:

- A1. An overall strategy for using assessment activities to determine if the cadet meets the requirements.
- A2. Preparation, conduct of assessment and post-assessment instructions.
- A3. A scoring tool that lists criteria to be considered for assessment. It is designed to guide the individual assessor's interpretation by providing a description of what should be observed for each level of proficiency and should be as clear and concise as practical.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. Where in the QSP can information on assessment be found?
- Q2. When does assessment for learning (formative assessment) take place?
- Q3. What is the purpose of the Assessment Instructions?

ANTICIPATED ANSWERS:

- A1. In Chapter 3 of the QSP.
- A2. Ongoing throughout the lesson.
- A3. To guide the instructor through the steps of the assessment to ensure consistent conduct of all assessments.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 409 PC.

CLOSING STATEMENT

Being familiar with assessment requirements will allow the instructor to be better prepared to meet the requirements of the lesson.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-124 A-CR-CCP-603/PG-001 Director Cadets 3. (2008). *Phase three qualification standard and plan*. Ottawa, ON: Department of National Defence.

C0-376 ISBN 0-7619-4626-8 Earl, L. (2003). *Assessment as learning*. Thousand Oaks, CA: Corwin Press, Inc.

ANNEX B

ASSESSMENT OF LEARNING PLAN – PHASE THREE

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
Nil.		PO 301 – Recognize the Purpose of Service Groups Within Canada						
Nil.		PO 302 – Perform Community Service						
303 PC	PO 303	The purpose of this PC is to assess the cadet's ability to perform the role of Team Leader.	Reasoning proficiency and Skills	Performance Assessment and Personal Communication	The cadet is observed performing the role of a Team Leader. The performance is then discussed with the cadet.	On completion of lessons related to EO M303.07 then ongoing throughout the training year.	Chapter 3, Annex B, Appendix 1	Nil.
Nil.		PO 304 – Update Personal Activity Plan						
Nil.		PO 305 – Participate in Recreational Sports						
Nil.		PO 306 – Fire the Cadet Air Rifle During Recreational Marksmanship						
Nil.		PO 307 – Serve in a Sea Cadet Corps						

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 308 – Direct a Squad Prior to a Parade								
308 PC	PO 308	The purpose of this PC is to assess the cadet's ability to prepare a squad for a parade.	Skills	Performance Assessment	The cadet is observed as they prepare a squad for parade by: forming up, sizing, dressing, inspecting and calling the roll.	During preparation for corps opening and closing parades.	Chapter 3, Annex B, Appendix 2	Nil.
PO 309 – Instruct a Lesson								
309 PC	PO 309	The purpose of this PC is to assess the cadet's ability to instruct a lesson using a written lesson plan, an appropriate method(s) of instruction and an appropriate instructional aid(s).	Product and Reasoning proficiency	Performance Assessment	The cadet's lesson plan is reviewed and they are observed while instructing a 15-minute lesson.	Ongoing during the conduct of lessons related to EO M309.07	Chapter 3, Annex B, Appendix 3	Assistance is denied.
PO 311 – Participate in a Recreational Biathlon Activity								
Nil.								
PO 320 – Describe Aspects of the Canadian Navy								
Nil.								

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 321 – Rig a Lifting Device								
321 PC	PO 321	The purpose of this PC is to assess the cadet's ability, as a member of a group, to safely rig, operate and de-rig sheers.	Product and Reasoning	Performance Assessment	The cadet is observed while rigging, operating and de-rigging sheers.	Ongoing during conduct of lessons related to EO M321.02.	Chapter 3, Annex B, Appendix 4	Nil.
PO 323 – Serve in a Naval Environment								
323 EC 01	EO M323.01	The purpose of this EC is to assess the cadet's knowledge of the corps' organizational structure.	Knowledge	Selected Response	The cadet is asked to identify corps' structure by using organization charts.	Upon completion of lessons related to EO M323.01.	Chapter 3, Annex B, Appendix 5	Nil.
323 PC	PO 323	The purpose of this PC is to assess the cadet's ability to perform the duties of the Quartermaster.	Skill	Performance Assessment	The cadet is observed while performing the duties of the Quartermaster.	Ongoing throughout the training year.	Chapter 3, Annex B, Appendix 6	Nil.

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
PO 324 – Sail a Sailboat IAW the Canadian Yachting Association (CYA) White Sail Level II								
324 EC 01	EO 324.02 and EO 324.04	The purpose of this PC is to assess the cadet's ability to prepare themselves and their sailboat prior to sailing.	Reasoning proficiency and Knowledge	Performance Assessment and Personal Communication	The cadet is observed while preparing to go sailing and asked to define terms, describe wind conditions and identify parts and their functions.	On completion of lessons related to EO M324.02 and M324.04.	Chapter 3, Annex B, Appendix 7	Nil.
324 EC 02	EO M324.03	The purpose of this PC is to assess the cadet's ability to tie knots and hitches.	Products and Knowledge	Performance Assessment and Personal Communication	The cadet is asked to tie and describe the use of knots and hitches.	Ongoing during conduct of EO M324.03	Chapter 3, Annex B, Appendix 8	Nil.
324 EC 03	EO M324.08	The purpose of this PC is to assess the cadets ability to describe the points of sail.	Knowledge	Personal Communication	The cadet is asked to describe the points of sail with the use of diagrams.	On completion of lessons related to EO M324.08	Chapter 3, Annex B, Appendix 9	Nil.

EC / PC	Scope	Purpose	Target	Method	How	When	Resources	Limitations
324 PC	PO 324 (Excluding EO M324.01)	The purpose of this PC is to assess the cadet's ability to perform all sailing skills associated with CYA White Sail Level II.	Skills	Performance Assessment	The cadet is observed throughout the weekend(s) – Use of coach notes and CYA White Sail II Checklist to track and record cadets' skill progression.	Ongoing throughout the weekend(s)	Chapter 3, Annex B, Appendix 10	Nil.
PO 325 – Participate in a Nautical Training Weekend								
Nil.								

THIS PAGE INTENTIONALLY LEFT BLANK

ANNEX B, APPENDIX 1

303 PC

ASSESSMENT INSTRUCTIONS

PREPARATION

PRE-ASSESSMENT INSTRUCTIONS

Review the assessment plan, assessment instructions and 303 PC Assessment Rubric and become familiar with the material prior to conducting the assessment.

There is no time allotted for 303 PC. It is to be administered whenever and wherever Phase Three cadets lead cadets through a leadership assignment.

The cadet shall be given a minimum of one practice leadership assignment which will be assessed using the 303 PC Assessment Rubric. The cadet will reflect and self-assess after the practice leadership assignment using the same rubric. The practice leadership assignment will not be recorded on the cadet's qualification record.

The formal leadership assignment will be given and assessed using the 303 PC Assessment Rubric. The cadet will reflect and self-assess after the leadership assignment using the same rubric. The leadership assignment shall be recorded on the cadet's qualification record.

If the cadet does not achieve the performance standard, the cadet will be given additional leadership assignments until the performance standard is met.

Photocopy the 303 PC Assessment Rubric twice for each leadership assignment given.

PRE-ASSESSMENT ASSIGNMENT

The cadet shall review the 303 PC Assessment Rubric and become familiar with the assessment criteria prior to the leadership assignment.

ASSESSMENT METHOD

Performance assessment and personal communication were chosen as it allows the assessor to observe the cadet's ability to perform the required skill(s) and make a judgement on the quality of performance.

CONDUCT OF ASSESSMENT

PURPOSE

The purpose of this PC is to assess the cadet's ability to lead cadets through a leadership assignment.

RESOURCES

- Two 303 PC Assessment Rubrics, and
- As per the leadership assignment.

ASSESSMENT ACTIVITY LAYOUT

As per the leadership assignment.

ASSESSMENT ACTIVITY INSTRUCTIONS



While observing the cadet leading cadets through a leadership assignment, assess the quality of each criterion by indicating (eg, highlighting, circling, note taking) on the Assessment Rubric, the descriptive statement that best represents this judgement. Criteria for the leading through a leadership assignment are assessed as:

- Incomplete;
- Completed with difficulty;
- Completed without difficulty; or
- Exceeded standard.

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

1. Communicate to the cadet their leadership assignment either verbally or in writing.
2. Ensure the cadet understands the leadership assignment.
3. Distribute the Assessment Rubric to the cadet for self-assessment purposes.
4. Ensure the cadet understands their self-assessment will not be recorded on their qualification record.
5. Have the cadet conduct the leadership assignment.
6. Evaluate the cadet's leadership ability by observation. Record the result (eg, highlighting, circling, note taking) on the Assessment Rubric for each criterion.



The assessment of leadership abilities is subjective; however, the assessor's responsibility is to be as positive as possible.

7. Have the cadet assess their performance on their Assessment Rubric.

POST ASSESSMENT INSTRUCTIONS

RECORDING ASSESSMENT RESULTS

1. Indicate the overall performance assessment on the Assessment Checklist as:
 - (a) **Incomplete.** Overall, the cadet has not achieved the performance standard;
 - (b) **Completed with difficulty.** Overall, the cadet has achieved the performance standard with difficulty;
 - (c) **Completed without difficulty.** Overall, the cadet has achieved the performance standard without difficulty; or
 - (d) **Exceeded standard.** Overall, the cadet has exceeded the performance standard.
2. Record notes and observations in the assessor's feedback section of the Assessment Checklist.
3. Sign and date the Assessment Checklist.

4. Ensure a copy of the Assessment Checklist is attached to the cadet's training file.
5. The overall result will be recorded on the Phase Three Qualification Record located at Chapter 3, Annex C.

PROVIDING ASSESSMENT FEEDBACK

Discuss the cadet's self-assessment on their performance.

Ask the cadet what they felt went right during the leadership assessment, what did not go well and ask the cadet how they would improve their performance if the leadership assignment was given to them again.

Discuss the performance results of each section of the Assessment Rubric with the cadet.

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

THIS PAGE INTENTIONALLY LEFT BLANK

303 PC ASSESSMENT RUBRIC

Cadet's Name: _____

Corps: _____

Date: _____

Division: _____

	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard
Communicate as a team leader.	Did not communicate with team members.	Communicated with team members occasionally. Team members needed clarification on many occasions.	Communicated with team members on many occasions. Team members needed few clarifications.	Communicated to the team throughout the leadership task. Team members did not need clarification.
Supervise cadets.	Did not supervise cadets.	Only supervised cadets at the beginning and / or end of the leadership assignment.	Supervised throughout the leadership assignment making some corrections when necessary.	Supervised throughout the leadership assignment making corrections as necessary.
Solve problems.	Did not solve the problem(s).		Solved the problem(s).	
Complete the leadership assignment.	Did not complete the leadership assignment.		Completed the leadership assignment.	
Perform self-assessment.	Did not complete the self-assessment.		Completed the self-assessment.	

This form shall be reproduced locally.

THIS PAGE INTENTIONALLY LEFT BLANK

308 PC ASSESSMENT CHECKLIST

Cadet's Name: _____

Corps: _____

Date: _____

Division: _____

Analytical Performance Assessment:

Direct a squad prior to a parade	Incomplete	Completed With Difficulty	Completed Without Difficulty
Fall in a squad.			
Call the roll.			
Size in a single rank and reform in threes (twos).			
Dress a squad.			
Inspect a squad.			
Hand over a squad.			

Assessor's Feedback

PO 308 Overall Assessment				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by not completing at least one of the required skills.	The cadet has achieved the performance standard by completing one or more of the required objectives with difficulty.	The cadet has achieved the performance standard by completing all objectives without difficulty.	N/A

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

This form shall be reproduced locally.

THIS PAGE INTENTIONALLY LEFT BLANK

321 PC GROUP CHECKLIST

Name	Safety			Rigging							Operation						Comments		
	Personal Conduct	Wearing personal safety equipment	Adherence to danger zone protocol	Spars	Head Lashing	Topping Lift	Main Purchase	Strops	Splay Tackle	Heel Tackles	Tag Line	Raising the Sheers	Hooking on a Load	Raising the Load	Securing the Load	Load Line		Lowering the Load	Lowering the Sheers
Group 1																			
1.																			
2.																			
3.																			
4.																			
Group 2																			
1.																			
2.																			
3.																			
4.																			
Group 3																			
1.																			
2.																			
3.																			
4.																			

I—Incomplete D—Completed with difficulty W—Completed without difficulty

THIS PAGE INTENTIONALLY LEFT BLANK



COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE



SECTION 5

EO C409.03 – ACT AS AN ASSISTANT INSTRUCTOR

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

The course officer shall communicate with the training officer to ensure that cadets are paired with a Phase One, Two or Three instructor during a regular training session. As part of the training session, the instructor and cadet should be scheduled for two periods of instruction. The time the cadet is not instructing may be used for lesson preparation, briefing, debriefing, securing training aids, etc.

A number of factors may exist based on the size of the corps that will not allow for all Phase Four cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C421.01 (Make a Boatswain's Belt) and reversing the schedule for the following training session.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

OJT was chosen for this lesson as it allows the cadet to assist instructing a lesson in a safe and controlled environment. The OJT experience provides the cadet a practical application of learned skills in a realistic setting. The cadet reflects on the experience and receives feedback on the performance, which helps to shape future experiences. The cadet develops a sense of responsibility from the OJT aiding their development as a leader.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have acted as an assistant instructor.

IMPORTANCE

It is important for cadets to act as an assistant instructor as it gives them the opportunity to practice, observe and assist in performing the duties of an instructor in a safe and controlled environment during a regular training session.

Teaching Point 1**Have the cadets act as assistant instructors in on-the-job training (OJT).**

Time: 90 min

Method: On-the-job Training

PURPOSE

The purpose of having the cadets act as assistant instructors is to provide them with an authentic experience that allows them to observe and assist in performing the duties of an instructor during a regular training session. This activity is intended to be experiential in nature, providing the cadets the opportunity to work with experienced instructors, with assessment for learning being the focus rather than assessment of learning. When pairing the cadets with an instructor, consideration must be given to such things as the background, specialty and confidence of each cadet while in front of a class. The proper pairing of cadets with an instructor will help to ensure the OJT experience satisfies the stated purpose.

GENERAL INSTRUCTIONS

For one training session the cadets shall be paired with an instructor who is instructing a group of cadets participating in Phase One, Two or Three training.

The instructor is responsible for the following:

1. Ensure the cadet is briefed on their responsibilities and tasks prior to the commencement of the lesson.
2. Ensure the cadet is provided opportunities to perform some or all tasks normally completed by the instructor, such as:
 - (a) **Preparing training aids as required.** The cadet may be asked to gather and prepare training aids.



The focus of this EO should be the development of instructional skills and increasing experience and confidence while in front of a class. The instructor should develop training aids for the lesson. Give the cadet tasks such as setting up presentation aids and organizing training aids, eg, signing out an air rifle for a marksmanship lesson.

- (b) **Helping instruct the lesson.** The cadet may be asked to provide a demonstration, assist with the conduct of an in-class activity or instruct a TP of a lesson.
 - (c) **Supervising the cadets.** The cadet may be asked to assist with the supervision of the cadets.
 - (d) **Providing assistance as required.** The cadet may be asked to provide assistance or assist with skill development by coaching or demonstrating a skill being taught.
 - (e) **Securing training aids as required.** Once the lesson is complete, the cadet may be asked to secure and return training aids to storage.
3. If necessary, debrief the (Phase One, Phase Two or Phase Three) cadets, correcting any content errors or omissions made by the cadet.
 4. Debrief the cadet upon completion of the training session and provide them the opportunity to ask questions and seek additional feedback.

CONFIRMATION OF TEACHING POINT 1

The cadets' acting as an assistant instructor will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' acting as an assistant instructor will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Acting as an assistant instructor allows for the development of skills necessary to become a competent instructor by observing, practicing instruction and receiving feedback from an experienced instructor in a safe and controlled environment during a regular training session.

INSTRUCTOR NOTES / REMARKS

Prior to this EO, the course officer shall communicate with the training officer to ensure that cadets are paired with a Phase One, Two or Three instructor for a regular training session.

A number of factors may exist based on the size of the corps that will not allow for all Phase Four cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C421.01 (Make a Boatswain's Belt) and reversing the schedule for the following training session.

During this EO the instructor shall:

1. brief the cadet prior to commencing the lesson;
2. assign the cadet tasks, to include:
 - (a) preparing training aids as required;
 - (b) helping instruct the lesson;
 - (c) supervising the cadets;
 - (d) providing assistance as required; and
 - (e) securing training aids as required;
3. monitor the cadet; and
4. debrief the cadet at the end of the lesson.

REFERENCES

Nil.



COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE



SECTION 6

EO C409.04 – PARTICIPATE IN A CREATIVE LESSON-PLANNING WORKSHOP

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy Attachments A–C.

Photocopy and three-hole punch the handouts located at Attachments E–G, J and M for each cadet.

Photocopy Attachment K for each group.

Photocopy and cut out the Benefits of Creative Lessons Strips located at Attachment I for each group.

Photocopy a sample lesson plan (from Phase One) for each group.

Prepare a piece of flip chart paper by writing the goals of the workshop:

1. define creativity;
2. identify the benefits of a creative lesson;
3. explain the creative process; and
4. incorporate creativity in the lesson-planning process.

Select music to play in the background for the entire workshop.

PRE-LESSON ASSIGNMENT

Ensure the cadets bring the binder provided in EO M409.01 (Identify Methods of Instruction).

APPROACH

An in-class activity was chosen for this lesson as it is an interactive way to provoke thought and stimulate interest in the creative process and how to incorporate creativity into the lesson-planning process.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have participated in a creative lesson-planning workshop to define creativity, identify the benefits of creative lessons, explain the creative process and learn how to incorporate creative elements into lesson plans.

IMPORTANCE

It is important for cadets to incorporate creative elements into their lesson plans to make their lessons more interesting, enjoyable and engaging for the cadets.

Teaching Point 1**Conduct an activity where the cadets will define creativity.**

Time: 15 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets define creativity.

RESOURCES

- Mixer worksheet located at Attachment A,
- Pigtire This... worksheet located at Attachment B,
- Cliche Stretching worksheet located at Attachment C,
- Mixer Answer Key located at Attachment D,
- Flip chart paper,
- Markers, and
- Stereo.

ACTIVITY LAYOUT

1. Set up three workstations.
2. Label the workstations as A, B, and C and place flip chart paper and the corresponding attachments at each station.
3. Ensure the lesson location:
 - (a) is physically safe;
 - (b) allows for manipulation of the physical setting such as lighting, temperature and colour to make it more conducive to learning;
 - (c) is large enough to accommodate small group and whole group activities; and
 - (d) allows for the incorporation of movement into the lesson.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into equal groups at each station.



Display the chart paper illustrating the worksheet goals.

2. Introduce the goals of the workshop. Read the goals of the workshop together.
3. Instruct the cadets to work in their groups brainstorming ideas about creativity and write their responses on flip chart paper.

4. Instruct the cadets to follow the directions at their station to complete the activity.



Play music in the classroom while the cadets are completing individual and group work.

5. Provide the cadets with two minutes to present an example of their activity and to explain how their activity was creative. Encourage the cadets to use a visual representation of their activity on flip chart paper.
6. Explain to cadets that:
- (a) thinking creatively does not always make sense; and
 - (b) sometimes the brain must think in different ways to find the answer.
7. Present the cadets with the following problem and answer:
- (a) If you throw a ball as hard as you can, how does it come back to you?
 - (b) It doesn't hit anything, no one catches it, and no one else throws it back.
 - (c) Answer: If you throw the ball up in the air.
8. Provide the cadets with the following definition of creativity:
- (a) Creativity is the combining of elements in a new way.
 - (b) A new idea or product is often a combination of unlike elements previously thought to be completely unrelated.



There are two types of creativity:

- **Technical.** People create new theories, technologies or ideas; and
- **Artistic.** Involves unique methods of self-expression.

Creative people have three qualities:

- an **ability** to imagine relationships between unlike items,
- a **playful attitude** towards new ideas, and
- a **willingness** to work at changing and improving ideas and solutions.

9. Compare the definition with the ideas that the cadets brainstormed on their flip chart paper.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2**Have the cadets participate in activities that celebrate and encourage creativity.**

Time: 10 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets participate in activities that celebrate and encourage creativity.

RESOURCES

- Celebrate Success handout located at Attachment E (one per cadet),
- Flip chart paper, and
- Markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Explain to the cadets that upon hearing the attention signal Two Snaps and a Clap, they will:
 - (a) repeat the signal immediately by snapping fingers on both hands twice and clapping once;
 - (b) stop, look at the instructor and wait for an announcement; and
 - (c) carry on when told to do so.
2. Have the cadets practice the two snaps and a clap.
3. Distribute the Celebrate Success handout located at Attachment E to each cadet.
4. Read Attachment E together.

**STIMULATE THE BRAIN TO THINK CREATIVELY**

The right side of the brain is the creative side and the left side of the brain is the mathematical side. One side of the brain usually dominates the other with scientific people having a more dominant left side and artistic people having a more dominant right side.

Creativity can be improved by having both sides of the brain switched on and functioning. The left side of the brain controls the right side of the body and the right side of the brain controls the left side of the body. Physical activity increases oxygen flow to the brain and helps it function better.

5. Divide the cadets into four groups to represent each cheer.
6. Provide the cadets two minutes to practice each cheer.

7. Provide each group one minute each to demonstrate each cheer to the class and have them participate in their cheer after each demonstration.
8. Debrief the cadets by emphasizing the importance for motivation and physical activity in lessons.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

Teaching Point 3

Conduct an activity where the cadets will identify the benefits of a creative lesson.

Time: 15 min

Method: In-Class Activity



Present the following information to the cadets prior to conducting the activity.

The preparation of a well-developed lesson:

- provides structure and organization;
- guides the instructor through each stage of the lesson; and
- ensures that all essential information is delivered.

A well-developed lesson does not ensure the cadet is interested and engaged in the learning process. Well-planned lessons that creatively challenge and involve the cadets in a variety of activities engage the cadets in the learning process and ensure that learning outcomes are achieved.



Ask the cadets to think about a time when they were bored during a lesson and a time when they were interested during a lesson. Have them think about the two experiences as they take part in the brainstorming activity.

ACTIVITY

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets identify the benefits of a creative lesson.

RESOURCES

- The Benefits of Creative Lessons handout located at Attachment F
- The Benefits of Creative Lessons Worksheet located at Attachment G,

- The Benefits of Creative Lessons Answer Key located at Attachment H,
- The Benefits of Creative Lessons Phrase Strips located at Attachment I (one set per group),
- Flip chart paper,
- Markers,
- Pencils / pens, and
- Tape.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups of three or four.
2. Distribute the Benefits of Creative Lessons handout located at Attachment F to each cadet and review the handout together.
3. Distribute the Benefits of Creative Lessons worksheet located at Attachment G to each cadet.
4. Give the cadets five minutes to work together to complete the worksheet.
5. After five minutes review the answers using the Benefits of Creative Lessons Answer Key located at Attachment H.
6. Distribute the Strips located at Attachment I, flip chart paper and tape to each group.
7. Have each group divide their sheet of flip chart paper into two columns:
 - (a) uncreative lesson, and
 - (b) creative lesson.
8. Have each group place each strip in the appropriate column.
9. Review the cadets' posters and debrief the cadets.



All strips are located under the creative lesson column.



Many instructors do not engage cadets because they do not use enough creativity in their teaching. Some aspects of the cadet program are personally interesting to the cadets which helps compensate for this. Some lessons however, are not personally interesting to the cadets and depend more heavily on the instructors' creative ability.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 3

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

Teaching Point 4

Conduct an activity where the cadets will identify the stages of the creative process.

Time: 20 min

Method: In-Class Activity



Present the following information to the cadets prior to conducting the activity.

THE CREATIVE PROCESS

A lesson plan is an organized outline for a single period of instruction. It is a necessary guide for instructors because it tells them:

- what to do,
- in what order to do it, and
- what method(s) to use in teaching the material.

Each time an instructor is faced with the challenge of planning a creative lesson they can apply the creative thinking process as outlined below.

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets participate in the creative process.

RESOURCES

- The Creative Process handout located at Attachment J (one per cadet),
- Forced Analogy worksheet located at Attachment K (one per group),
- Forced Analogy Guide located at Attachment L,
- Empty match box (one per group), and
- HB # 2 pencil (one per group).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Creative Process handout located at Attachment J to each cadet.
2. Review the process with the cadets.
3. Distribute an empty matchbox and the Forced Analogy worksheet to each group.
4. Provide five minutes for the groups to compare the matchbox to their local corps. Guide the groups through this step by offering assistance as required. Encourage them to be creative in their comparison.



Circulate around the room to ensure that the cadets are processing the information. Use Attachment L as a guide to cadets experimenting difficulty.

5. Have the cadets copy their responses in the forced analogy blank template for the matchbox activity.



If groups finish early, they can continue with the second analogy.

- a. Distribute a HB # 2 pencil to each group.
- b. Have the cadets use forced analogy to compare parts of the pencil to the Canadian Cadet Organization (CCO).
- c. Have the cadets write their responses on the Forced Analogy worksheet.

6. Have each group assign one of its members to share their chart with the whole group.
7. Have the cadets work in their groups and alternately ask the questions from the Forced Analogy worksheet. Allow them to refer to The Creative Process handout located at Attachment J to help answer the questions.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 4

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

Teaching Point 5

Conduct an activity where the cadets will incorporate creativity into the lesson-planning process.

Time: 20 min

Method: In-Class Activity



Present the following information to the cadets prior to conducting the activity.

INCORPORATE CREATIVITY INTO A LESSON PLAN

Instructors are constantly challenged to plan lessons that engage cadets in the learning process. Often the only difference between creative and uncreative instructors is self-perception. Creative instructors see themselves as creative and have the confidence to attempt new things. Uncreative instructors do not think about creativity and do not give themselves the opportunity to create anything new.



The first step towards becoming more creative is to relax. It is far more difficult to be creative when the body is tired or stressed. Creativity is found in the subconscious mind which is more accessible in a relaxed state.

To be creative during lesson planning instructors set aside time to examine if there is a better way of instructing a previously taught lesson or to play around with different ways of instructing a new lesson. This process should become a habitual part of the instructor's thinking.

Creative lessons are filled with physical and mental activities that involve all the cadets. The instructor should ensure that the cadets always feel emotionally safe in the learning environment and can take part in all learning activities without fear of being embarrassed, put down or ridiculed. Instructors can do this by:

- showing a positive attitude;
- showing interest in the lesson topic;
- treating cadets respectfully and demanding that cadets treat their peers respectfully;
- challenging cadets with fun activities that are not too easy or too difficult;
- rewarding effort as well as results;
- appealing to different learning styles;
- providing specific feedback;
- encouraging the cadets;
- communicating clear expectations and routines; and
- providing processing time.

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets incorporate creative elements into the lesson-planning process.

RESOURCES

- Ways to Incorporate Creativity handout located at Attachment M, and
- Sample lesson plan (one per group).



The sample lesson plan can be any lesson plan that has been developed for Phase One training. A sample lesson plan should be developed if none are available.

As an alternative, cadets may use the lesson plan they developed for EO M409.05 (Instruct a 30-Minute Lesson).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Ways to Incorporate Creativity handout located at Attachment M and review as a class.
2. Distribute the sample lesson plan to each group.
3. Allow each group 10 minutes to adapt a lesson plan by incorporating some of the creative elements at appropriate places throughout the lesson.
4. Circulate around the room providing assistance as required.
5. Give each group two minutes to present their ideas for their lessons to the class.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Lessons that creatively challenge and involve the cadets in a variety of activities engages them in the learning process and ensure that learning outcomes are achieved.

INSTRUCTOR NOTES / REMARKS

This EO should be scheduled as one training session.

This EO shall be conducted after EO M409.05 (Instruct a 30-Minute Lesson).

REFERENCES

- C0-375 ISBN 978-1-879097-10-0 Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente, CA: Kagan Publishing.
- C0-377 Canadian Yachting Association. (2002). *Level 2 technical coach manual*. Kingston, ON: Canadian Yachting Association.
- C0-381 McDonald, E. (2006). *How to involve and engage students*. Retrieved March 4, 2009, from http://www.education-world.com/a_curr/columnists/mcdonald/mcdonald007.shtml
- C0-383 Bell, A. (2007). *Creating a learning centered environment–Introduction*. Retrieved February 23, 2009, from <http://www.dialogueonlearning.tc3.edu/model/environment/Introduction-grp.htm>
- C0-385 Exalted Living. (2009). *Creativity on demand*. Retrieved March 3, 2009, from <http://www.exaltedliving.com/creativity.htm>
- C0-386 International Forum of Educational Technology & Society. (2006). *Integrating creativity into online university courses*. Retrieved February 11, 2009, from http://ifets.ieee.org/discussions/discuss_september2006.html
- C0-387 Beals, G. (1998). *Thomas Edison "Quotes"*. Retrieved March 9, 2009, from <http://www.thomasedison.com/index.html>
- C0-388 Schoenherr, N. (2007). *Being more creative in everyday life is simple, says author of 'Group Genius'*. Retrieved March 10, 2009, from <http://news-info.wustl.edu/tips/page/normal/9421.html>
- C0-389 Soria, R. (2009). *How to think like a genius*. Retrieved March 09, 2009, from <http://www.creativity-portal.com/howto/a/davinci/genius.html>
- C0-395 MindTools. (2009). *Approaches to creativity*. Retrieved March 16, 2009, from http://www.mindtools.com/pages/article/newCT_00.htm

MIXER

Proctor and Gamble very creatively combined Pringles potato chips and printing to produce Pringles Prints Potato Chips. Words and images are printed on one side of individual crisps in blue or red. (<http://www.junkfoodnews.net/PringlesPrints.htm>)

Combine the two elements to make a new phrase / word. The first one is done for you.

A TROLLEY AND A SUITCASE TO GET

luggage on wheels

AN IGLOO AND A HOTEL TO GET AN

A PHOTOCOPIER AND A TELEPHONE TO GET A

A BELL AND A CLOCK TO GET AN

A SURF BOARD AND A SAIL BOAT TO GET

FRENCH FRIES AND CHEESE TO GET

THIS PAGE INTENTIONALLY LEFT BLANK

PICTURE THIS...

Look at each picture and discuss how the pictures are creative.





**If you can think it,
you've just created it,
even if you can't
hold it in your hand."**

— *Chris Dunmire*

Note. From Creativity Portal: Nit Wits, by C. Dunmire, 2007, Copyright (2007) by Chris Dunmire. Retrieved April 23, 2009, from <http://www.creativity-portal.com/becreative/activities>

Figure B-1 Creative Pictures

Creativity / Writing Prompt:

List five ways the little gloved one can have its reflection, seeing all of his fingers upright. Tap into that imagination of yours and take it away!

CLICHE STRETCHING

cliche *n* : a trite phrase or expression : trite *adj* : used so commonly that the novelty has worn off — *Merriam-Webster Dictionary*

This creativity exercise forces your brain to buzz. Skim through the list provided and identify the phrases that you find interesting. Then combine two or three cliches to form new coherent or funny phrases. Read the examples below for ideas.



a bad scene
add insult to injury
agree to disagree
all things considered
all too soon
along these lines
ample opportunity
armed to the teeth
as a matter of fact
at a loss for words
at one fell swoop
avoid it like the plague
awaiting further orders

back at the ranch
back to the drawing board
bated breath
beginning of the end
before you know it
benefit of the doubt
best-laid plans
better late than never
better left unsaid
beyond the shadow of a doubt
bite the bullet
bitter end
bone of contention
bottom line
budding genius

leave no stone unturned
leaves much to be desired
leave up in the air
lend a helping hand
let well enough alone
line of least resistance
little woman
lit up like a Christmas tree
live and let live
lock, stock, and barrel
long arm of the law
look before you leap

marked contrast
matter of life and death
mecca for travelers
method to his madness
milk of human kindness
miraculous escape
moment of truth
momentous occasion
monumental traffic jam
moot point
more than meets the eye
more the merrier
motley crew

narrow escape
nearest and dearest

Instructional Guide

burning question

busy as a bee

by leaps and bounds

by the same token

calm before the storm

call of the wild

casual encounter

chain reaction

charged with emotion

checkered past

cherished belief

circumstances beyond my control

clear as crystal

come full circle

contents noted

cool as a cucumber

curiously enough

cut a long story short

cut down in his prime

days are numbered

dead as a doornail

deafening crash

depths of despair

diamond in the rough

dig in your heels

do not hesitate to

drastic action

due consideration

each and every

easier said than done

eat, drink, and be merry

eminently successful

engage in conversation

epic struggle

even tenor

exception that proves the rule

existing conditions

express one's appreciation

fall on bad times

fall on deaf ears

far and wide

far be it from me

fateful day

fate worse than death

feel free to

feel vulnerable

festive occasion

few and far between

needs no introduction

never a dull moment

never before in the history of

nipped in the bud

no sooner said than done

one and the same

ongoing dialogue

on more than one occasion

open secret

order out of chaos

other things being equal

outer directed

overwhelming odds

own worst enemy

pales in comparison

paralyzed with fright

paramount importance

pay the piper

peer group

pet peeve

pick and choose

pie in the sky

pinpoint the cause

pipe dream

place in the sun

play hardball

play it by ear

poor but honest

powder keg

powers that be

pros and cons

proud heritage

proud possessor

pull one's weight

rack and ruin

ravishing beauty

red-letter day

regrettable incident

reigns supreme

reliable source

remedy the situation

right on

ripe old age

round of applause

sadder but wiser

saw the light of day

scathing sarcasm

sea of faces

final analysis
finishing touches
fit as a fiddle
food for thought
fools rush in
foregone conclusion
foul play
from the sublime to the ridiculous

generation gap
give the green light to
go down the drain
goes without saying
good team player
grave concern
green with envy
grim reaper
grind to a halt

hands across the sea
happy pair
hastily summoned
have the privilege
heartfelt thanks
heart of the matter
heart's desire
heated argument
heave a sigh of relief
herculean efforts
hook, line, and sinker
hook or crook
hope for the future
hot pursuit
hunker down

ignorance is bliss
ill-fated
immeasurably superior
in close proximity
infinite capacity
innocent bystander
in no uncertain terms
in our midst
in reference to
in short supply
in the limelight
in the nick of time
in the same boat with
in the twinkling of an eye
in this day and age
into full swing
irony of fate

seat of learning
second to none
select few
selling like hotcakes
shattering effect
shift into high gear
shot in the arm
sigh of relief
silence broken only by
silhouetted against the sky
simple life
skeleton in the closet
snug as a bug in the rug
social amenities
spectacular event
spirited debate
stick out like a sore thumb
stick to one's guns
straight and narrow path
structure one's day
such is life
superhuman effort
supreme sacrifice
sweat of his brow
sweeping changes
sweet sixteen

take the bull by the horns
telling effect
terror stricken
thanking you in advance
there's the rub
this day and age
those present
throw a monkey wrench
throw a party
throw caution to the wind
tie that binds
time of one's life
tongue in cheek
too funny for words
too numerous to mention
tough it out
tower of strength
trials and tribulations
trust implicitly

uncharted seas
unprecedented situation
untimely end
untiring efforts

irreplaceable loss
it dawned on me

vale of tears
vanish into thin air

keep options open

watery grave
wax eloquent/poetic
weaker sex
wear and tear
whirlwind tour
wide open spaces
words fail to express
word to the wise
wrought havoc

labor of love
lashed out at
last analysis
last but not least
last-ditch effort
leaps and bounds

Note. From Creative Slush by C. Dunmire, 2009, Copyright 2005–2009 by Chris Dunmire. Retrieved April 23, 2009, from <http://chrisdunmire.com/fun/mixedcliche.shtml>

Figure C-1 Brain Bender

MIXER ANSWER KEY

Proctor and Gamble very creatively combined Pringles potato chips and printing to produce Pringles Prints Potato Chips. Words and images are printed on one side of individual crisps in blue or red. (<http://www.junkfoodnews.net/PringlesPrints.htm>)

Combine the two elements to make a new word. The first one is done for you.

A TROLLEY AND A SUITCASE TO GET

luggage on wheels

AN IGLOO AND A HOTEL TO GET AN

ice hotel

A PHOTOCOPIER AND A TELEPHONE TO GET A

fax machine

A BELL AND A CLOCK TO GET AN

alarm clock

A SURF BOARD AND A SAIL BOAT TO GET

wind surfing

FRENCH FRIES AND CHEESE TO GET

poutine

THIS PAGE INTENTIONALLY LEFT BLANK

CELEBRATE SUCCESS

BRAIN KISS

1. Kiss the fingers on your open right hand.
2. Transfer the kiss to your brains by tapping your foreheads with the kissed hand.
3. Finish the kiss with flair by throwing the kissed hand in the air.

TRUCK DRIVER

1. Put your hands on the steering wheel of your pretend big rig.
2. Reach your left hand up and pull the cord of your air horns.
3. Let out two throaty honking roars, "honk, honk!"
4. Reach up with your right hand for your walkie talkie and speak into it, saying, "Chhhsshhh. Good job, good buddy. Chhhsshhh."

CHEESE GRATER

1. Hold an imaginary block of cheese in one hand and an imaginary grater in the other.
2. Slide the cheese against the graters five times and say, "Grate, grate, grate, grate, grate job!"

FIREWORKS

1. Push your palms together in front of your chests.
2. Raise your palms above your head, imitating a firework shooting into the sky, complete with a "whoooooosh" sound.
3. When the firework reaches its highest point of ascent, clap your hands above your head, snap your fingers, and wiggle your facedown fingers as you slowly lower your hands.

THIS PAGE INTENTIONALLY LEFT BLANK

THE BENEFITS OF CREATIVE LESSONS

Prevent Disruptions

Many times cadets misbehave during a lesson because of boredom. When they are bored, their minds begin to wander and they start to wonder " what would happen if I ..." The cadets' attention is not focused on the lesson and soon little disruptions occur which often become big disruptions. Creative lessons focus the cadets' attention on the instructional activity and they are too busy to become disruptive.

Engage Cadets

When the instructor develops a fresh approach to a lesson, the cadets become interested in the lesson and motivated to pay attention. If the instructor conducts activities that physically and mentally involves the cadets, a transfer of power from the instructor to the cadets occurs. The cadets assume more responsibility for their own learning and the instructor becomes a guide.

Involve More Cadets

In a traditional lesson, the instructor talks more than two thirds of the time, mostly giving instructions and answering questions. Less than one third of the time is spent on individual interactions with cadets in the form of praise, encouragement, specific feedback and guiding cadets as they work with others. In creative lessons the instructor communicates less to the whole group and more with individual cadets or small groups of cadets. By using techniques, such as those described at Attachment M, the instructor can involve at least half of the cadets in an interaction at one time and all of the cadets before the lesson is over.

Bridge the Gap Between Watching (Passive) and Doing (Active)

Learning is an active social process and occurs best when the cadets participate with their peers and their instructor to experiment with new ideas and complete exercises. Creative lessons encourage cadets to actively participate by providing them with interactive opportunities, rather than simply sit and watch or listen to the instructor.

Identify Cadets' Weaknesses

Continually involving cadets in interactive activities provides an observant instructor with numerous opportunities to identify who is doing well and who is experiencing difficulty. The instructor can then intervene and make changes to immediately meet that need rather than wait for the lesson or a series of lessons on the one topic to be concluded and tested.

Encourage the Cadets to Interact With One Another

Creative learning activities actively encourage social interactions between the cadets and their peers, and the cadets and their instructors. Learning is an active social process which cadets need to practice if they are to get the most out of the Cadet Program.

Pace Learning

To pace learning is to challenge the cadets just beyond their present level of ability. If challenged too far, cadets give up but if challenged too little, they become bored. The trick is to stimulate cadets to the point of mild discomfort, forcing them to learn something new.

THIS PAGE INTENTIONALLY LEFT BLANK

BENEFITS OF CREATIVE LESSONS WORKSHEET

Prevent Disruptions

Many times cadets _____ during a lesson because of boredom. Creative lessons _____ the cadets' _____ on the _____ and they are too busy to _____.

Engage Cadets

If the instructor conducts activities that physically and mentally involve the cadets they assume more _____ for their own learning and the instructor becomes a _____.

Involve More Cadets

In a _____ lesson, the instructor talks more than _____ of the time mostly giving _____ and _____. In _____ lessons the instructor communicates _____ to the whole _____ and more with individual _____ or _____ of cadets.

Bridge the Gap Between Watching (Passive) and Doing (Active)

Creative lessons encourage cadets to _____ by providing them with _____ rather than simply _____ and _____ or _____ to the instructor.

Identify Cadets' Weaknesses

Involving cadets in interactive activities provides an observant _____ with numerous opportunities to identify who is doing _____ and who is experiencing _____. The instructor can then _____ these cadets rather than wait for the lesson to be over.

Encourage the Cadets to Interact With One Another

Creative learning activities actively encourage _____ between the cadets and their _____ and the cadets and their _____.

Pace Learning

Creative lessons challenge the cadets just _____ their present level of ability. If challenged too far, cadets _____ but if challenged too little, they become _____.

THIS PAGE INTENTIONALLY LEFT BLANK

BENEFITS OF CREATIVE LESSONS ANSWER KEY

Prevent Disruptions

Many times cadets ***misbehave*** during a lesson because of boredom. Creative lessons ***focus*** the cadets' ***attention*** on the ***lesson*** and they are too busy to ***become disruptive***.

Engage Cadets

If the instructor conducts activities that physically and mentally involve the cadets they assume more ***responsibility*** for their own learning and the instructor becomes a ***guide***.

Involve More Cadets

In a ***traditional*** lesson, the instructor talks more than ***two thirds*** of the time mostly giving ***instructions*** and ***answering questions***. In ***creative*** lessons the instructor communicates ***less*** to the whole ***group*** and more with individual ***cadets*** or ***small groups*** of cadets.

Bridge the Gap Between Watching (Passive) and Doing (Active)

Creative lessons encourage cadets to ***actively participate*** by providing them with ***interactive opportunities*** rather than simply ***sit*** and ***watch*** or ***listen*** to the instructor.

Identify Cadets' Weaknesses

Involving cadets in interactive activities provides an observant ***instructor*** with numerous opportunities to identify who is doing ***well*** and who is experiencing ***difficulty***. The instructor can then ***help*** these cadets rather than wait for the lesson to be over.

Encourage the Cadets to Interact With One Another

Creative learning activities actively encourage ***social interactions*** between the cadets and their ***peers*** and the cadets and their ***instructor***.

Pace Learning

Creative lessons challenge the cadets just ***beyond*** their present level of ability. If challenged too far, cadets ***give up*** but if challenged too little, they become ***bored***.

THIS PAGE INTENTIONALLY LEFT BLANK

BENEFITS OF CREATIVE LESSONS PHRASE STRIPS

Cut-out each strip.

PREVENT DISRUPTIONS

MORE CADETS INVOLVED

MORE DOING THAN WATCHING

IDENTIFIES CADETS' WEAKNESSES

MORE CADEET INTERACTIONS

PACE LEARNING

THE CREATIVE PROCESS

STAGE	DESCRIPTION	ACTION
Preparation	<p>Look at the lesson content in as many different ways as possible. Brainstorm possible creative elements to include in the lesson. Decide generally where to include creative elements in the lesson.</p>	<p>Use visualizations such as diagrams, charts, and webs. Individually brainstorm at first. Group brainstorm with other creative people if necessary. Take time to reflect on the lesson and mentally picture what you would like to see happen during the lesson.</p>
Incubation	<p>Collect and sort all relevant information. Continue to analyze and imagine ways to deliver the lesson. Make connections between the two like or unusual items. Prepare for the accident or eureka moment when everything falls into place.</p>	<p>Become an expert on the subject of the lesson. Do the homework. Combine and recombine ideas, hunches and thoughts into different combinations no matter how much they are unlike or unusual. Use the forced analogy. Use reversal. Ask "How can the lesson be made boring?" This may kick start your creativity. Use provocation by making the statement: "Lessons should not be creative". Ask "What have I done?" rather than "Why have I failed?".</p>
Illumination or Eureka	<p>Everything falls into place often when the problem is not being thought of at all.</p>	<p>Relax. Creativity is found in the subconscious mind which is more accessible in a relaxed state.</p>
Verification	<p>Decide if the new idea, insight, hunch or thought works. Continue testing and improving the new idea, insight, hunch or thought.</p>	<p>Decide if the new idea improves the lesson or is merely a gimmick. Write the lesson. Never create something to be used forever.</p>

THIS PAGE INTENTIONALLY LEFT BLANK

FORCED ANALOGY

FORCED ANALOGY—MATCHBOX

MATCHBOX	LOCAL CORPS
Striking surface on two sides	
Two Parts	
Sliding Centre	
Cardboard	
Decorated with print and colours	
Contains Matches	

FORCED ANALOGY—PENCIL

PENCIL	ASPECT OF THE CANADIAN CADET ORGANIZATION (CCO) SYMBOLIZED
Silver Ring	
Yellow Colour	
Six Sides	
Flat Sides	
Eraser	
Wood Shaft	
Lead	
Write	
Inexpensive	

FORCED ANALOGY

QUESTIONS:

1. What is the first stage of the creative process?
2. What is one technique which can be used in the incubation stage to make a connection between unlike elements?
3. What happens during the illumination or eureka stage?
4. What happens during the verification stage?

FORCED ANALOGY GUIDE

The following is a list of possible answers. Use these answers to help guide cadets if they are having difficulty with the activity.

FORCED ANALOGY—MATCHBOX

MATCHBOX	LOCAL CORPS
Striking surface on two sides	Flexibility
Two Parts	Officers and Cadets
Sliding Centre	More than one way to do things
Cardboard	Easily broken / can not be careless
Decorated with print and colours	Lots of fun activities
Contains Matches	Danger—always practice safety

FORCED ANALOGY—PENCIL

PENCIL	ASPECT OF THE CANADIAN CADET ORGANIZATION (CCO) SYMBOLIZED
Silver Ring	Cadets receive medals and awards
Yellow Color	At Cadet Summer Training Centres different trades are identified by different colors
Six Sides	Cadet leaders have to remember to do many things
Flat Sides	Some aspects of cadet life are traditional
Eraser	Some cadets / officers / aspects of cadet life should be changed
Wood Shaft	Customs and traditions
Lead	Cadets can be challenging—get the lead out
Write	Cadets write lessons, orders, logbooks, attendance rolls, etc.
Inexpensive	The CCO offers many opportunities at little cost

FORCED ANALOGY—PENCIL (alternate)

PENCIL	ASPECT OF THE CANADIAN CADET ORGANIZATION (CCO) SYMBOLIZED
Silver Ring	Highest Rank
Yellow Colour	Value excellence
Six Sides	Different types of training
Flat Sides	Things will not always run smoothly—pencil does not roll smoothly
Eraser	Colour represents the poppy
Wood Shaft	The Cadet Program is structured
Lead	In the centre of the pencil representing the aims of the CCO
Write	Good experience to put on a resume
Inexpensive	Can not always do things because of lack of money

QUESTIONS:

- Q1. What is the first stage of the creative process?
- Q2. What is one technique which can be used in the incubation stage to make a connection between unlike elements?

Q3. What happens during the illumination or eureka stage?

Q4. What happens during the verification stage?

ANTICIPATED ANSWERS:

A1. The first stage is the preparation stage.

A2. The forced analogy, reversal and provocation techniques can be used in the incubation stage.

A3. An answer falls into place often unexpectedly.

A4. In the verification stage the instructor must decide if the new idea improves the lesson or is merely a gimmick, write the lesson and continually update the lesson.

WAYS TO INCORPORATE CREATIVITY

INTRODUCTION–USE ATTENTION-GETTING DEVICES

In the introduction, the instructor should capture the cadets' interest and motivate them to learn by using attention-getting devices, such as:

- an interesting fact related to the lesson topic that shocks, surprises or arouses curiosity;
- an unusual statistic related to the lesson topic;
- a personal anecdote related to the topic;
- a rhetorical question—the instructor does not want or expect the cadets to answer;
- an overt-response question—the instructor does want or expect the cadets to answer;
- an interesting quotation by a famous person;
- a visual demonstration such as an object, picture or some other representation that relates to the topic; and
- an explanation of how the topic is relevant to the cadets' lives or in their best interest.

BODY–USE INFORMATION-PROCESSING TECHNIQUES

Rally robin. In pairs, cadets alternate generating oral responses.

Round robin. In teams, students take turns responding orally.

Pairs check. One partner solves a problem while the other coaches. Then they switch roles. After every two problems, pairs check their answers with another pair and celebrate.

Rally coach. Partners take turns, one solving a problem while the other coaches.

Timed pair share. In pairs, cadets share with a partner for a predetermined time while the partner listens. Then partners switch roles.

CONFIRMATION–ACTIVITIES

Jigsaw worksheets. Instead of having cadets complete a worksheet individually, break them into small groups and assign a portion of the worksheet to each group. Each group must complete its assigned portion of the worksheet and use a poster or some other presentation aid to present the information to the whole group.

Graphics. Have the cadets create graphic organizers such as webs or mobiles to summarize information.

Creative writing. Have the cadets create rhymes, poems or songs to summarize information. If teaching terminology, symbols or similar information, have the cadets write a fairy tale or children's story using the information.

Create a chart. Type chronological information using a large font and cut it up into strips. Organize the cadets into pairs or small groups and give each pair or group an envelope with the strips of information and have them work together to place the information in the correct order and paste it on a sheet of chart paper. Time the activity for fun.

Information chain. Have each cadet write one fact that they have learned during the class on a piece of coloured paper, if possible. Have the class line up in front of the room and invite the first cadet to read their slip then fold it into a link and staple it. Invite the next student to read a fact and attach it to the chain and continue in this fashion until all cadets have created a link.

Scavenger hunt. Teach identification lessons by planting clues around the room and having cadets engage in a scavenger hunt. The clues may be actual items or pictures of items. When cadets find an actual item or some representation of it, they must describe the item to the group.

Road trip. Create a road trip. Place stop signs around the room containing information describing what the cadet must do. The cadets travel to each place, complete the activity and have their passport stamped.

CONCLUSION

Read the closing statement directly from the lesson plan. Re-motivate the cadets by referring back to the introduction and stress how the material is relevant to their personal lives or in their best interest.

Finish in a dramatic manner with an attention-getting device such as that used to introduce the lesson.



COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE



SECTION 7

EO C409.05 – ACT AS AN ASSISTANT DRILL INSTRUCTOR

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

The course officer shall communicate with the training officer to ensure that cadets are paired with a Phase One, Two or Three drill instructor during a regular training session. As part of the training session, the instructor and cadet should be scheduled for two periods of instruction. The time the cadet is not instructing may be used for lesson preparation, briefing, debriefing, securing training aids, etc.

A number of factors may exist based on the size of the corps that will not allow for all Phase Four cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C421.01 (Make a Boatswain's Belt) and reversing the schedule for the following training session.

APPROACH

OJT was chosen for this lesson as it allows the cadet to assist instructing a drill lesson in a safe and controlled environment. The OJT experience provides the cadet a practical application of learned skills in a realistic setting. The cadet reflects on the experience and receives feedback on the performance, which helps to shape future experiences. The cadet develops a sense of responsibility from the OJT aiding their development as a leader.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have acted as an assistant drill instructor.

IMPORTANCE

It is important for cadets to act as an assistant drill instructor as it gives them the opportunity to practice, observe and assist in performing the duties of a drill instructor in a safe and controlled environment during a regular training session.

Teaching Point 1**Have the cadets act as assistant drill instructors in on-the-job training (OJT).**

Time: 90 min

Method: On-the-job Training

PURPOSE

The purpose of having the cadets act as assistant drill instructors is to provide them with an authentic experience that allows them to observe and assist in performing the duties of a drill instructor during a regular training session. This activity is intended to be experiential in nature, providing the cadets the opportunity to work with experienced instructors, with assessment for learning being the focus rather than assessment of learning. When pairing the cadets with an instructor, consideration must be given to such things as the background, specialty and confidence of each cadet while in front of a class. The proper pairing of cadets with an instructor will help to ensure the OJT experience satisfies the stated purpose.

GENERAL INSTRUCTIONS

For one training session the cadets shall be paired with an instructor who is instructing a group of cadets participating in PO 108 (Participate in an Annual Ceremonial Review Parade), PO 208 (Execute Drill as a Member of a Squad) or PO 308 (Direct a Squad Prior to a Parade).

The instructor is responsible for the following:

1. Ensure the cadet is briefed on their responsibilities and tasks prior to the commencement of the lesson.
2. Ensure the cadet is provided opportunities to perform some or all tasks normally completed by the instructor, such as:
 - (a) **Preparing training aids as required.** The cadet may be asked to gather and prepare training aids.



The focus of this EO should be the development of instructional skills and increasing experience and confidence while in front of a class. The instructor should develop training aids for the lesson. Give the cadet tasks such as setting up presentation aids and organizing training aids, eg, signing out rifles for a rifle drill lesson.

- (b) **Helping instruct the lesson.** The cadet may be asked to provide a demonstration or instruct a TP of a lesson.
 - (c) **Supervising the cadets.** The cadet may be asked to assist with the supervision of the cadets.
 - (d) **Providing assistance as required.** The cadet may be asked to provide assistance or assist with skill development by coaching or demonstrating a skill being taught.
 - (e) **Securing training aids as required.** Once the lesson is complete, the cadet may be asked to secure and return training aids to storage.
3. If necessary, debrief the (Phase One, Phase Two or Phase Three) cadets, correcting any content errors or omissions made by the cadet.
 4. Debrief the cadet upon completion of the training session and provide them the opportunity to ask questions and seek additional feedback.

CONFIRMATION OF TEACHING POINT 1

The cadets' acting as an assistant drill instructor will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' acting as an assistant drill instructor will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Acting as an assistant drill instructor allows for the development of skills necessary to become a competent drill instructor by observing, practicing instruction and receiving feedback from an experienced drill instructor in a safe and controlled environment during a regular training session.

INSTRUCTOR NOTES / REMARKS

Prior to this EO, the course officer shall communicate with the training officer to ensure that cadets are paired with a Phase One, Two or Three drill instructor for a regular training session.

A number of factors may exist based on the size of the corps that will not allow for all Phase Four cadets to be scheduled for this EO at the same time. In this circumstance, special consideration should be given to minimize the cadet's absence from other areas of training. For example, scheduling half of the cadets for this EO while the other half is scheduled for EO C421.01 (Make a Boatswain's Belt) and reversing the schedule for the following training session.

During this EO the instructor shall:

1. brief the cadet prior to commencing the lesson;
2. assign the cadet tasks, to include:
 - (a) preparing training aids as required;
 - (b) helping instruct the lesson;
 - (c) supervising the cadets;
 - (d) providing assistance as required; and
 - (e) securing training aids as required;
3. monitor the cadet; and
4. debrief the cadet at the end of the lesson.

REFERENCES

Nil.



**COMMON TRAINING
PHASE FOUR
INSTRUCTIONAL GUIDE**



SECTION 8

EO C409.06 – INSTRUCT A 30-MINUTE DRILL LESSON

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

The course officer shall communicate with the training officer to:

1. place the Phase Four cadets into the Phase One and Phase Two drill instructor schedules;
2. ensure the cadets are assigned a 30-minute lesson at least one week prior to conducting this assessment, to include:
 - (a) a lesson specification, and
 - (b) an instructional guide; and
3. assign an assessor to each lesson.

Ensure that all resources requested by the cadets are available.

Photocopy the Drill Instructional Techniques Assessment Form located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way for cadets to develop drill instructional skills in a safe and controlled environment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have instructed a 30-minute drill lesson using a written lesson plan and the drill instruction sequence.

IMPORTANCE

It is important for cadets to instruct a 30-minute drill lesson as it gives them the opportunity to practice drill instructional skills in a practical setting and to receive feedback to further develop instructional skills and confidence.

Teaching Point 1**Supervise while the cadets instruct a 30-minute lesson.**

Time: 85 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets instruct a 30-minute drill lesson using a written lesson plan and the drill instruction sequence.

RESOURCES

Drill Instructional Techniques Assessment Form.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have each cadet, prior to the start of this lesson:
 - (a) research lesson content;
 - (b) plan a lesson;
 - (c) develop instructional aids (as required); and
 - (d) set up the lesson location (as required).
2. During the time allotted for this lesson, have each cadet:
 - (a) provide a copy of their written lesson plan to the assessor;
 - (b) instruct a 30-minute drill lesson by:
 - (1) introducing the lesson;
 - (2) presenting the content of the lesson;
 - (3) applying the drill instruction sequence;
 - (4) confirming the skills learned during the lesson; and
 - (5) concluding the lesson; and
 - (c) participate in a individual feedback session with the assessor upon completion of the lesson.



The Drill Instructional Techniques Assessment Form located at Attachment A is used to provide feedback on the cadet's lesson. The form is intended solely for the purposes of assessment for learning, providing the cadets with the feedback they need to improve their own skills.

3. Once all cadets have instructed a 30-minute drill lesson, debrief the (Phase Four) cadets by providing feedback, focusing on:
 - (a) best practices,
 - (b) general trends and key areas for improvement, and
 - (c) re-motivation, highlighting the effort and accomplishments of the group.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

The cadet's instructing a 30-minute drill lesson will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Practicing drill instruction allows for the development of fundamental skills necessary to become a drill instructor while further developing confidence and providing a sense of accomplishment.

INSTRUCTOR NOTES / REMARKS

This EO shall be conducted after C309.04 (Identify Formations for Drill Instruction), EO C309.05 (Plan a Drill Lesson) and EO C309.06 (Instruct a 15-Minute Drill Lesson).

The cadets shall instruct Phase One or Phase Two cadets on a regular training session.

The course officer shall communicate with the training officer to:

1. place the Phase Four cadets into the instructor schedule; and
2. ensure the cadets are assigned a lesson at least one week prior to conducting this EO, to include:
 - (a) a lesson specification, and
 - (b) an instructional guide.

Time for lesson planning for this EO is available in EO C309.05 (Plan a Drill Lesson), should the course officer deem it necessary.

Adjust the period allocation for this EO if all three periods are not required for each Phase Four cadet to instruct a 30-minute drill lesson.

REFERENCES

A0-002 A-PD-201-000/PT-000 Director History and Heritage 3-2. (2005). *The Canadian Forces manual of drill and ceremonial*. Ottawa, ON: Department of National Defence.

THIS PAGE INTENTIONALLY LEFT BLANK

**DRILL INSTRUCTIONAL TECHNIQUE
 ASSESSMENT FORM**

Cadet's Name: _____

Division: _____

Lesson Topic: _____

CRITERIA	COMMENTS	Incomplete	Completed With Difficulty	Completed Without Difficulty
PREPARATION				
Maintained dress and deportment.				
Selected an appropriate squad formation.				
Used a lesson plan.				
Reviewed previous lesson.				
INTRODUCTION				
Stated what the cadets will learn.				
Stated why it is important.				
Stated where / when this skill will be applied.				
BODY				
Demonstrated complete movement, calling the time.				
Demonstrated and explained the first part of the movement (Squad 1).				
Had the squad practice the first part of the movement collectively, individually and collectively again.				
Taught the second part of the movement and each subsequent part in the same manner.				
Gave two complete demonstrations.				

CRITERIA	COMMENTS	Incomplete	Completed With Difficulty	Completed Without Difficulty
Practiced the complete movement with: <ul style="list-style-type: none"> • the instructor calling the time, • the cadets calling the time, and • the cadets judging the time. 				
Used clear words of command and correct pauses.				
Gave appropriate and immediate feedback.				
Allowed questions after each movement.				
END OF LESSON CONFIRMATION				
Demonstrated the movement taught.				
Confirmation was conducted as a squad.				
Emphasized aspects of the movement with which the cadets experienced difficulty.				
CONCLUSION				
Summarized the lesson.				
Re-motivated the cadets.				
FEEDBACK				

 ASSESSOR'S SIGNATURE

 DATE

 CADET'S SIGNATURE

CHAPTER 11

PO X20 – PARTICIPATE IN CAF FAMILIARIZATION ACTIVITIES



**COMMON TRAINING
ALL TRAINING LEVELS
INSTRUCTIONAL GUIDE
CANADIAN ARMED FORCES
(CAF) FAMILIARIZATION**



PO X20 – PARTICIPATE IN CAF FAMILIARIZATION ACTIVITIES

Total Time:

For the following EOs, refer to the lesson specifications located in A-CR-CCP-601/PG-001, *Royal Canadian Sea Cadets Phase One Qualification Standard and Plan*:

- MX20.01A – Participate in a CAF Activity,
- MX20.01B – Participate in a CAF Familiarization Tour,
- MX20.01E – Attend a CAF Presentation,
- MX20.01F – Attend a CAF Commemorative Ceremony, and
- CX20.01 – Participate in CAF Familiarization Activities.

For the following EOs, refer to the instructional guides located in A-CR-CCP-601/PF-001, *Royal Canadian Sea Cadets Phase One Instructional Guides*:

- MX20.01C – Fire the C7 Rifle,
- MX20.01D – Participate in a Mess Dinner,
- MX20.01G – Participate in CAF Familiarization Video Activities, and
- MX20.01H – Participate in CAF Familiarization Learning Stations.

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 12

PO 421



ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE



SECTION 1

EO C421.01 – MAKE A BOATSWAIN'S BELT

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Complete a boatswain's belt to be used as a model for the lesson.

Photocopy the Boatswain's Belt Planning Sheet located at Attachment A for each cadet.

Photocopy the Alternative Methods for Securing the Boatswain's Belt located at Attachment B if an alternative method is chosen.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 as it provides the instructor the opportunity to explain the use of a boatswain's belt prior to making one.

A demonstration and performance was chosen for TPs 2 and 3 as it allows the instructor to demonstrate making a boatswain's belt using a Portuguese Sennit while providing an opportunity for the cadets to practice this skill under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have made a boatswain's belt.

IMPORTANCE

It is important for cadets to make a boatswain's belt as it introduces advanced ropework skills in a fun and challenging way, while providing a practical skill for carrying tools in an ornamental way.

Teaching Point 1**Explain the use of a boatswain's belt.**

Time: 5 min

Method: Interactive Lecture

USE OF A BOATSWAIN'S BELT

Back in the days of sail, long voyages took months or even years to reach far-off destinations and ships were not able to resupply themselves. Equipment and supplies were limited to what the ship could carry, so only the essentials were brought on board. When tools were needed, the crew would improvise with the materials that were available.

One of the main duties of a boatswain on a sailing ship was to perform repairs to the rigging while the ship was underway. They would make belts from excess line to carry their tools aloft, freeing their hands to hold onto the ship as it pitched and rolled.

The boatswain's belt became a symbol of pride, often made with very elaborate and intricate knots, to indicate the boatswain's level of knowledge. Creativity of the maker was the only limitation to making a belt.

The belt is still used today as an ornamental way to carry knives and other tools.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 1 Completed Boatswain's Belt

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What is the use of a boatswain's belt?
- Q2. What is the only limitation to making a boatswain's belt?

ANTICIPATED ANSWERS:

- A1. To carry knives and other tools.
- A2. The maker's creativity.

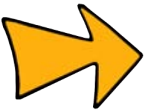
Teaching Point 2**Demonstrate and have the cadets make a Portuguese Sennit.**

Time: 15 min

Method: Demonstration and Performance



Demonstrate and have the cadets practice each step in making the Portuguese Sennit.



The Portuguese Sennit is made up of a series of half knots. When two half knots are tied together in opposite directions, they form a knot called a square knot. If they are tied in the same direction, the sennit will twist.

STEPS FOR MAKING A PORTUGUESE SENNIT

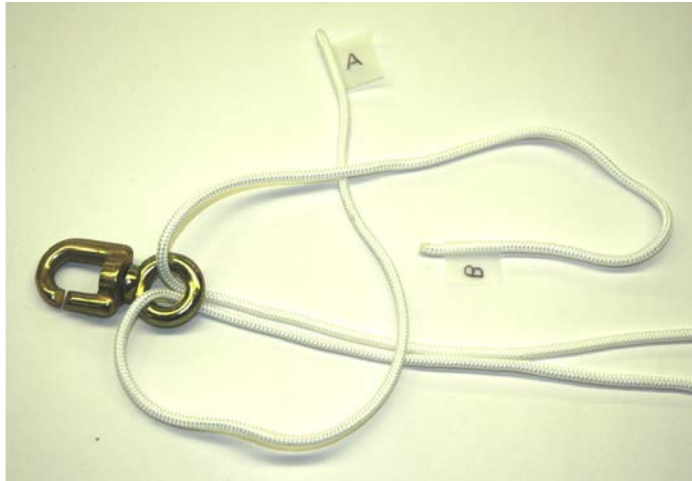
1. Pass a doubled line through a ring or foundation and lay the lines flat. Label the line on the left Line A and the line on the right Line B. The two centre lines will form the core of the sennit.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 2 Step 1

2. Lay Line A across the core, from left to right and pass it under Line B.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 3 Step 2

3. Pass Line B under the core and up between the core and Line A on the left.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 4 Step 3

4. Pull both lines tight, ensuring the core is kept flat. This will form a half knot.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 5 Step 4 (Half Knot)



To ensure the sennit holds its shape, keep the core flat and under tension.

5. To make a twisted Portuguese Sennit, skip to Step 7.
6. To make a flat Portuguese Sennit (as illustrated in Figure 6), form square knots by keeping Line A on top of the core as Steps 2–4 are repeated from the opposite direction. Continue repeating and alternating direction until the desired length is attained. Skip to Step 8.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 6 Step 5 (Flat Portuguese Sennit)

7. To make a twisted Portuguese Sennit (as illustrated in Figure 7), Steps 2–4 are repeated with the half knots tied in the same direction. If a twist to the right is desired, keep the left side line on top of the core. If a twist to the left is desired, keep the right side line on top of the core. Continue until the desired length is obtained.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 7 Step 7 (Twisted Portuguese Sennit)

8. Finish the Portuguese Sennit off by cutting the lines flush to the knots.



The Portuguese Sennit can be finished in many different ways, depending on its use and the creativity of the person.

CONFIRMATION OF TEACHING POINT 2

The cadets' completion of a Portuguese Sennit will serve as the confirmation of this TP.

Teaching Point 3

Demonstrate and have the cadets make a boatswain's belt.

Time: 60 min

Method: Demonstration and Performance



Demonstrate and have the cadets practice each step to make the boatswain's belt.

Distribute the Boatswain's Belt Planning Sheet located at Attachment A.

The figures in this demonstration show Inglefield clips used to secure the belt, however, any type of clip may be substituted.

Alternative methods for securing the belt are located at Attachment B.



A boatswain's belt is a representation of the style of its maker—be creative.

STEPS FOR MAKING A BOATSWAIN'S BELT

1. Make a plan for how the boatswain's belt will be tied using the Boatswain's Belt Planning Sheet located at Attachment A.
2. Measure the line needed by wrapping the line around the waist 10 times. This will provide enough line to complete the belt with the addition of other decorative, finishing knots such as Turk's head.

3. Middle the line and attach to a clip with a cow hitch (as illustrated in Figure 8). This middled line will form the core of the belt.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 8 Step 3

4. Measure the core loosely around the waist to determine the size of the belt. Add approximately 10 cm (3 inches) to the measurement for each attachment loop. Mark this measurement on the core.
5. Slide the second clip onto the core to the mark and seize it in place using an elastic band (as illustrated in Figure 9). Ensure the core extends flat from the clip with the remaining lines extending on either side.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 9 Step 5

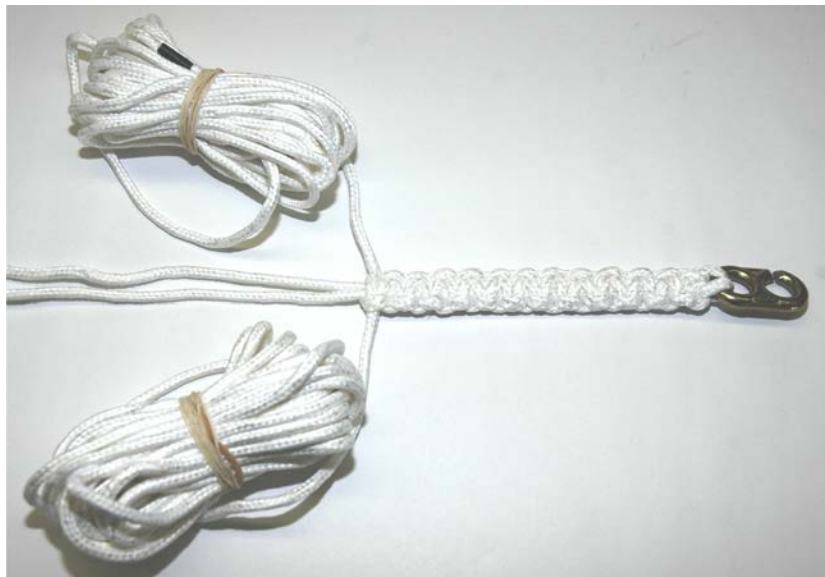
6. Shorten the lines by coiling the excess and seize them with an elastic band.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 10 Step 6

7. Start making the Portuguese Sennit, following the pattern drawn out on the planning sheet. Keeping the sennit tight will produce a stiff belt.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 11 Step 7

8. To add an attachment loop, extend a bight in one line of the core (as illustrated in Figure 12) and re-adjust the cow hitch as required to keep the core flat. Continue making the Portuguese Sennit past the bight.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 12 Bight Extended

9. When the core is covered, cut the excess line flush with the belt.
10. If desired, finish the belt with decorative covering knots, such as a Turk's head, at the clips.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 13 Finished Boatswain's Belt

CONFIRMATION OF TEACHING POINT 3

The cadets' completion of a boatswain's belt will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' completion of a boatswain's belt will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

If the cadets have not finished the boatswain's belt in the allotted time, have them finish at home and return with the finished product.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

A boatswain's belt uses advanced ropework skills in a fun and challenging way and provides a practical way for carrying tools.

INSTRUCTOR NOTES / REMARKS

On most belts, Inglefield clips are used, however, any type of clip can be substituted.

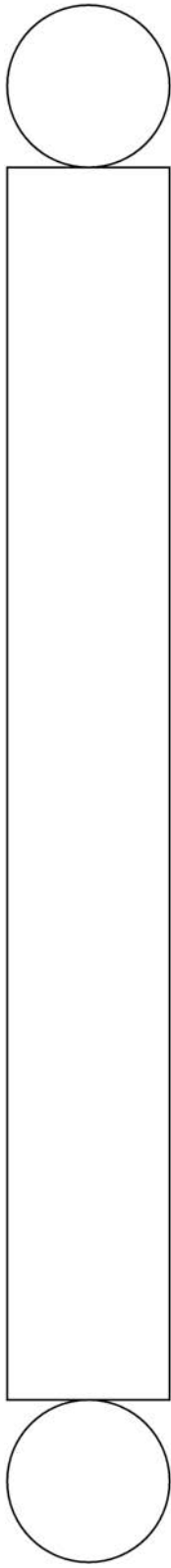
The cadets may be required to complete the boatswain's belt on their own time.

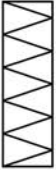



REFERENCES

C1-158 ISBN 0-385-04025-3 Ashley, C. (1993). *The Ashley book of knots*. New York, NY: Doubleday.

THIS PAGE INTENTIONALLY LEFT BLANK

BOATSWAIN'S BELT PLANNING SHEET



LEGEND	
	Flat Portuguese Sennit
	Twisted Portuguese Sennit
	Attachment Loop
	Covering Knot

Directions

1. Mark down what attachment scheme will be used on the ends.
2. Using the designs in the legend, mark out what knots the belt will be made with.
3. Locate and draw in any attachment loops.
4. Locate the positions for any covering knots.

Note: This planning sheet should be used as a guide and is not to scale.

THIS PAGE INTENTIONALLY LEFT BLANK

ALTERNATIVE METHODS FOR SECURING A BOATSWAIN'S BELT



The following instructions are to be used in conjunction with the steps for making a boatswain's belt in the instructional guide.



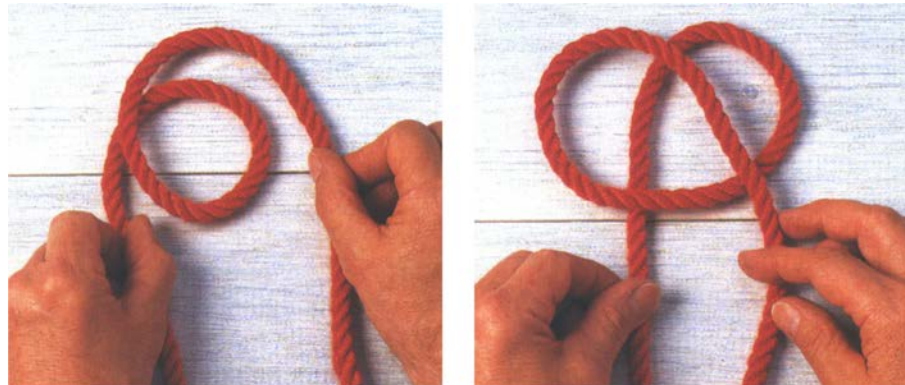
These alternative methods will eliminate the need for clips.

Loop and Button Knot

This method secures the belt by having a loop at one end of the belt, pass behind and over a button knot at the other end.

Steps for the Loop and Button Knot Method

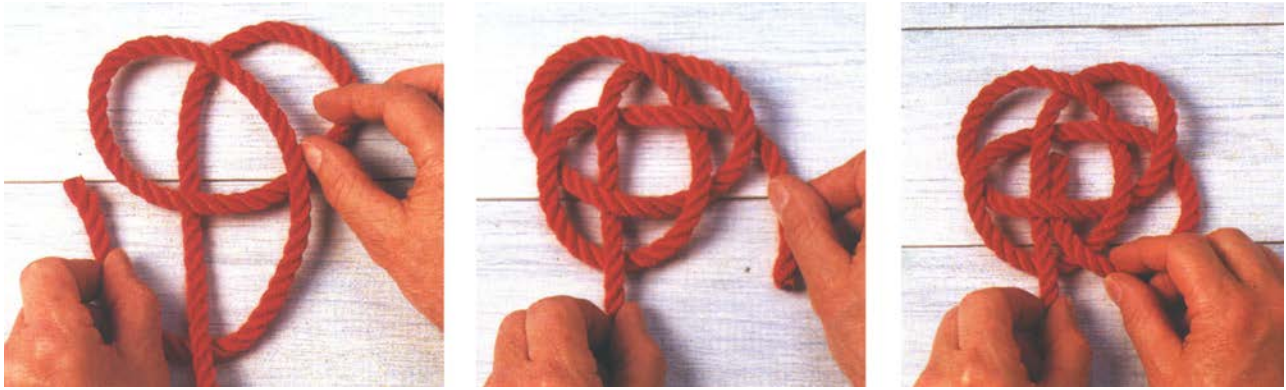
1. Make a button knot as follows:
 - (a) Cut a 30 cm (12 inch) line.
 - (b) Make a clockwise overhand loop.
 - (c) Bring the working end down over the original loop and arrange in a pretzel layout.



Note. From The Ultimate Encyclopedia of Knots and Ropework (p. 227), by G. Budworth, 2001, London, England: Anness Publishing Limited. Copyright 1999 by Anness Publishing Limited.

Figure B-1 Steps 1b and 1c

- (d) Pass the working end around, from right to left, behind the standing part.
- (e) Tuck the working end through the knot in a clockwise direction. The tucks will follow an over and under pattern through the knot.
- (f) Tuck the working end alongside and parallel to the standing part.



Note. From The Ultimate Encyclopedia of Knots and Ropework (p. 227), by G. Budworth, 2001, London, England: Anness Publishing Limited. Copyright 1999 by Anness Publishing Limited.

Figure B-2 Steps 1d–1f

- (g) Follow the original lead through the knot to double it.
- (h) Carefully tighten the knot to form a button. Leave one bight loose so that it extends from the knot for 3 cm (1 inch).



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure B-3 Steps 1g and 1h

- 2. Perform the steps for making the boatswain's belt with the following changes:
 - (a) Leave the line middled without attaching the clip in Step 3 in the instructional guide.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure B-4 Step 2a

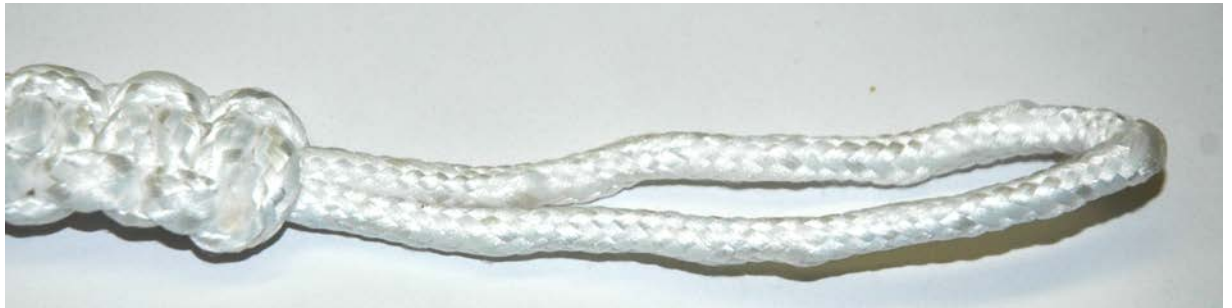
- (b) Slip the button knot onto the core at the measurement in Step 5 in the instructional guide.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure B-5 Step 2b

- (c) Leave enough of the core uncovered so that the loop will fit around the button.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure B-6 Step 2c

3. Connect the belt by passing the free loop behind and around the button knot.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure B-7 Step 3

Loop and Toggle Method

This method secures the belt by having a toggle fitted at one end of the belt that fits through a loop at the other.

Steps for the Loop and Toggle Method

1. Perform the steps for making a boatswain's belt with the following changes:
 - (a) Leave the line middled without attaching the clip in Step 3 of the instructional guide.
 - (b) Attach the toggle onto the core at the measurement in Step 5 of the instructional guide.
 - (c) Leave a loop uncovered so that it will fit over the toggle.
2. Connect the belt by passing the free loop over the toggle.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure B-8 Loop and Toggle

Loop and Carabiner Method

This method secures the belt by having a loop at each end of the belt attached with a carabiner.

Steps for the Loop and Carabiner Method

1. Perform the steps for making a boatswain's belt with the following changes to the steps outlined in the instructional guide:
 - (a) Leave the line middled without attaching the clip in Step 3 of the instructional guide.
 - (b) Attach the carabiner to the core at the measurement in Step 5 of the instructional guide.
 - (c) Leave a loop uncovered so that it will fit over the carabiner.
2. Connect the belt by opening the gate on the carabiner and passing the free loop over it.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure B-9 Loop and Carabiner

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN SEA CADETS
PHASE FOUR
INSTRUCTIONAL GUIDE



SECTION 2
EO C421.02 – MAKE A ROUND MAT

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Create an overhead slide of the figure located at Attachment A.

Photocopy the round mat patterns located at Attachment B and Attachment C for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to introduce the use of a knot-weaving board for making a round mat.

A demonstration and performance was chosen for TP 2 as it allows the instructor to demonstrate making a round mat while providing an opportunity for the cadets to practice this skill under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have made a round mat.

IMPORTANCE

Making a round mat will be beneficial to the cadets as new concepts used in more advanced knot work are introduced in a fun and challenging way.

Teaching Point 1**Explain the set-up of a knot-weaving board.**

Time: 10 min

Method: Interactive Lecture

KNOT WEAVING**Introduction**

As cord mats become more complicated, it becomes difficult to keep track of where cords are to be woven. One method of weaving intricate mats is the use of a knot-weaving board. The board consists of wood, cork or cardboard that allows a mat pattern to be affixed by pins or nails. The cord is woven around the pins following a given pattern which indicates direction and where cords will cross under or over each other. The pins maintain the desired shape of the mat until it is complete.



The round mat chosen for this lesson is a flattened Turk's head knot that is used as the logo for the International Guild of Knot Tyers (as illustrated in Figure 1). This simple mat will introduce the basic concepts used to make larger, more intricate mats. Once complete, this mat can be used as a hot or cold trivet.



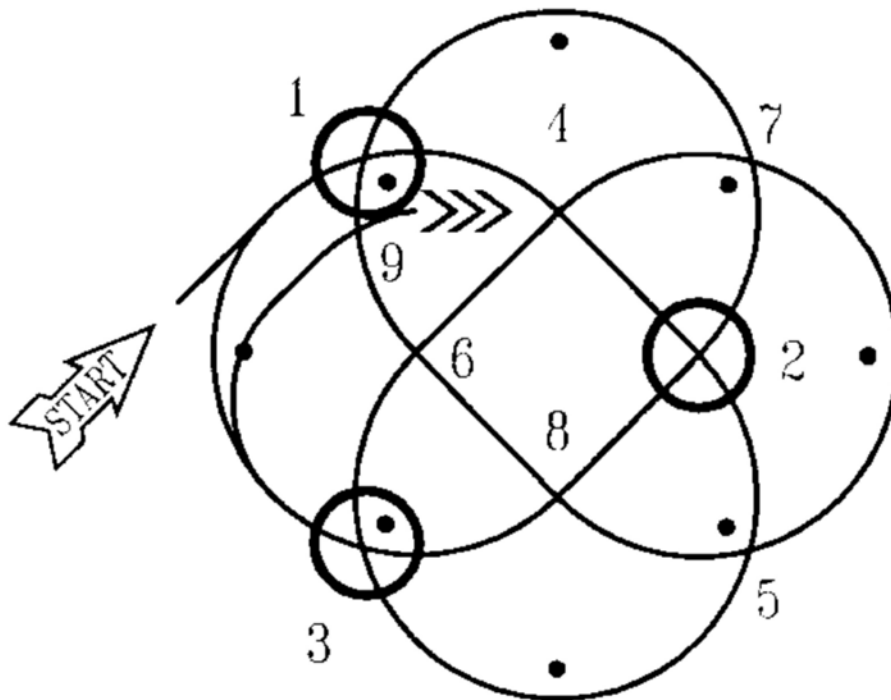
Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure 1 Completed Round Mat

Mat Patterns

To make mat weaving easier, a series of arrows, dots, circles, lines and numbers are used on the mat patterns. They are as follows:

- The numbers are placed at alternate crossings on the diagram and are to be followed consecutively during the weaving process.
- A circle at a crossing indicates an underpass of a cord already there.
- A crossing with no circle indicates an overpass of a cord already there.
- An outlined arrow with the word "START" indicates the starting position and the initial direction for the lay of the cord.
- A feathered arrow indicates the end of the pattern.
- Small dots on the pattern indicate the turning points and the placement of pins.



Note. From Fancy Knotting: An Introduction (p. 11), by David Fukuhara, 2002, Vancouver, BC: David Fukuhara.

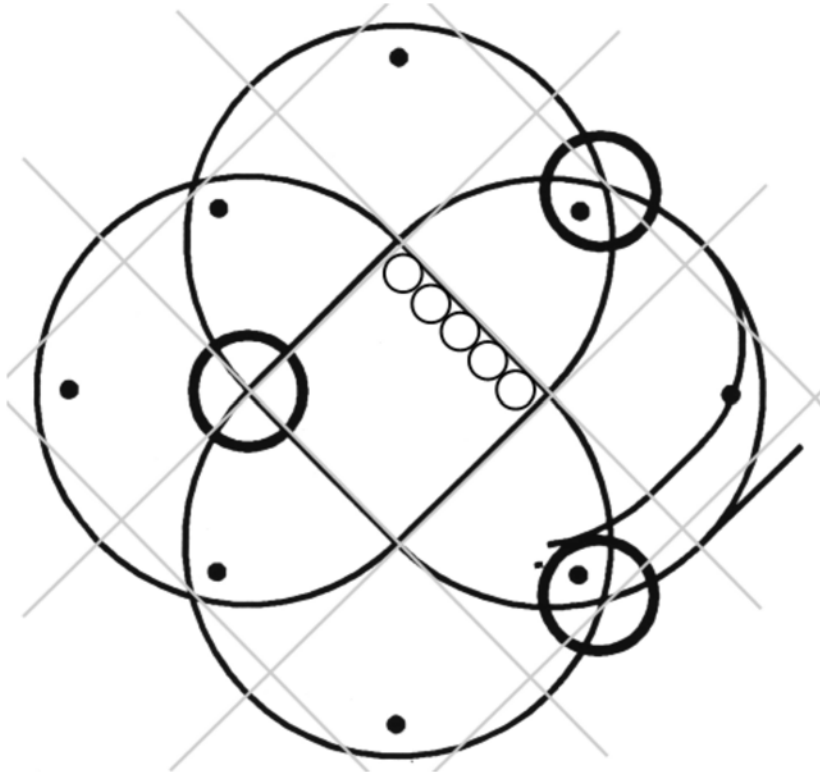
Figure 2 Typical Mat Pattern

Scaling a Pattern

Each mat pattern is drawn on a square grid. This allows for visualization of the mat pattern and easy identification of which crossover points are overpasses and which are underpasses.



Place the slide located at Attachment A on an overhead projector.



Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure 3 Pattern Grid

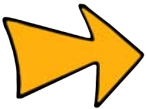
By scaling the size of the squares, the pattern can be used for different sizes of line. The sides of squares should be roughly five cord diameters in length. The following guide may be used:

Diameter of cord	Length of square's side*
4 mm (3/16 inch)	20 mm (3/4 inch)
6 mm (1/4 inch)	30 mm (1 1/4 inch)
9 mm (3/8 inch)	45 mm (1 7/8 inch)
12 mm (1/2 inch)	60 mm (2 1/2 inch)

*Based on a 3 lead pattern. To change the number of leads in the pattern, add or subtract a cord diameter from the side measurement accordingly.

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure 4 Pattern Scaling Chart



The term "lead" refers to a cord that follows the mat pattern to completion. For example, a three-lead mat has the cord following the pattern to completion three times.

Length of Cord

The length of cord required to weave the mat can be determined before weaving. With the pattern on the knot-weaving board, put a pin at each turning point. Pin one end of the uncut cord at the starting point. Lay the cord on the pattern following the numbers from start to finish ignoring the underpasses. Mark this length with a piece of tape. After removing the cord, cut a length of cord equal to three times this measurement and add 30 cm (12 inches). The extra length will allow for hiding the ends in the middle of the mat.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What is the purpose of a knot-weaving board?
- Q2. How is an underpass marked on a pattern?
- Q3. What is the general rule for scaling a pattern?

ANTICIPATED ANSWERS:

- A1. To visually track where cords are to be woven.
- A2. A circle around the crossover point.
- A3. The sides of the grid should be five cord diameters in length.

Teaching Point 2**Demonstrate and have the cadets make a round mat.**

Time: 70 min

Method: Demonstration and Performance



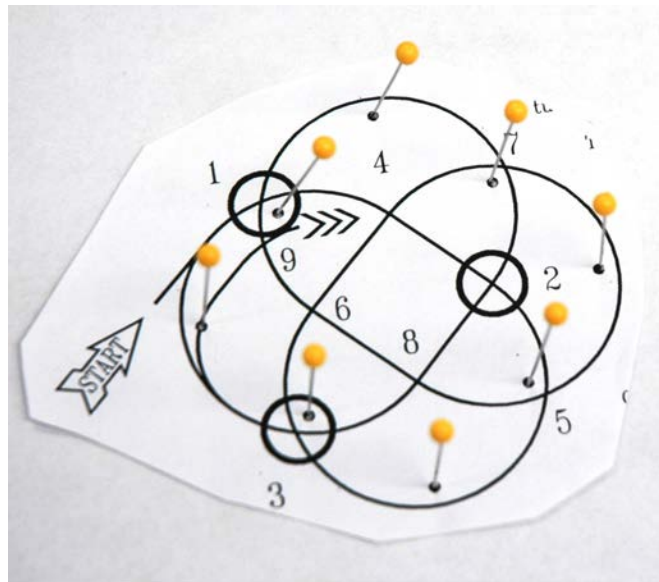
Distribute the round mat pattern located at Attachment B to each cadet.

Distribute a length of cord to each cadet.

Demonstrate each step and have the cadets follow along.

STEPS TO MAKING A ROUND MAT (WEAVING METHOD)

1. Cut out the round mat pattern.
2. With the pattern on a knot-weaving board, put a straight pin at each turning point (as illustrated in Figure 5).

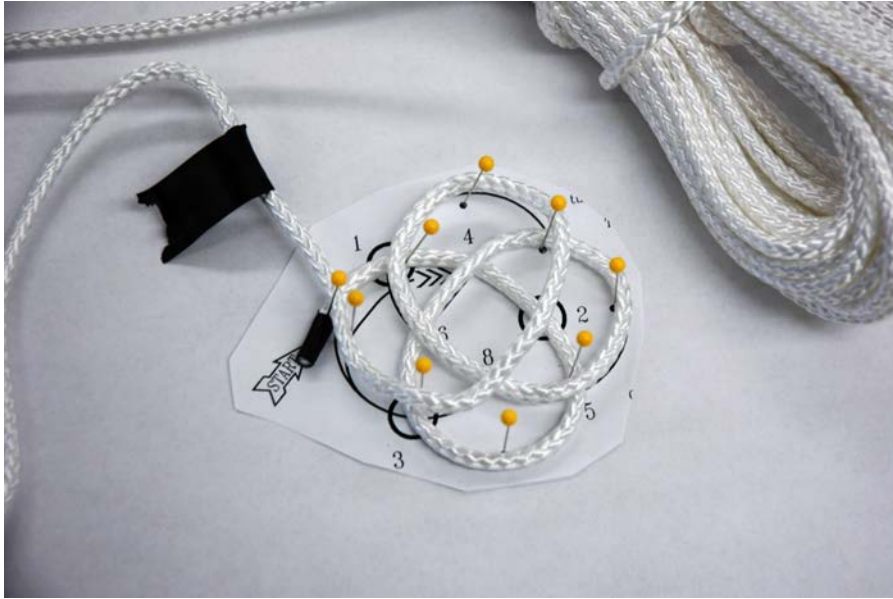


Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure 5 Step 2

12-C421.02-5

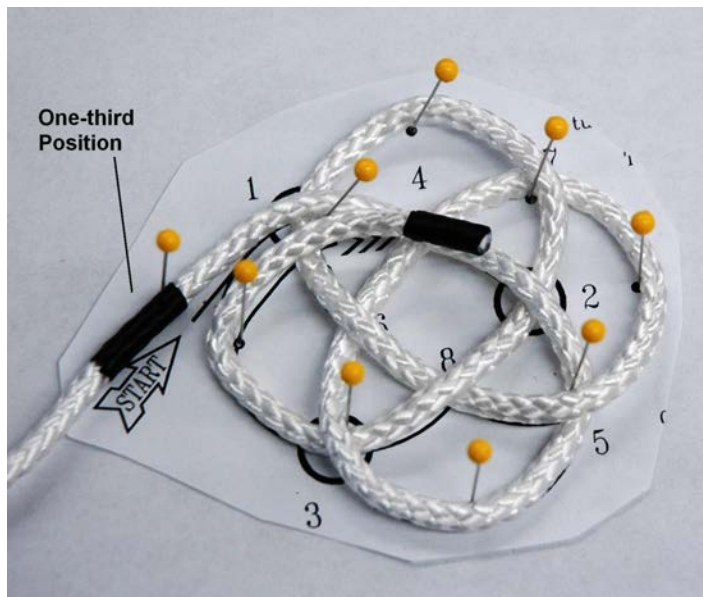
3. Lay the cord onto the pattern following the numbers from start to finish ignoring the underpasses (as illustrated in Figure 6). Mark the one-third position and remove the cord from the pattern. Cut the cord to a length equal to three times the one-third length plus 30 cm (12 inches).



Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure 6 Step 3

4. Pin the cord's one-third position onto the outlined arrowhead at the starting point (as illustrated in Figure 7).
5. Lay the shorter length of cord onto the pattern following the numbers. At the turns, lay the cord around the pins and continue (as illustrated in Figure 7). Pay attention for the underpasses at crossings with circles.



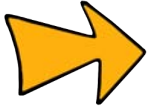
Note. Created Director Cades 3, 2007, Ottawa, ON: Department of National Defence.

Figure 7 Step 5

6. When the cord is back to crossing number 1, the initial tying sequence is complete. Check to ensure that the over and under sequence has been maintained from start to finish.

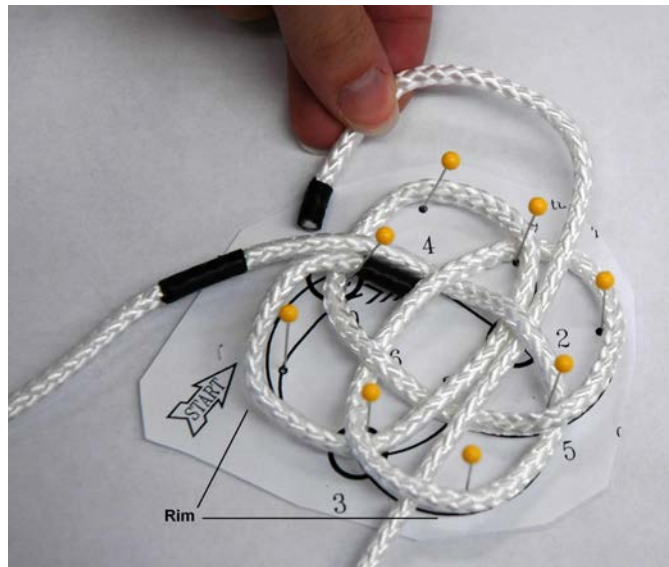


Any errors must be corrected now.



Once the initial lay of cord is complete, the pattern is no longer required.

7. Lay the remaining two-thirds of the cord following the previously laid cord in the opposite direction (as illustrated in Figure 8).



Note. Created by Director CAdepts 3, 2007, Ottawa, ON: Department of National Defence.

Figure 8 Step 7



Avoid drawing or pulling the cord tight as this will cause the mat to curl up at the rim or on the corners.

8. When there are three leads, remove the pins from the corkboard (as illustrated in Figure 9).



Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure 9 Step 8

9. To finish the mat, the cord can be glued to its adjacent cord for about four cord diameters and the excess cord can be trimmed (as illustrated in Figure 10).



Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

Figure 10 Step 9



An alternative to finishing larger diameter cord is to sew the cord to its adjacent cord for about four cord diameters, whip the ends and trim the excess.



The cadets may start the additional round mat pattern located at Attachment C if there is time remaining in this period.

CONFIRMATION OF TEACHING POINT 2

The cadets' making a round mat will serve as the confirmation of this TP

END OF LESSON CONFIRMATION

The cadets' making a round mat will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

The cadets may complete the additional round mat pattern located at Attachment C.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Mat weaving is an integral part of advanced ropework. The concepts introduced in this lesson lay the foundation for creating more complicated mats that may be used within the cadet program.

INSTRUCTOR NOTES / REMARKS

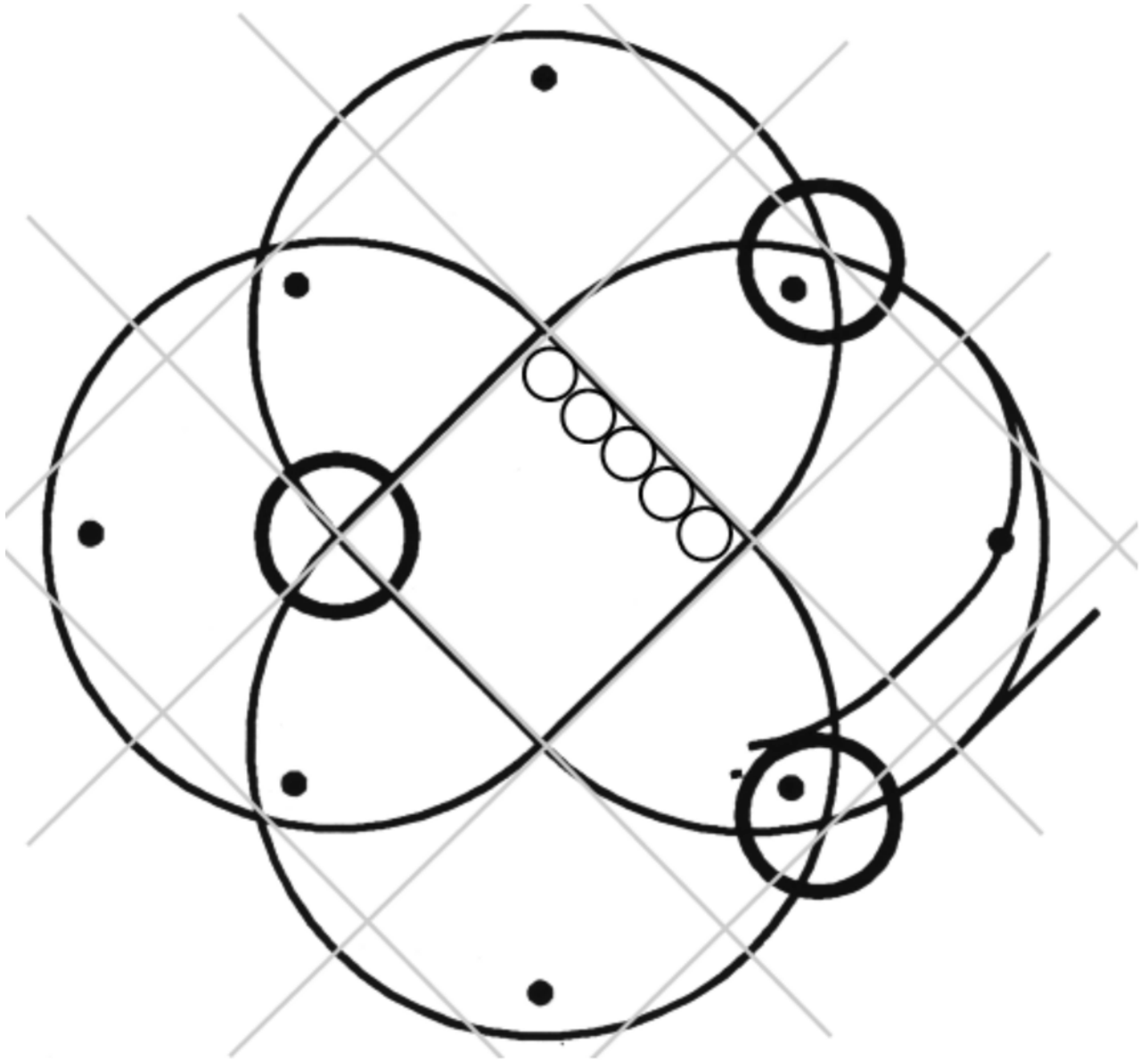
If time and resources permit, the instructor can be creative and demonstrate other methods of making the round mat.

REFERENCES

C1-064 ISBN 1-55267-986-1 Budworth, G. (2001). *The ultimate encyclopedia of knots & ropework*. London, England: Anness Publishing Limited.

C1-102 David Fukuhara. (2002). *Fancy knotting: An introduction*. Vancouver, BC: David Fukuhara.

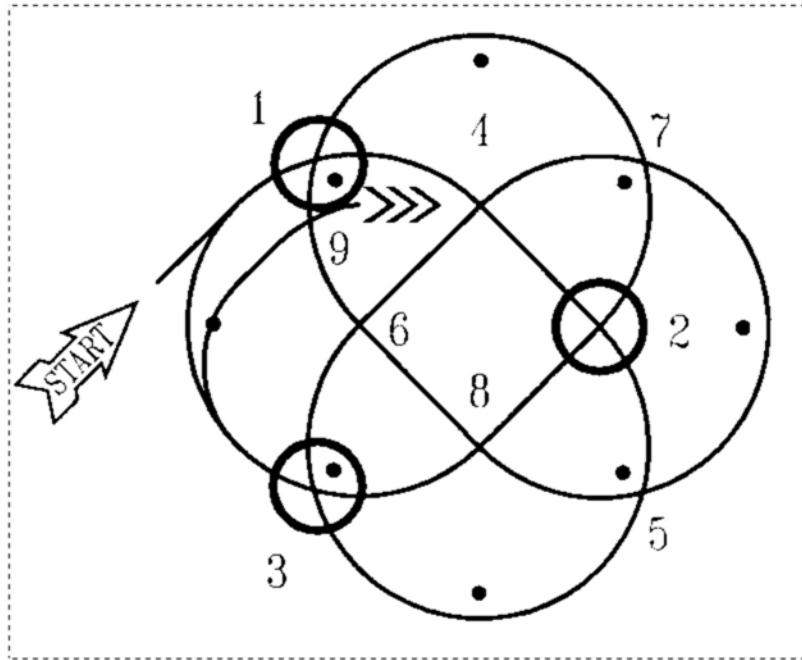
THIS PAGE INTENTIONALLY LEFT BLANK



Pattern Grid

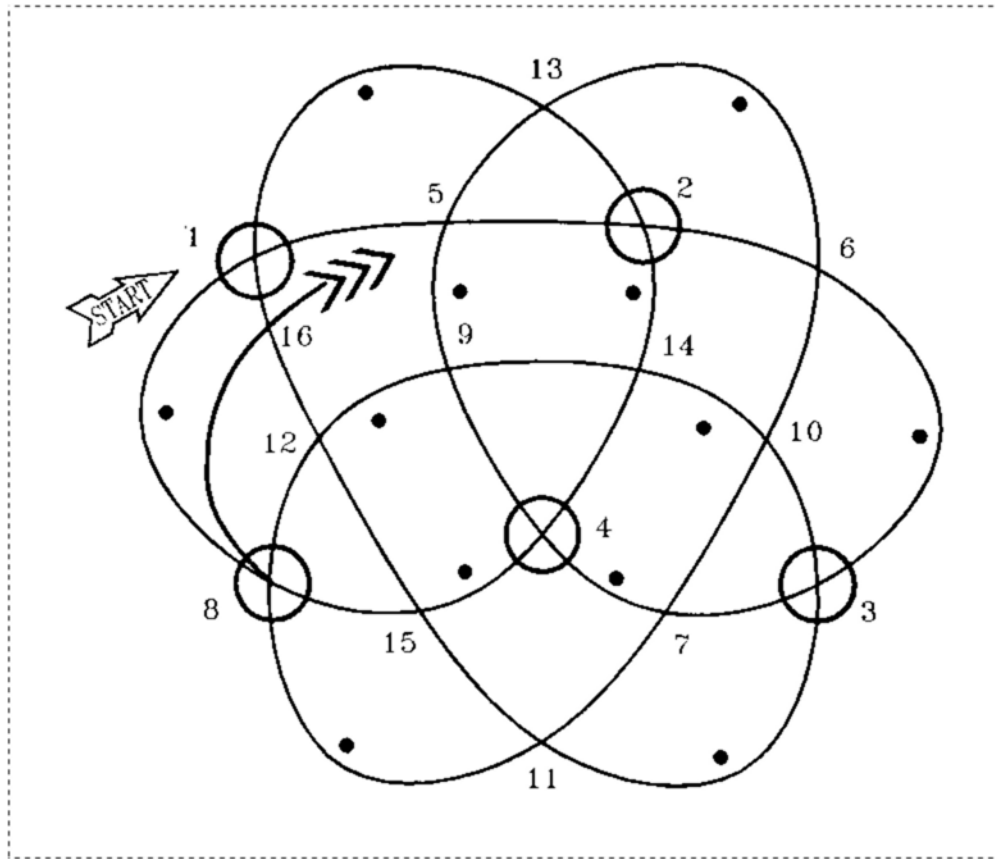
THIS PAGE INTENTIONALLY LEFT BLANK

ROUND MAT PATTERN



THIS PAGE INTENTIONALLY LEFT BLANK

ADDITIONAL ROUND MAT PATTERN



THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE



SECTION 3

EO C421.03 – MAKE A NET HAMMOCK

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001 *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

Demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate making a hammock while providing an opportunity for the cadets to practice these skills under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to make a net hammock.

IMPORTANCE

It is important for cadets to use seamanship skills in real life situations. Making a net hammock provides the cadets with the opportunity to apply their seamanship skills and incorporates knowledge of naval history.

Teaching Point 1**Explain, demonstrate and have the cadets make two hammock harnesses.**

Time: 30 min

Method: Demonstration and Performance

USE OF A HAMMOCK

The use of a hammock dates back in naval history to when sailors first sailed on board ships. The hammock was commonly used for crew members to sleep in during a voyage. Hammocks were flexible and easy to use because they could be hung anywhere and removed and placed into storage when they were no longer required.



Demonstrate and have the cadets practice each step in making the hammock harness.

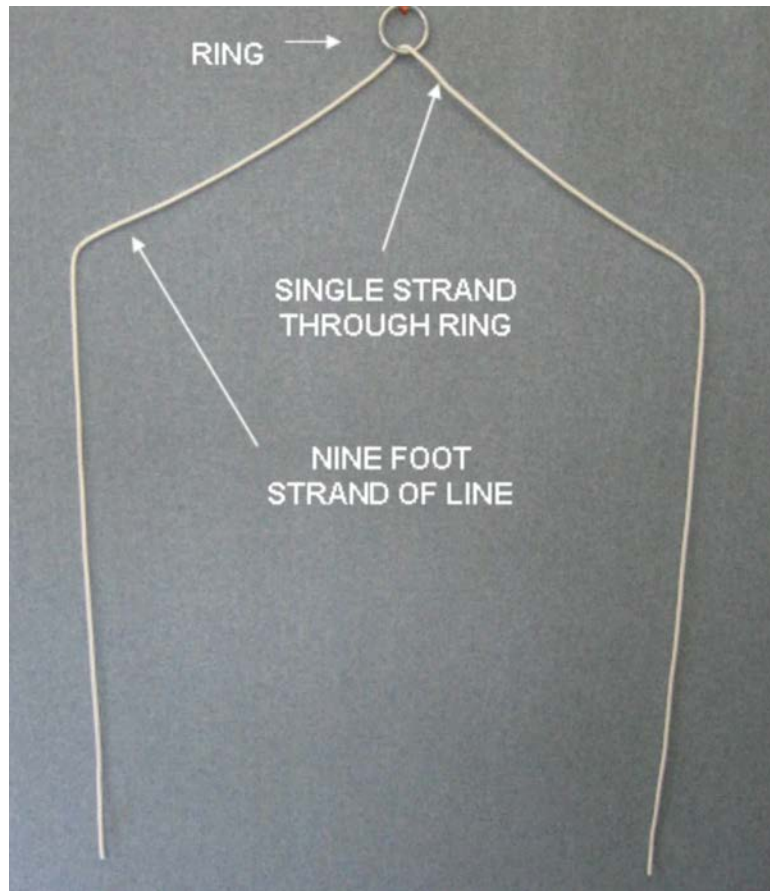
STEPS FOR MAKING A HAMMOCK HARNESS

1. Cut seven lengths of cord at nine feet long for the first harness.



All lines should be cut so they will not fray. With synthetic lines, the use of an electric rope cutter or propane torch and hot-knife is recommended.

2. Pass the seven lengths through the ring so that the centre of each strand rests on the ring (as illustrated in Figure 1).



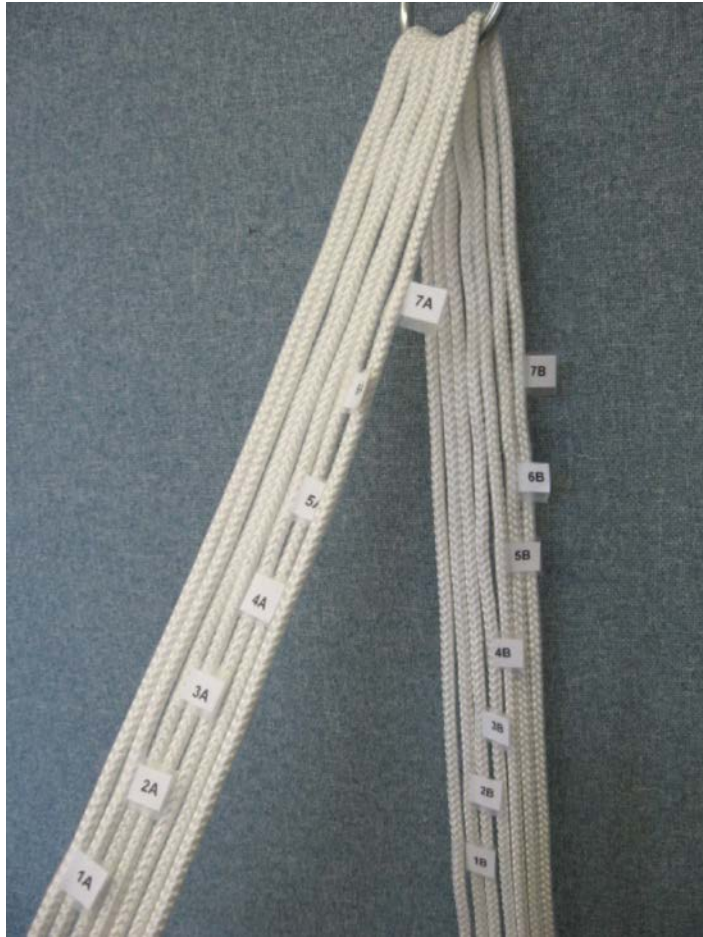
Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Figure 1 Strands Through the Ring

3. Number the strands 1 through 7 (left to right) with the front part of each strand labelled A and the back part of each strand labelled B (as illustrated in Figure 2).



A detailed explanation of front and back positions in relation to the harness strands is located at Attachment B.



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

Figure 2 Numbering the Strands

4. Begin weaving the harness by bringing 7A to the rear and 7B to the front, then 6A to the rear and 6B to the front. Continue until all strands labelled A are to the rear and all strands labelled B are to the front (as illustrated in Figure 3).



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

Figure 3 Beginning the Weave Step 4

5. Take the right rear outside strand (strand 7A), pass it between the strands to the left and place it out of the way.
6. Take the left front outside strand (strand 1B), pass it between the strands to the right and place it out of the way (as illustrated in Figure 4).



When moving the strands from the front to back and back to front, ensure they stay in the correct numbered sequence. This will ensure accurate weaving of the harness.



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

Figure 4 Passing the Strands Steps 5 and 6

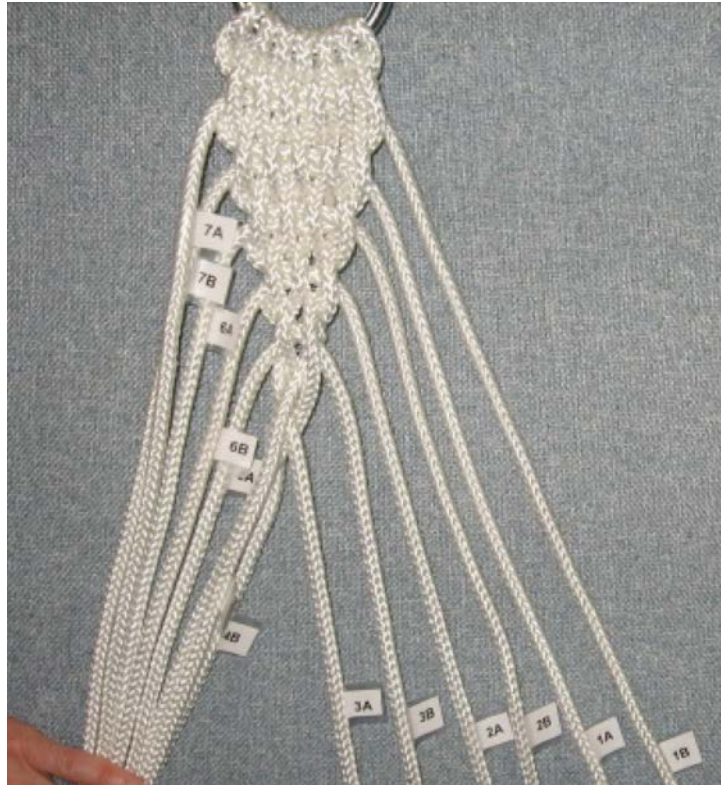
7. Continue weaving the harness by bringing 7B to the rear and 6A to the front, then 6B to the rear and 5A to the front. Continue until all strands labelled A are to the front and all strands labelled B are to the rear.
8. Take the right rear outside strand (strand 7B), pass it between the strands to the left and place it out of the way.
9. Take the left front outside strand (strand 1A), pass it between the strands to the right and place it out of the way (as illustrated in Figure 5).



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

Figure 5 Passing the Strands Steps 6 through 9

10. Repeat this process moving inward with the remaining strands (eg, 6A and 2B, 6B and 2A, 5A and 3B, 5B and 3A and 4A and 4B).



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

Figure 5 No More Strands to Weave

11. Upon completion of strands 5B and 3A being passed through the middle, tie the remaining strands 4A and 4B together with a reef knot to finish the harness (as illustrated in Figure 6).



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

Figure 6 Completing the Weaving

12. To complete the harness, pull all of the weaving taut and close up any gaps (as illustrated in Figure 7).



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

Figure 7 Tightening the Weave

13. Repeat Steps 1–13 to create the second harness required for the hammock.

CONFIRMATION OF TEACHING POINT 1

The cadets' making of hammock harnesses will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets prepare hammock materials.

Time: 50 min

Method: Demonstration and Performance



Demonstrate and have the cadets practice each step in cutting the netting to size.

CUTTING THE NETTING TO SIZE



The netting used in this IG was purchased locally. It is a replacement mesh for a hockey net. The finished size is approximately 1.5 m by 2.5 m and has a bolt rope attached around the outer edge. Only minor trimming is required.

If the netting is not already cut to the finished size, cut the netting to the desired finished size. Recommended size is approximately 1 m wide by 2 m long.

Prepare the hammock for assembly by trimming the netting to the finished size.

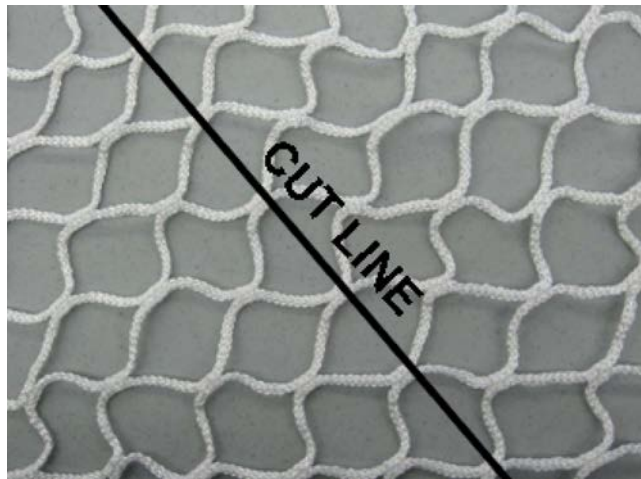
Cutting tools may differ depending on the netting being used. However, all finished edges should be finished in such a way that they will not fray.



All lines should be cut so they will not fray. With synthetic lines, the use of an electric rope cutter or propane torch and hot-knife is recommended.

Ideal Mesh Direction

When preparing to cut the mesh, consider the direction of the mesh. The mesh should run on a diagonal (as illustrated in Figure 8) because mesh cut diagonally will provide more stability and strength to the hammock.



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

Figure 8 Mesh Cut Diagonally

ATTACHING THE SIDE CHAINS

Side chains on a hammock are used to provide lateral support to the netting and will also help in the strength of the hammock. Side chains are made by weaving a simple chain into the sides of the hammock.



Instructions to make a simple chain are located at Attachment C.

Steps to Attach Side Chains

1. Start the side chain by tying a bowline in one end and starting the simple chain in the first mesh (as illustrated in Figure 9).



BOWLINE

LOOP TO START SIMPLE CHAIN

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

Figure 9 Starting the Side Chain



Side chains should be woven into every mesh in order to provide adequate support to the netting.

The line used to make the side chains can be estimated at 4 times the length of the hammock side, eg, 2 m long times 4 equals 8 m.

2. Attach the simple chain at each mesh on the hammock (as illustrated in Figure 11).



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

Figure 11 Attaching the Side Chain to the Netting

3. Finish the side chain by choking the loop and placing the running end through the previous chain loop (as illustrated in Figure 12). Trim any excess line.



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

Figure 12 Finishing the Side Chain

- Repeat Steps 1–4 for the second side chain.

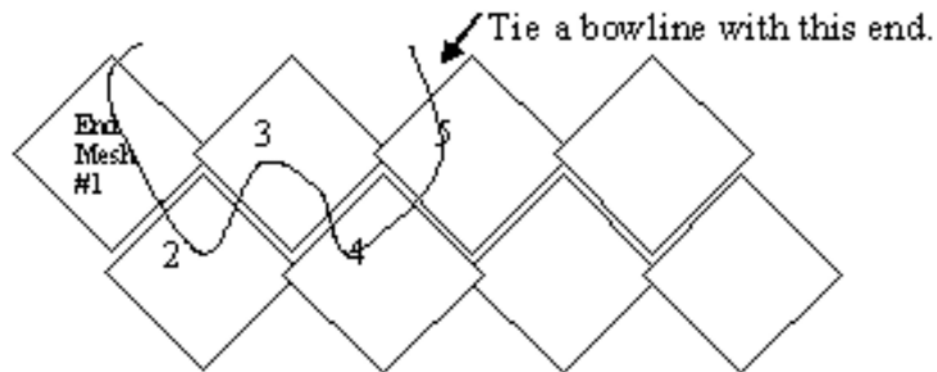
ATTACHING THE HARNESS TO THE BODY OF THE HAMMOCK

Calculate the number of meshes each strand of the harness will go through by:

- counting the number of meshes (openings in the net); and
- divide the number of meshes by the number of strands in the harness, which is 14.

Example: 42 meshes divided by 14 equals 3 meshes. This number may need to be adjusted so that it is always a whole number.

When attaching the harness to the mesh, the strands will go through the top 3 meshes as well as two adjoining meshes underneath for strength (as illustrated in Figure 13).

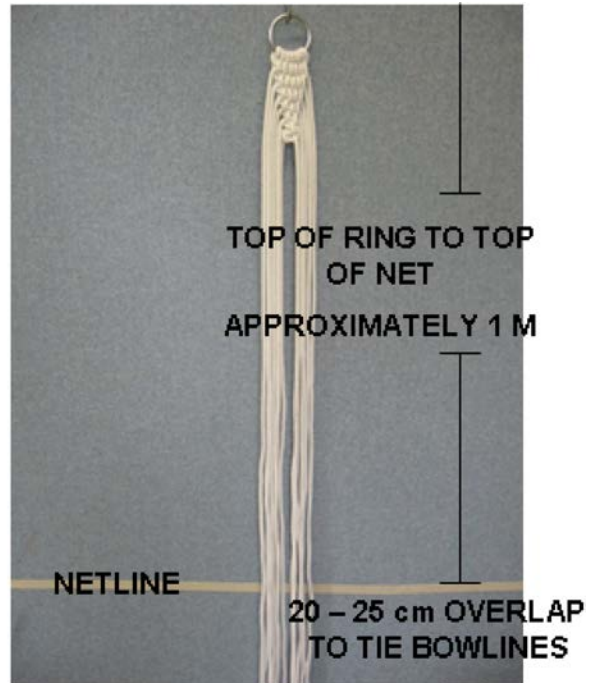


Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Figure 13 Weaving the Harness into the Netting

Steps to Attaching the Strands to the Netting

- Hang the harness and make a measurement approximately 1 m from the top of the ring (as illustrated in Figure 14). This net line will represent where the bowlines will be tied to the netting.



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

Figure 14 Prepare to Attach the Harness to the Netting



It is important to ensure the strands are tied at the same length. The strands should overlap the netting by approximately 21–25 cm (as illustrated in Figure 15).



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

Figure 15 Strand Overlap Onto Netting

2. Weave the outside strand through the mesh of the netting to include the eye of the side chain (as illustrated in Figure 16).



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

Figure 16 Attaching the Outside Strands Through the Mesh Steps 2 and 3

3. Secure the strand to the mesh with a bowline (as illustrated in Figure 17).



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

Figure 17 Attaching the Strands Through the Mesh Step 3

4. Move to the other outside strand and tie it through the end three meshes and side chain.
5. Alternating sides of the harness, continue moving inward to the next strand (as illustrated in Figure 18) until all strands are secured to the netting with a bowline tied tightly.



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

Figure 18 Inside Strand Through Three Meshes

6. Repeat Steps 1–5 for the second harness.
7. Trim all excess line from tied bowlines. The running end of the bowline should not reach further than the bottom eye of the bowline (as illustrated in Figure 19).



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

Figure 19 Trimmed Bowline

HANGING THE HAMMOCK

Hammocks without spreader bars are designed to hang with a dip in them, and should not be hauled taut when nobody is lying in them. The optimal hanging distance for hammocks without spreader bars is 3.5–5 m.

The optimal height for hanging a net hammock without spreader bars is 0.5–1 m off the ground. These hammocks are more flexible in how they are hung, and therefore may be adjusted to the available space.



Every hammock may hang differently from the others. Adjustments will have to be made to suit personal preference and comfort.

Attaching the Hammock to a Tree

In order to attach a hammock to a tree, use a strop that has been choked around the tree at the desired distance (as illustrated in Figure 20). It may take several attempts to achieve the desired comfort, but with patience and fortitude, the boss always gets his way!



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

Figure 20 Attaching the Hammock to a Tree

CONFIRMATION OF TEACHING POINT 2

The cadets' preparing the hammock material will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' completion of a hammock will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Making a net hammock uses many seamanship skills by combining multiple types of knot work. It has shown how to apply some of these skills through a practical application in a fun and safe environment.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C1-187 Earth Guild: A Netshops Company. (1998). *How to make your own hammock*. Retrieved February 16, 2009, from <http://www.hammocks.com/howtomakeyourownhammockarticle.cfm>

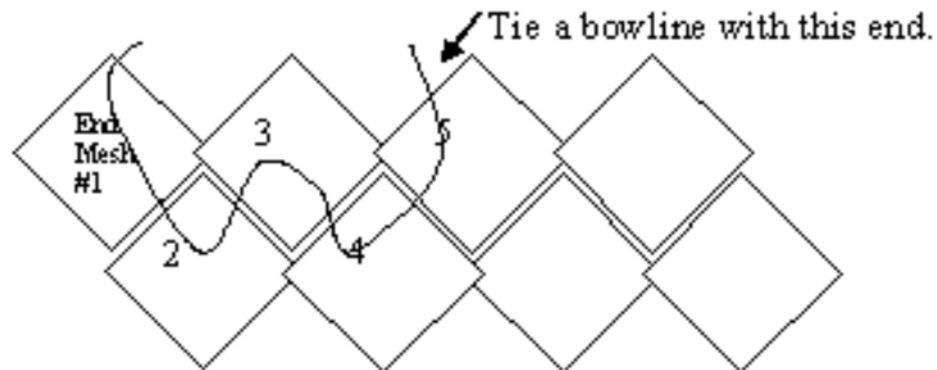
INSTRUCTIONS FOR ATTACHING A HAMMOCK HARNESS

Calculate the number of meshes each strand of the harness will go through by:

1. counting the number of meshes (openings in the net); and
2. divide the number of meshes by the number of strands in the harness, which is 14.

Example: 42 meshes divided by 14 equals 3 meshes. This number may need to be adjusted so that it is always a whole number.

When attaching the harness to the mesh, the strands will go through the top 3 meshes as well as two adjoining meshes underneath for strength (as illustrated in Figure A-1).



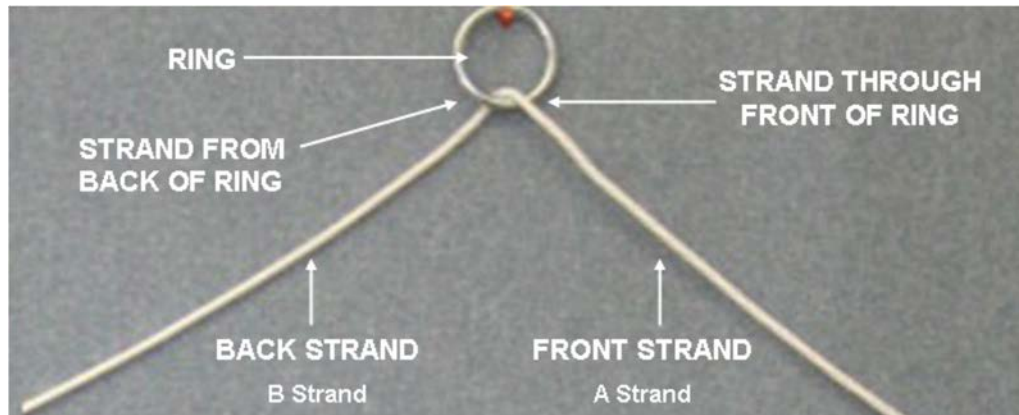
Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Figure A-1 Weaving the Harness into the Netting

THIS PAGE INTENTIONALLY LEFT BLANK

DETAILED EXPLANATION OF FRONT AND BACK IN RELATION TO HARNESS STRANDS

After strands are passed through the ring, they can be referred to as front or back strands.



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

Figure B-1 Strand Through the Ring

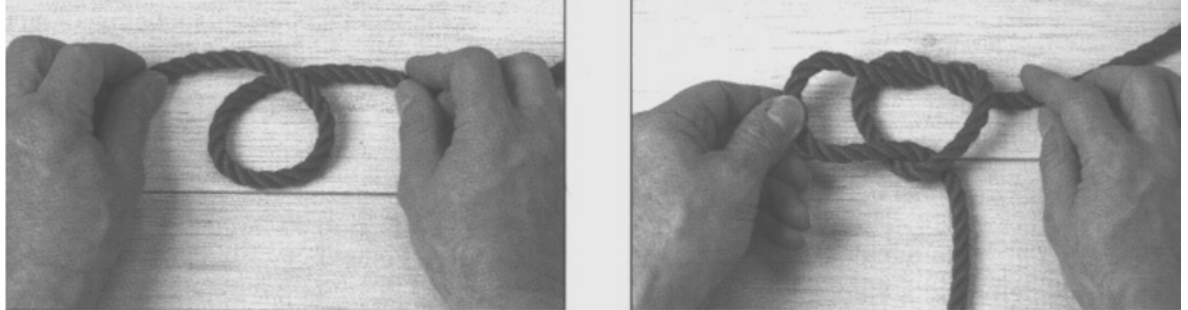


When moving the strands from the front to back and back to front, ensure they stay in the correct numbered sequence. This will ensure accurate weaving of the harness.

THIS PAGE INTENTIONALLY LEFT BLANK

STEPS TO TYING A SIMPLE CHAIN

1. Make a counter-clockwise overhand loop in one end of the line (as illustrated in Figure C-2).
2. The working end will be the end crossing on top of the line. Lay the working end beneath the loop and pull a bight through it from back to front; then pull the resulting knot taut (as illustrated in Figure C-1).



Note. From The Ultimate Encyclopedia of Knots and Ropework (p. 238), by G. Budworth, 2001, London, England: Anness Publishing Limited. Copyright 1999 by Anness Publishing Limited.

Figure C-1 Steps 1 and 2 of the Simple Chain

3. Pull a second loop in the working end through the first bight and pull it taut (as illustrated in Figure C-2).
4. Continue with consecutive loops, pulling each one taut (as illustrated in Figure C-2).



Note. From The Ultimate Encyclopedia of Knots and Ropework (p. 238), by G. Budworth, 2001, London, England: Anness Publishing Limited. Copyright 1999 by Anness Publishing Limited.

Figure C-2 Steps 3 and 4 of the Simple Chain

5. To finish (close) the chain, tuck the working end through the preceding bight to secure the chain (as illustrated in Figure C-3).



Note. From The Ultimate Encyclopedia of Knots and Ropework (p. 238), by G. Budworth, 2001, London, England: Anness Publishing Limited. Copyright 1999 by Anness Publishing Limited.

Figure C-3 Step 5 of the Simple Chain

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 13

**PO 422 – ATTAIN THE RESTRICTED RADIO OPERATOR'S CERTIFICATE
(MARITIME) (ROC[M]) WITH DIGITAL SELECTIVE CALLING (DSC) ENDORSEMENT**



ROYAL CANADIAN SEA CADETS

ALL TRAINING LEVELS

INSTRUCTIONAL GUIDE

SHIPS OPERATIONS



**PO 422 – ATTAIN THE RESTRICTED RADIO OPERATOR'S CERTIFICATE
(MARITIME) (ROC[M]) WITH DIGITAL SELECTIVE CALLING (DSC) ENDORSEMENT**

Total Time:

The instructional guides for this PO are located in A-CR-CCP-922/PG-001, *Canadian Cadet Organizations Small Craft Operator Program (SCOP), Module 2 – Attain the Restricted Radio Operator's Certificate (Maritime) (ROC[M]) with Digital Selective Calling (DSC) Endorsement.*

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 14

PO 423



ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE



SECTION 1

EO M423.01 – IDENTIFY ASPECTS OF A CHART

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review Chart 3441 *Haro Strait, Boundary Pass and / et Satellite Channel* to be familiar with the placing of the chart information referred to in this lesson.

Photocopy Attachment A for each cadet.

Set up the classroom or training area so that cadets can sit in pairs at tables suitable for chartwork.

Distribute one copy of Chart 3441 to each table.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to information found on marine charts and generates an interest in small craft navigation.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have explained chart maintenance and identified the title block and other information found on a chart.

IMPORTANCE

It is important for cadets to identify aspects of a chart in order to properly select charts for passage planning. A successful passage plan begins with knowing how to interpret information found on the chart.

Teaching Point 1**Describe how to care for and maintain a chart.**

Time: 10 min

Method: Interactive Lecture

CARE AND MAINTENANCE OF A CHART

There are two main types of paper charts available:

- **Lithographic.** These charts are mass printed on one side of large-format, durable paper. These charts are limited in the number and brightness of colours used.
- **Print On Demand (POD).** These charts are printed by the Canadian Hydrographic Service (CHS) when the charts are ordered. These charts are easily recognized by the bright white paper they are printed on and they have a coloured CHS logo. These charts are not as durable as traditional lithographic charts.

Charts are essential to navigation. Paper charts are available from many different sources and can be expensive to replace. With proper care, paper charts can last for many seasons. The following tips can extend the life of paper charts:

- **Keep the chart dry.** POD charts are significantly less durable than lithographic charts. However with either type of chart, make every effort to keep it dry at all times.
- **Storage.** When storing charts, it may be necessary to either roll or fold them and place them in a dry location. Whether the charts are rolled or folded depends on how much storage space is available.
 - **Folded charts.** Mainly used on large ships as there is sufficient room on board to store all of the charts in drawers. The biggest drawback to folding charts is they quickly become illegible and can tear easily at the folds.
 - **Rolled charts.** If there is not sufficient room to store folded charts, then rolling them is the best solution. Rolling is considered better than folding as the charts remain flat and straight.
- **Marking on a chart.** When making marks on the chart, always use a 2H pencil. Draw with light pressure on the pencil to avoid damaging the surface of the paper.
- **Scrubbing charts.** At the end of each day, the chart must be erased of all tracks, marks and notes. This allows for easy set up for the next navigation plan. Always use gum or white vinyl erasers on the charts. Many erasers have a very abrasive texture which can scrub away important information and damage the surface of the paper.



Additional information on pencils and erasers is given in EO M423.02 (Use Navigation Instruments).

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What should be remembered when marking on a chart?
- Q2. Why should only gum or white vinyl erasers be used on a chart?
- Q3. What are two ways to store a chart?

ANTICIPATED ANSWERS:

- A1. Use light pressure and a 2H pencil.
- A2. Certain types of erasers have an abrasive texture which could damage the surface of the chart.
- A3. Folded or rolled.

Teaching Point 2

Describe and have the cadets find the chart title block and other information found on a chart.

Time: 40 min

Method: Interactive Lecture



Have the cadets sit in pairs at tables with *Chart 3441* in front of them.

Have the cadets find the information as it is presented.

Emphasize the importance of knowing where to find the information on a chart rather than memorizing it.



The chart for this TP is *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*. The title block for this chart has been divided into two sections and placed on large land masses within the chart in order to avoid covering any navigation information.



Charts are oriented with true north at the top, east on the right-hand side, west on the left-hand side and south at the bottom.

CHART TITLE BLOCK INFORMATION

The following six items are illustrated in Figure 1.

The title block on a chart contains important information required for navigation in the area depicted.

Chart title. The name of the major navigational body of water in the area covered by the chart. The chart title is quoted along with the chart number when ordering charts.

Example: This chart is referred to as *Chart 3441 Haro Strait Boundary Pass and / et Satellite Channel*.

Projection. A statement of which type of chart projection was used to make the chart.

Example: *Chart 3441* uses Mercator projection.

Scale of the chart. The ratio of a unit of distance on the chart to the actual distance on the earth's surface.

Example: *Chart 3441* has a scale of 1 : 40 000; one inch on the chart equals 40 000 inches on the earth's surface.

There are two scales of charts that are mainly used in small craft navigation. These are:

- **Large-scale.** Cover a small area and show more detail of the earth's surface. These charts are best for navigating in coastal areas. Large-scale charts will have low scale ratios (eg, 1 : 5 000).
- **Small-scale.** Cover a large area of the earth's surface and show little detail. Small-scale charts will have high ratios (eg, 1 : 150 000).

Depth measurement. The unit of measurement for soundings and from which point they are taken.

Example: On *Chart 3441*, depths are measured in metres and are reduced to Chart Datum. (The reference for the Chart Datum is in Fulford Harbour located on Saltspring Island at the top of the chart).



Chart Datum. The plane of vertical reference to which all charted depths and drying heights are related. In non-tidal waters, it is also the vertical datum for elevations and clearances. It is chosen to show the least depth of water found in any place under "normal" meteorological conditions; it is a plane so low that the water level will seldom fall below it.

Elevation measurement. Can be either the height of both natural or man-made objects. The height of rocks and other features along the coastline are also defined.



Spot elevation. The height on a chart of the top of a hill or other natural feature.

Higher High Water, Large Tide (HHWL). The average of the highest high waters, one from each of 19 years of predictions.

Clearances. The vertical distance between HHWL and man-made objects such as overhead power cables and bridges.

Elevations on *Chart 3441* are given as:

- Spot elevations and clearances are in metres above HHWL.
- Underlined figures on drying areas or in brackets against drying features are in metres above Chart Datum.



Examples on *Chart 3441*:

Spot elevation. Mount (Mt.) Newton has an elevation of 305 m. (Located north of the CHS logo in the title block).

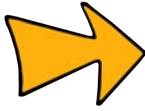
Clearance. Christmas Point (Pt.) power cable has a charted clearance of 55 m. (Located in the inset found in the lower left corner of the chart).

Drying areas. The foreshore of Island View Beach has a drying height of 1.5 m at Chart Datum. (Located west of the title block on the Saanich Peninsula).

Drying features. Two charted rocks in Sannichton Bay have charted heights of 2.1 m and 3.4 m (Located west of the chart title).

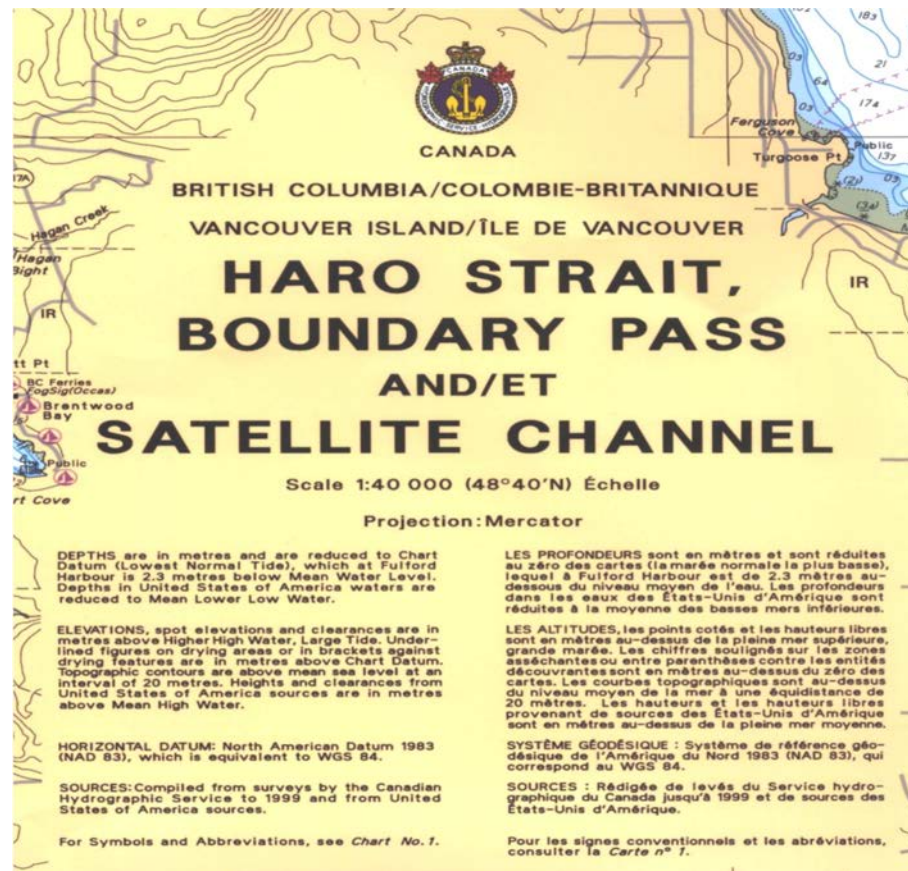
- **Sources.** A nautical chart is no more accurate than the survey on which it is based. Charting agencies make every effort to keep charts updated and accurate. Charts with older survey dates should be used with caution. Early surveys were often made under circumstances that did not permit accuracy and detail. Few surveys have been so thorough as to make certain that all dangers have been found. Everyday forces of wind and waves can change shorelines, channel directions or create uncharted shoals.

Example: *Chart 3441* is based on surveys made by CHS up to 1999 and sources from the United States of America (USA).



On August 7 1992, the passenger liner *Queen Elizabeth 2* (QE2), grounded on uncharted and previously unsurveyed rocks located to the south of Cuttyhunk Island, Massachusetts, USA. The most recent survey of this area prior to the grounding was 1939 for some of the area and 1888 for the rest.

The outdated survey data contributed to the Master of the QE2 plotting his course through an area which he would have avoided had he known the dangers existed. Further information can be found at: http://www.maib.gov.uk/cms_resources/queen_elizabeth_2_pub_1993.pdf



Note. From Chart 3441, *Haro Strait, Boundary Pass and / et Satellite Channel*, 2005, Ottawa, ON: Canadian Hydrographic Service

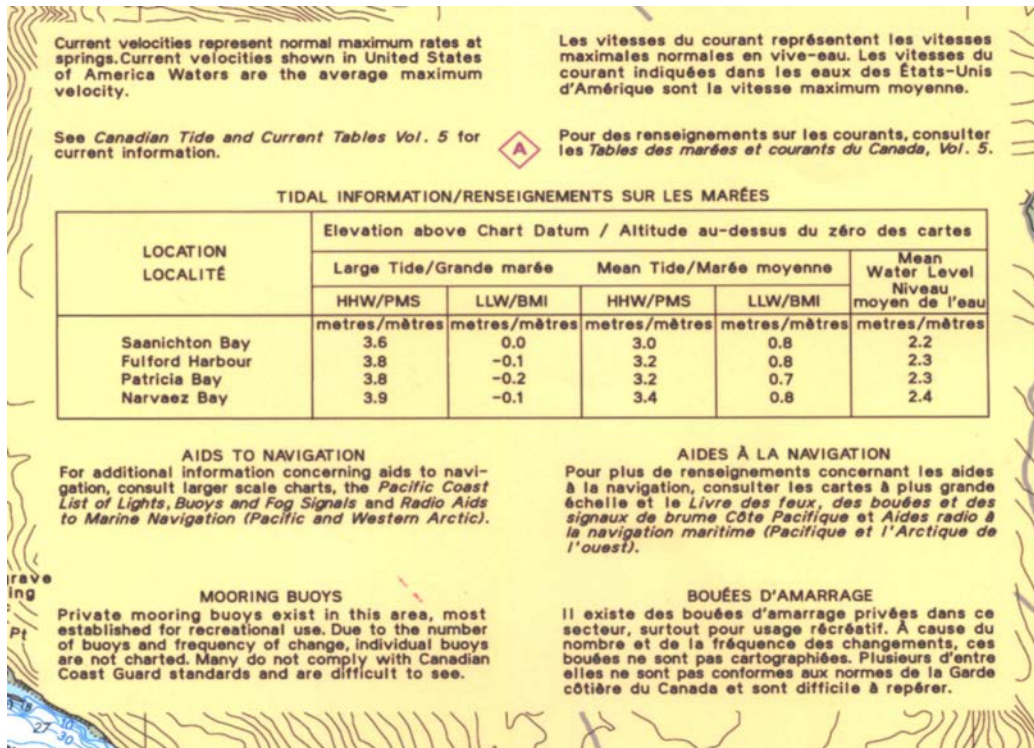
Figure 1 Chart Title Block Part One

- **Cautionary notes.** These notes outline specific navigational hazards to the area and should be read before using the chart to plan any navigational passage.

The cautionary notes found on *Chart 3441*:

- explain the meaning of special abbreviations used on the chart. *Chart 3441* refers to Chart No. 1, which refers to *Symbols Abbreviations Terms (Chart 1)*;
- show special tidal and current information for the area (as illustrated in Figure 4);
- give information on aids to navigation found on the chart. *Chart 3441* refers to *Pacific Coast List of Lights, Buoys and Fog Signals* and *Radio Aids to Marine Navigation (Pacific and Western Arctic)* (as illustrated in Figure 2); and

- refer to anchorage areas or special moorings found in the area. This chart refers to private mooring buoys that do not comply with Canadian Coast Guard Regulations and may be difficult to see (as illustrated in Figure 2).



Note. From Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel, 2005, Ottawa, ON: Canadian Hydrographic Service.

Figure 2 Title Block Part Two

OTHER INFORMATION FOUND ON A CHART

It is important that all of the information printed on the chart is read prior to planning any navigation passages. Scan the chart for any information that has been printed on the margins, on large land areas or in different colours on the chart.

Information printed on *Chart 3441*, other than the information in the title block:

Number and edition of the chart. The chart number, edition information and the date the chart is corrected to are located in the margins of the chart.

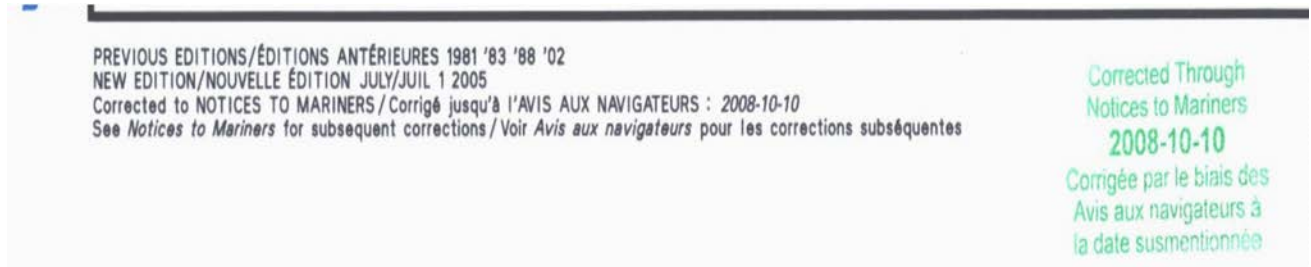
Examples on *Chart 3441*:

- Chart number.** Located in the upper left and lower right-hand corners of the chart (as illustrated in Figure 3).
- Chart edition.** Previous editions of this chart are listed as well as the date of the newest edition available. In this case, the newest edition is dated July 1, 2005 (as illustrated in Figure 4).
- Correction dates.** This chart is corrected to Notice to Mariners dated October 10, 2008 (as illustrated in Figure 4).



Note. From Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel, 2005, Ottawa, ON: Canadian Hydrographic Service.

Figure 3 Chart Number and Title

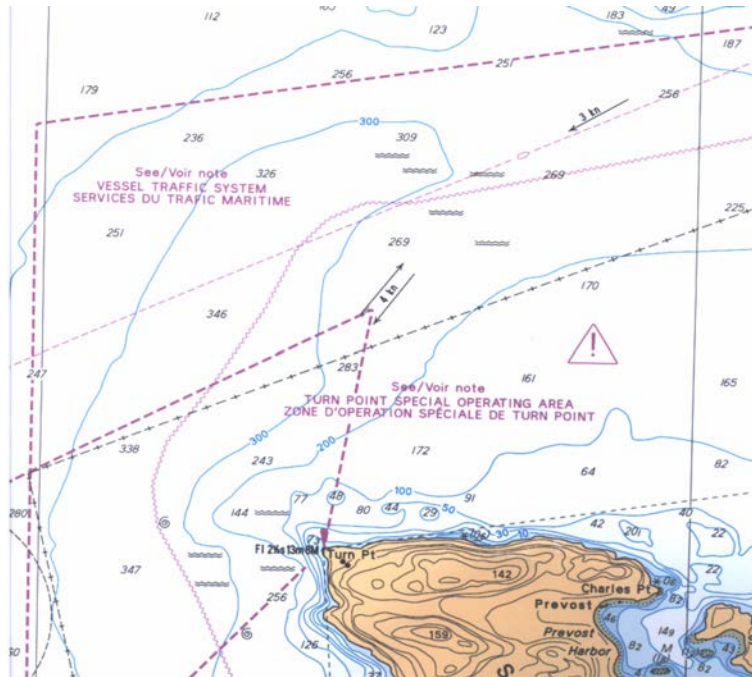


Note. From Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel, 2005, Ottawa, ON: Canadian Hydrographic Service.

Figure 4 Chart Edition and Correction Date

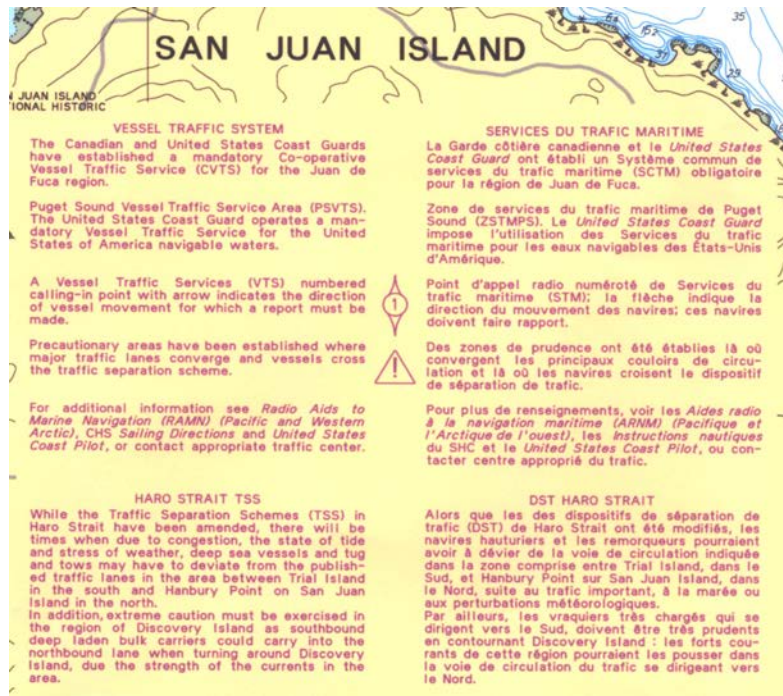
Important information and warnings. Important changes to charted information such as changes to traffic schemes and mooring areas may be printed in magenta-coloured ink. This ink is easily read under a red light (which is used on chart tables during night navigation). Important information found on *Chart 3441* is:

- **Vessel traffic system.** In July 2005, the vessel traffic system from Victoria to Vancouver was changed by the Canadian and United States Coast Guards. Information on the traffic system has been highlighted by symbols in Haro Strait (as illustrated in Figure 5) and further explained in magenta-coloured ink notes in the lower left corner of the chart (as illustrated in Figure 6).



Note. From Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel, 2005, Ottawa, ON: Canadian Hydrographic Service.

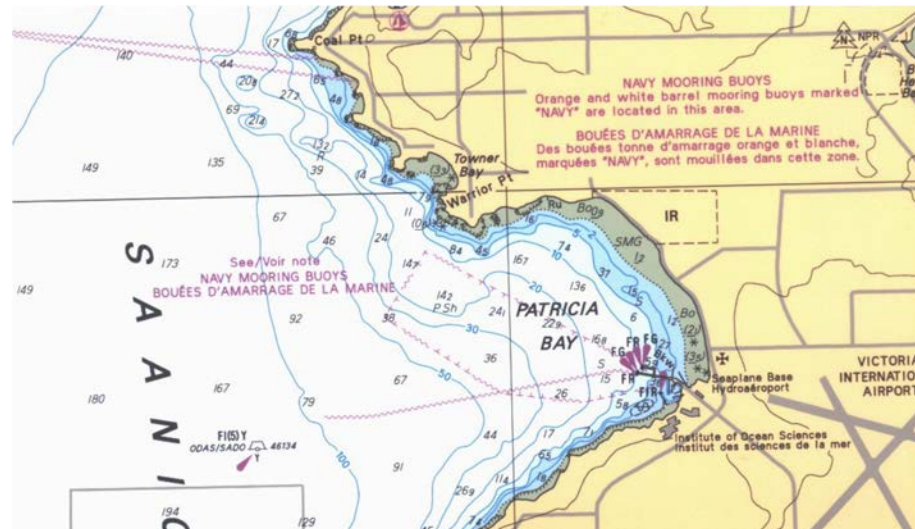
Figure 5 Special Notes–Turn Point Special Operating Area



Note. From Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel, 2005, Ottawa, ON: Canadian Hydrographic Service.

Figure 6 Explanation of Special Notes

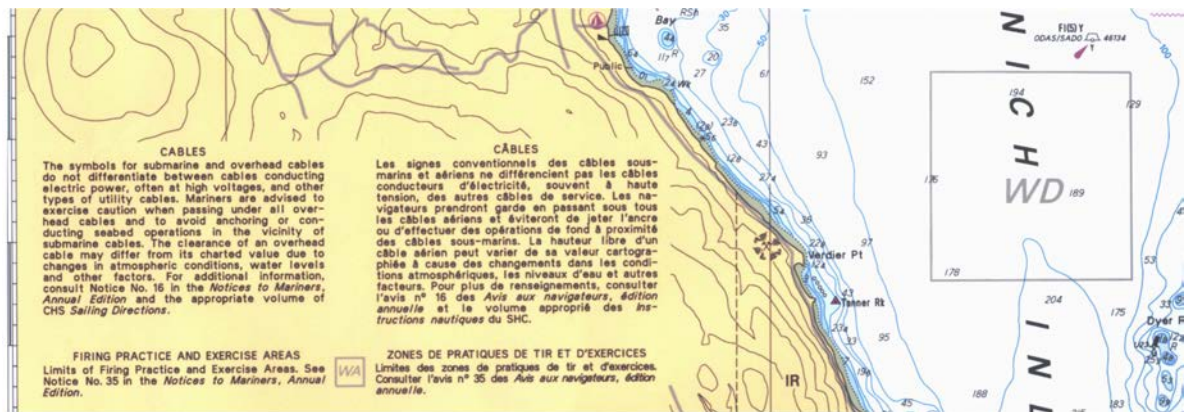
- **Navy mooring buoys.** Navy mooring buoys located in Patricia Bay are described with a note located on the Saanich Peninsula north of Patricia Bay (as illustrated in Figure 7).



Note. From Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel, 2005, Ottawa, ON: Canadian Hydrographic Service.

Figure 7 Patricia Bay Mooring Buoys

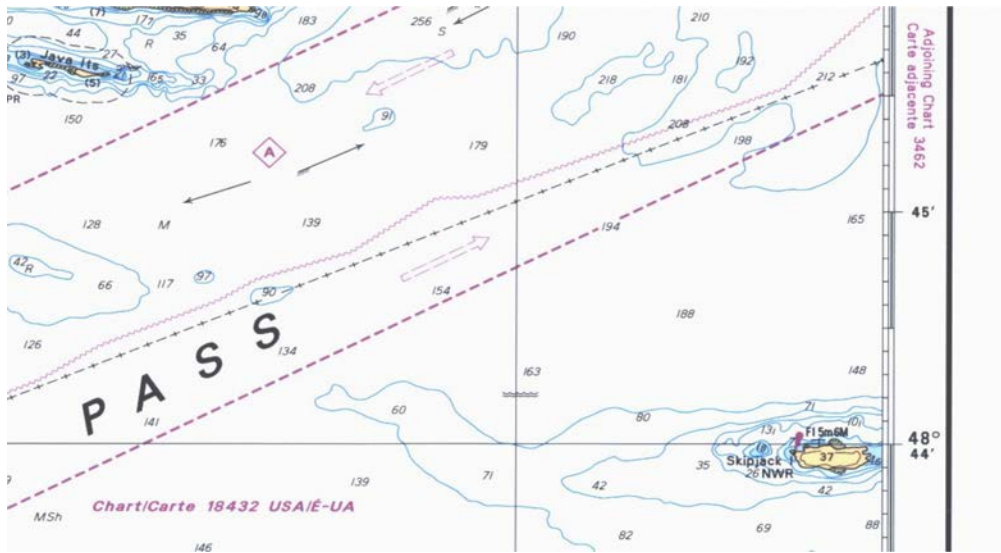
- **Firing practice and exercise areas.** Areas reserved for military weapons practice and exercises will be outlined in light grey boxes (as illustrated in Figure 8). Further information on these areas is outlined in *Notice to Mariners: Annual Edition*. In this case, *Notice to Mariners number 35* of each year.



Note. From Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel, 2005, Ottawa, ON: Canadian Hydrographic Service.

Figure 8 Weapons Practice Area

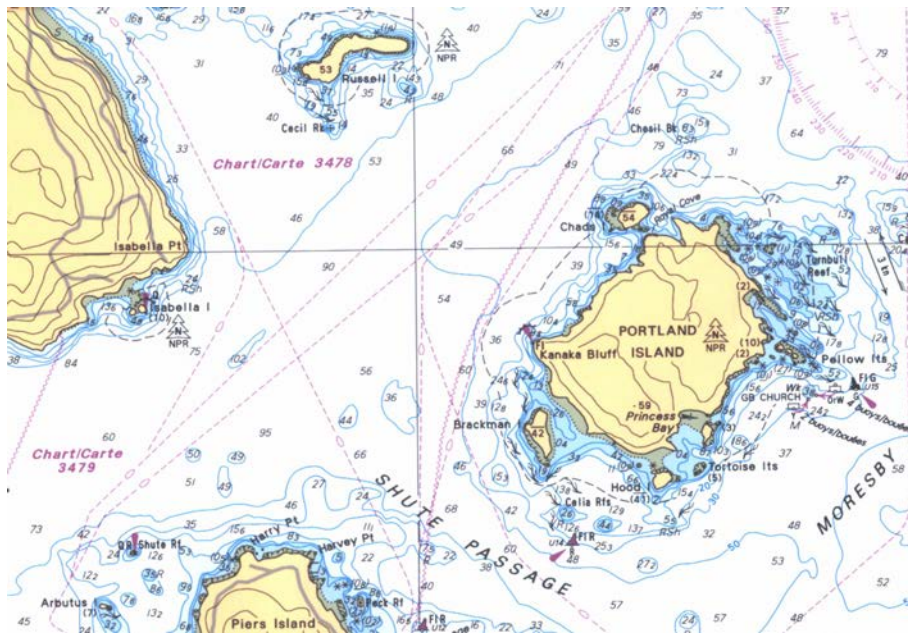
Adjoining charts. Chart numbers for adjoining charts are placed around the margin. This will allow quick and easy chart changes as the navigation passage is executed. If the adjoining chart covers navigation areas of other nations, such as the US, the proper chart number of that country will also be printed in magenta-coloured ink inside the territorial boundary of that country (as illustrated in Figure 9).



Note. From Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel, 2005, Ottawa, ON: Canadian Hydrographic Service.

Figure 9 Adjoining Chart Numbers

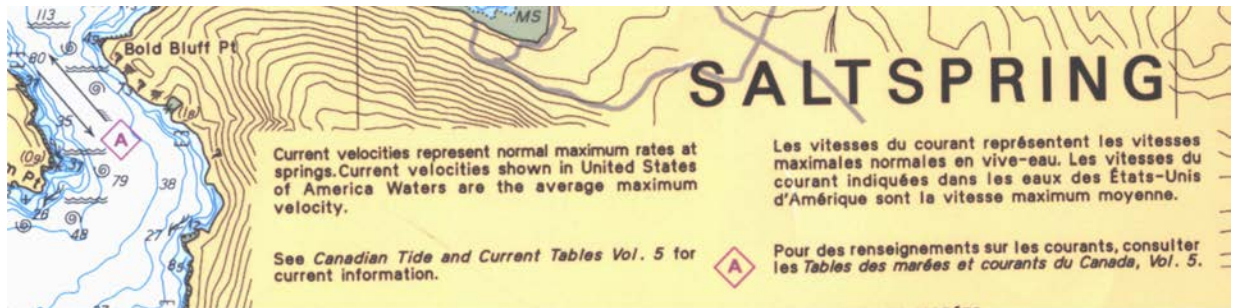
Large scale chart numbers. Are printed on the chart for areas where, in order to navigate safely, greater detail is required. Harbour charts, small passages and smaller waterways will have large-scale charts identified on the small-scale chart (as illustrated in Figure 10).



Note. From Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel, 2005, Ottawa, ON: Canadian Hydrographic Service.

Figure 10 Large Scale Chart Numbers

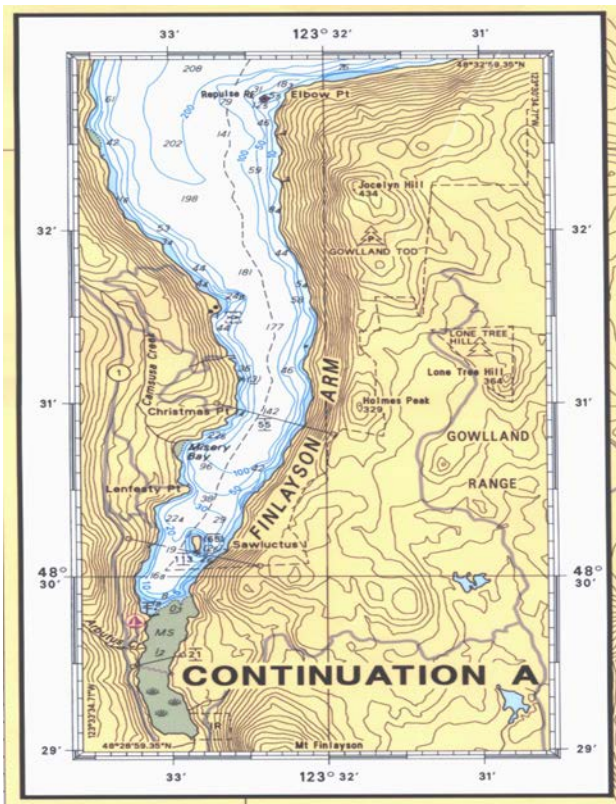
Tidal diamonds. The information which relates to this diamond is found elsewhere on the chart or may be referenced to another publication such as *Canadian Tide and Current Tables Vol. 5*. This publication will give the rates and direction of the currents in this area (as illustrated in Figure 11).



Note. From Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel, 2005, Ottawa, ON: Canadian Hydrographic Service.

Figure 11 Tidal Diamond

Inserts / continuations. Chart inserts are placed on the chart to show greater detail of a harbour or small area that would be too small to have its own chart. On *Chart 3441*, Continuation A is shown to give greater detail to Finlayson Arm (as illustrated in Figure 12). This area is too small to create its own separate chart.



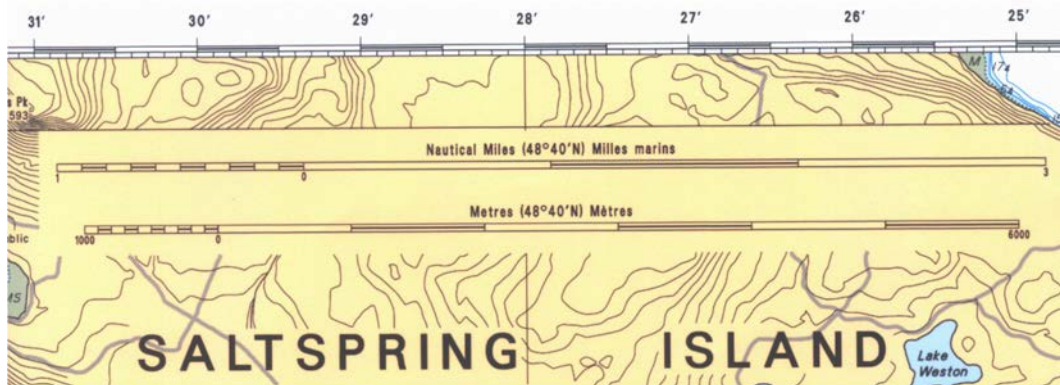
Note. From Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel, 2005, Ottawa, ON: Canadian Hydrographic Service.

Figure 12 Continuation A

Distance scales. Scales for measuring distances are provided in convenient locations on the chart. These scales can be used to measure distances in nautical miles (M) or in metres (m) (as illustrated in Figure 13).



Measuring distances will be covered in greater detail in EO M423.03 (Describe Latitude and Longitude).

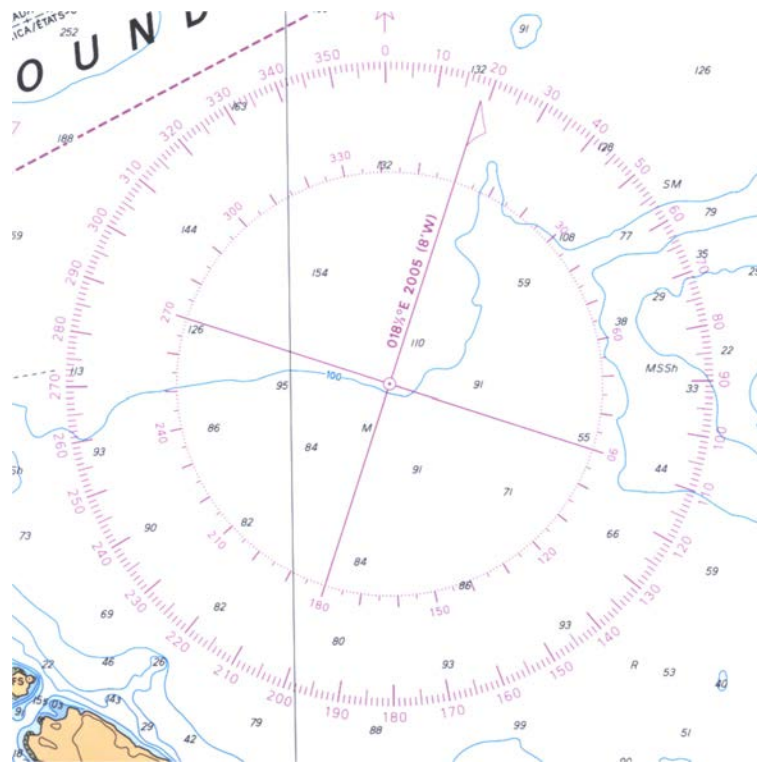


Note. From Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel, 2005, Ottawa, ON: Canadian Hydrographic Service.

Figure 13 Distance Scales

Compass rose. Every chart has at least one compass rose. Every compass rose has two circles. The outer circle is aligned to true north and the inner circle is aligned to magnetic north (as illustrated in Figure 14). When plotting bearings or courses on a chart, the outer (True) circle is used. The important information to remember about a compass rose is:

- True directions are printed around the outer circle of the compass rose.
- Magnetic directions are printed around the inner circle of the compass rose. The inner scale is oriented toward magnetic north.
- True north and magnetic north point to different directions.



Note. From Chart 3441, Haro Strait, Boundary Pass and / et Satellite Channel, 2005, Ottawa, ON: Canadian Hydrographic Service.

Figure 14 Compass Rose



Distribute the Chart Information Worksheet located at Attachment A.

The cadets have 10 minutes to complete the worksheet (cadets may work in pairs to complete). Once the worksheet is completed, have the cadets exchange their sheets for correction.

Review Chart Information Answer Sheet located at Attachment B with the cadets.

CONFIRMATION OF TEACHING POINT 2

The cadets' completion of the Chart Information Worksheet will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' completion of the Chart Information Worksheet and return of scrubbed charts will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 423 PC.

CLOSING STATEMENT

Recognizing the importance of chart maintenance and information found on a chart will lead to prolonged use of the chart and the proper selection of charts for passage planning.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C1-165 ISBN 1-57409-052-6 Larkin, F. (1998). *Basic coastal navigation*. Dobbs Ferry, NY: Sheridan House Inc.

CHART INFORMATION WORKSHEET

Answer the following questions using *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*.

Q1. What is the scale? What does it mean?

A1. _____

Q2. How are soundings measured on this chart?

A2. _____

Q3. What is the date of the newest edition of this chart?

A3. _____

Q4. Which Notice to Mariners outlines information on the Firing Practice and Exercise Areas that are shown on this chart?

A4. _____

Q5. The revised Traffic Separation Scheme from Victoria to Vancouver came into effect on which date?

A5. _____

Q6. Describe the Navy mooring buoys in Patricia Bay.

A6. _____

Q7. Identify the large scale or adjoining chart numbers for the following areas:

a. Cowichan Bay: _____

b. Bazan Bay: _____

c. Spieden Channel: _____

d. Areas east of Jones Island: _____

e. North end of Plumper Sound: _____

f. Areas north of Octopus Pt.: _____

Q8. What is the charted height of the following:

a. Highest point on Portland Island: _____

b. Tortoise Islets: _____

c. Christmas Pt. Power Cable: _____

d. Highest rock in Patricia Bay: _____

Q9. What area is shown in Continuation A?

A9. _____

Q10. What units of measurement are used for the two distance scales on the chart?

A10. _____

Q11. What is the latest survey used to make this chart?

A11. _____

Q12. Who published this chart?

A12. _____

CHART INFORMATION ANSWER SHEET

Answer the following questions using Chart 3441 *Haro Strait, Boundary Pass and Satellite Channel*.

- Q1. What is the scale? What does it mean?
A1. **The scale is 1 : 40 000. This means that every inch on the chart represents 40 000 inches on the earth's surface.**
- Q2. How are soundings measured on this chart?
A2. **Soundings are measured in metres and are reduced to Chart Datum.**
- Q3. What is the date of the newest edition of this chart?
A3. **July 1, 2005.**
- Q4. Which Notice to Mariners outlines information on the Firing Practice and Exercise Areas that are shown on this chart?
A4. **Annual Notice to Mariners number 35.**
- Q5. The revised Traffic Separation Scheme from Victoria to Vancouver came into effect on which date?
A5. **July 1, 2005.**
- Q6. Describe the Navy mooring buoys in Patricia Bay.
A6. **They are orange and white barrel mooring buoys.**
- Q7. Identify the large scale or adjoining chart numbers for the following areas:
- a. Cowichan Bay: **Chart 3478.**
 - b. Bazan Bay: **Chart 3479.**
 - c. Spieden Channel: **Chart 18433 USA.**
 - d. Areas east of Jones Island: **Chart 18421 USA.**
 - e. North end of Plumper Sound: **Chart 3477.**
 - f. Areas north of Octopus Pt.: **Chart 3478.**
- Q8. What is the charted height of the following:
- a. Highest point on Portland Island: **57 m.**
 - b. Tortoise Islets: **5 m.**
 - c. Christmas Pt. Power Cable: **55 m.**
 - d. Highest rock in Patricia Bay: **3.5 m.**
- Q9. What area is shown in Continuation A?
A9. **Finlayson Arm (Southern Portion).**
- Q10. What units of measurement are used for the two distance scales on the chart?
A10. **Nautical miles and metres.**
- Q11. What is the latest survey used to make this chart?
A11. **1999.**
- Q12. Who published this chart?

A12. Canadian Hydrographic Service.



ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE



SECTION 2

EO M423.02 – USE NAVIGATION INSTRUMENTS

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review *Chart 3441* and become familiar with the geographical places specified in this lesson.

Set up the classroom or training area so that cadets can work in pairs at tables suitable for chartwork.

Distribute one set of navigation instruments, *Symbols Abbreviations Terms (Chart 1)* and *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel* to each pair of cadets.

If desired, an alternative chart, such as one of the local area, may be used. If so, modify the lesson to include the information in the given examples to reflect that chart.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A demonstration and performance was chosen for this lesson as it allows the instructor to explain and demonstrate the skills the cadets is expected to acquire while providing an opportunity for the cadets to practice the skills under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have used navigation instruments.

IMPORTANCE

It is important for cadets to know how to navigate as it introduces them to skills necessary for future training opportunities. Knowledge of this information will ensure that cadets are able to create safe and effective navigation plans for on water activities.

Teaching Point 1**Demonstrate and have the cadets' practice using navigation instruments.**

Time: 50 min

Method: Demonstration and Performance



For this TP it is recommended that instruction take the following format:

1. Explain and demonstrate the use of each navigation instrument.
2. Explain and demonstrate each step required to use each instrument.
3. Monitor the cadets' performance as they practice with each navigation instrument.

USE OF NAVIGATION INSTRUMENTS

The purpose of navigation is to find the present position and to determine the necessary speed, direction etc, to arrive at a port or point of destination. The proper use of navigation instruments will greatly effect the accuracy of the navigation and will therefore impact the safe and timely execution of any planned passage.

A navigator's instrument kit will contain, but is not limited to, the following:

- **Pencils.** The recommended pencils for navigation are 2H wooden pencils. These pencils allow clean lines on the chart and will not leave wide, smudgy lines which are difficult to erase. Mechanical pencils (0.5 mm and 0.7 mm) are not recommended as the lead will become very sharp during use and may damage the surface of the chart, leaving permanent lines.
- **Erasers.** Tests done by Canadian Hydrographic Service (CHS) indicate that indian gum erasers work the best on either type of chart. Never use the red erasers which are attached to the pencil. These erasers will leave red smears on the chart and their abrasive material may scrub any information (lines, soundings, etc.) from the surface of the chart.
- **Parallel ruler.** Used for transferring a line across a chart while maintaining its direction. There are two main types of parallel rulers used:



Cadets should be given an opportunity to use both types of rulers (if available).

- **Hinged parallel ruler.** Two straight edges hinged so that they maintain the same angle. By alternating the moving edge, and securely holding down the non-moving edge, the rulers move about the chart while maintaining the same angle (as illustrated in Figure 1).



Note. From Wikipedia, 2008, Parallel Ruler, Retrieved November 6, 2008, from www.wikipedia.org/wiki/parallel_ruler

Figure 1 Hinged Parallel Ruler



Instructions on how to use a hinged parallel ruler are located at Attachment A.

- **Rolling parallel ruler.** Designed to roll without sliding laterally and easy to use with little practice. Rolling rulers do not work well near the edge or over folds in charts as they may catch on the fold or edge. (Illustrated in Figure 2).



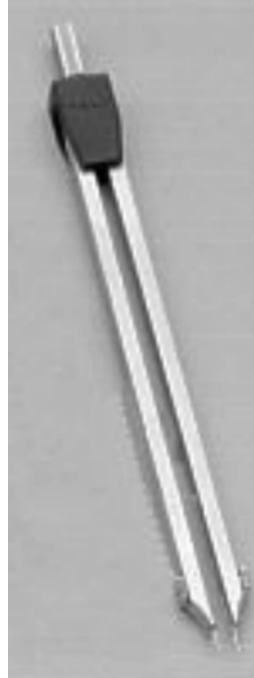
Note. From Chartroom-online.com, 2008, The Navigators Best Friend, Retrieved November 6, 2008, from www.chartroom-online.com/store/products/equipment/RollingRule.html

Figure 2 Rolling Parallel Ruler



Instructions and an exercise for the cadets on how to use a rolling parallel ruler are located at Attachment B.

- **Dividers.** Dividers are used to measure the distance between two points, and also to help align parallel rulers. There are several styles of dividers available. A good set of dividers will have an adjusting screw to maintain the tension on the divider's arms.



Note. From Binnacle.com, 2008, Your Online Marine Store, Retrieved November 13, 2008, from http://ca.binnacle.com/Product_info.php

Figure 3 Dividers



Further details on how dividers are used in navigation are provided in EO M423.03 (Describe Latitude and Longitude).

Additional navigation instruments that could be included are:

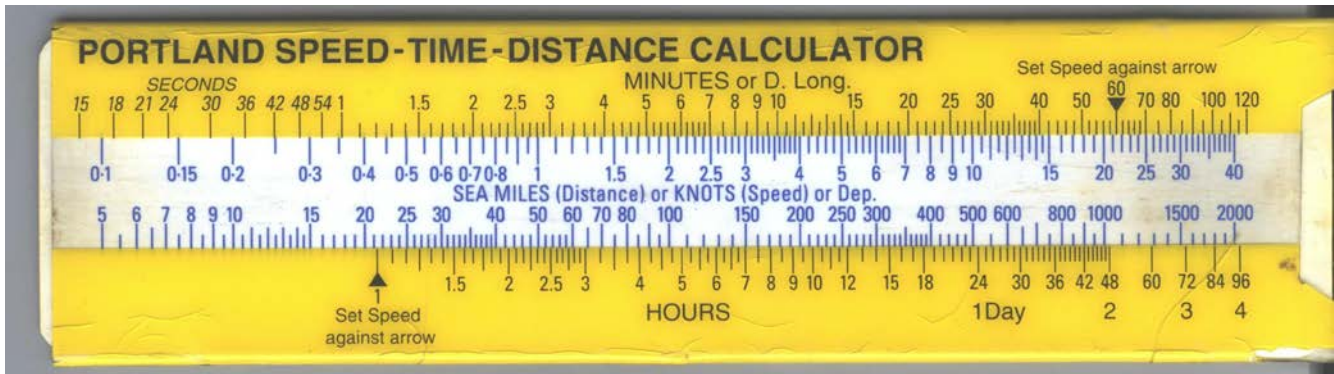
- **Drafting compass.** A drafting compass can be used for scribing arcs, which indicate distances, on a chart. The best compass for navigation is one with a thumb screw between the legs to keep them in a set position.



Note. From Staedtler.com, 2008, Retrieved November 13, 2008, from www.staedtler.com/technical_drawing

Figure 4 Drafting Compass

- **Speed-Time-Distance calculator.** A simple slide rule for calculating the speed, distance or time if the other two quantities are known.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 5 Portland Speed-Time-Distance Calculator



Instructions on how to use a Speed-Time-Distance (STD) calculator are located at Attachment C.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in using the navigation instruments will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What type of pencil is recommended for navigation?
- Q2. What are the two types of parallel rulers?
- Q3. What instrument is used to measure distance between two objects?

ANTICIPATED ANSWERS:

- A1. 2H wooden pencils.
- A2. Hinged or rolling.
- A3. Dividers.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 423 PC.

CLOSING STATEMENT

Using navigation instruments accurately will allow the cadets to safely navigate and complete their objectives during actual navigation passages.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C1-163 ISBN 0-07-137226-1 Brogdon, B. (1995). *Boat navigation for the rest of us* (2nd ed.). Camden, ME: International Marine.

THIS PAGE INTENTIONALLY LEFT BLANK

HOW TO USE A HINGED PARALLEL RULER

Hinged parallel rulers are used to plot direction or transfer parallel lines on a chart. They are, essentially, two straight edges that are hinged so that they maintain the same angle. By altering the moving edge, and securely holding the non-moving edge, the ruler can be moved about the chart while maintaining the same angle.

The following steps explain how to use a hinged parallel ruler:

1. Align the bottom edge of the ruler with the bottom edge of the chart.
2. Hold the bottom half of the ruler stationary and move the top half until the hinges are straight up and down.
3. While holding the top half stationary, close the ruler.
4. Hold the bottom stationary and move the top half until the upper edge aligns with the first parallel of longitude on the chart (on *Chart 3441* it is $48^{\circ} 36' N$). If the ruler has not moved, the edge of the ruler should be precisely aligned with the line on the chart.
5. Practice moving the ruler up and down the chart.



COMMON ERRORS

It is common for novice navigators to make the following errors when learning to use a hinged parallel ruler:

- Not applying consistent pressure along the stationary side of the ruler by only pushing down on the handles. Spread the pressure along the entire side of the ruler and use the handles only when moving the side.
- Always moving the halves in the same direction when opening and closing the ruler. This will make the ruler move in that direction (eg, if you always open and close the ruler by moving the corresponding half to the right, the ruler will move across the chart to the right).

THIS PAGE INTENTIONALLY LEFT BLANK

HOW TO USE A ROLLING PARALLEL RULER

Rolling parallel rulers are used to plot direction or transfer parallel lines on a chart. These rulers contain two large brass wheels mounted on a single axle which runs through the centre of the ruler. This will allow the ruler to smoothly roll along the chart while maintaining the same angle.

The following steps explain how to use a rolling parallel ruler:

1. Align the bottom edge of the ruler with the bottom edge of the chart.
2. Carefully roll the ruler to the first parallel of latitude on the chart (on *Chart 3441* it is $48^{\circ} 36' N$).
3. If the ruler has not moved, the edge of the ruler should be precisely aligned.
4. Practice moving the ruler up and down the chart.



COMMON ERRORS

It is common for novice navigators to make the following errors when learning to use a rolling parallel ruler:

- Not applying consistent pressure along the length of the ruler. Many times the ruler will wander because the person using it is only pushing down on the centre of the ruler.
- Moving the ruler too fast along the chart. Care must be taken when rolling the ruler to ensure that it remains straight.
- Trying to roll over folds, edges and other obstructions, such as eraser pieces, when moving the roller from one point to another. Before moving the ruler, ensure the path you wish to roll along is clear of anything the ruler may catch on.

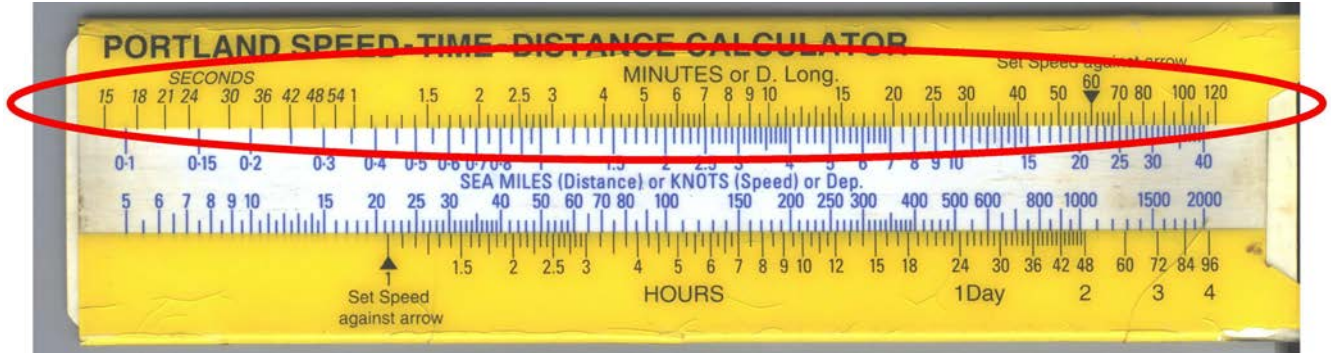
THIS PAGE INTENTIONALLY LEFT BLANK

HOW TO USE A SPEED-TIME-DISTANCE CALCULATOR

The Speed-Time-Distance (STD) Calculator is a simple slide ruler which can be a navigator's most used tool. The ruler can assist a navigator in easily and quickly calculating any required value when given two others.

Parts and Scales

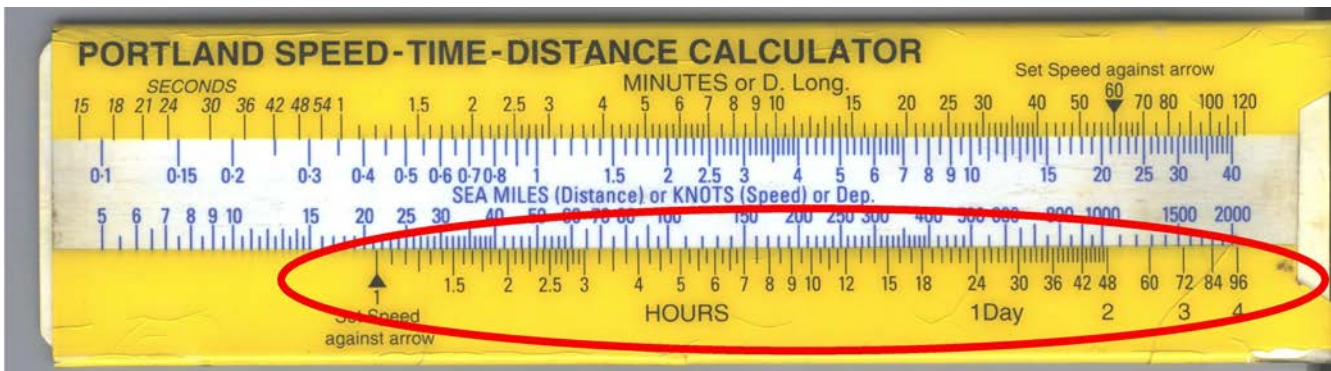
1. **Top scale.** This scale is divided into minutes and seconds from 15 seconds to 120 minutes (two hours) (as illustrated in Figure C-1).



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure C-1 Top Scale

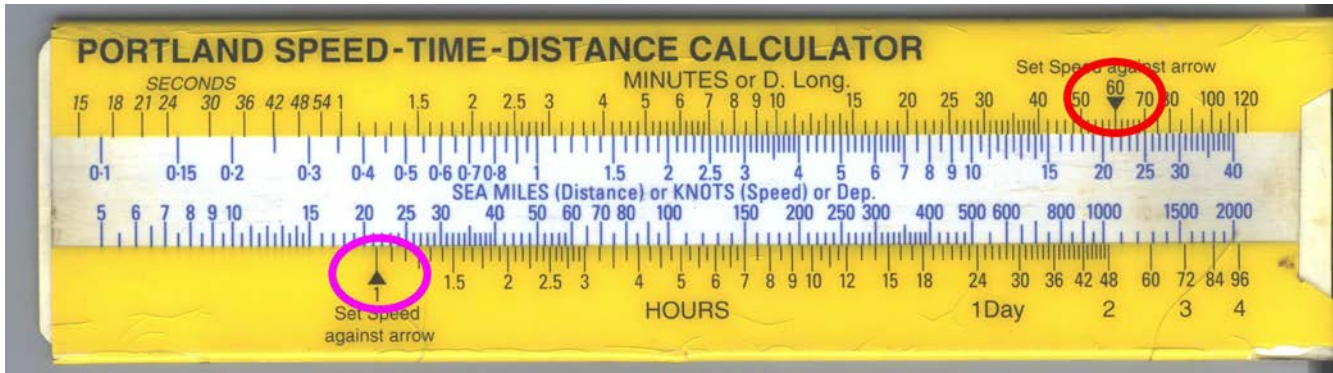
2. **Bottom scale.** This scale is divided into hours and days. From left to right the scale begins at 1 hour and continues to 96 hours (four days) (as illustrated in Figure C-2).



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure C-2 Bottom Scale

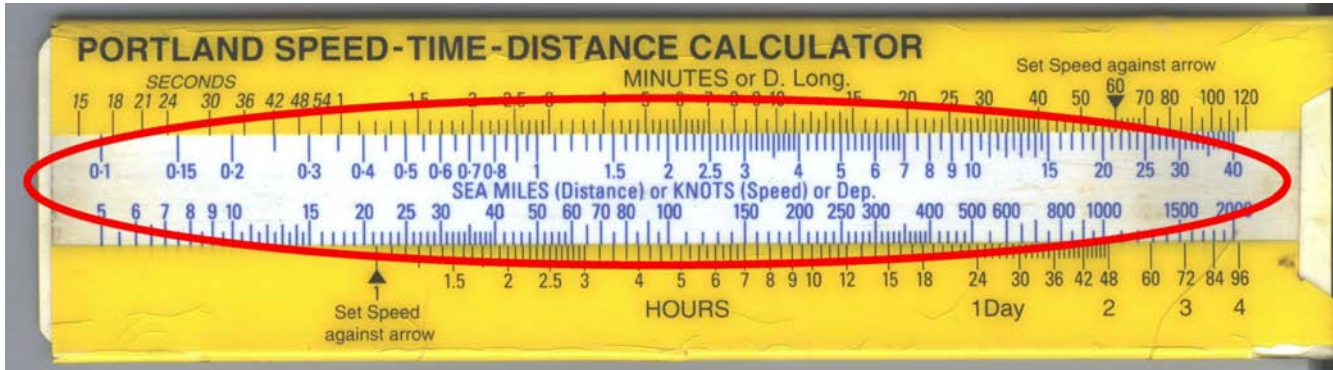
3. **Top speed arrow.** This speed arrow is used for calculations when the time given or required is two hours or less (as illustrated in Figure C-3).
4. **Bottom speed arrow.** This speed arrow is used when calculating working in hours and days and large distances greater than 5 M (as illustrated in Figure C-3).



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure C-3 Top and Bottom Speed Arrows

5. **Centre scale.** This scale can be used to represent either sea miles (Nautical Miles) or knots depending on which value is being calculated. The upper scale is for any speed up to 40 knots. The lower scale is used for speeds over 5 knots for periods of time longer than one hour (as illustrated in Figure C-4).



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

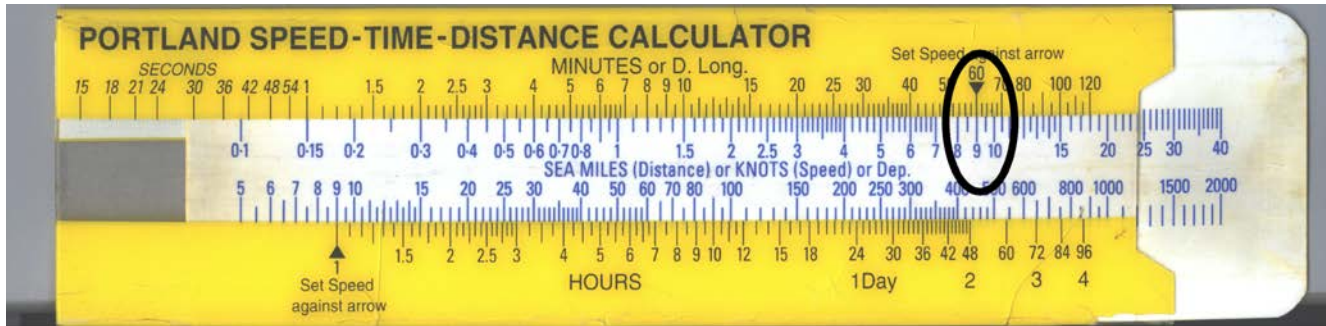
Figure C-4 Centre Scale

Calculating Time Required

When the speed is known, to find the time required to run a given distance, set the speed in knots on the upper miles scale against the upper arrow and read off the time opposite the distance to travel.

For example:

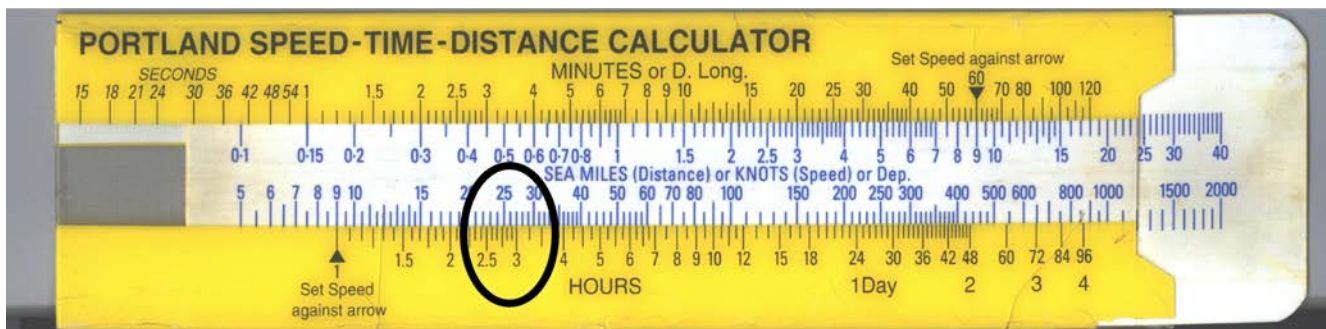
1. If the boat has a speed of 9 knots and the marina it is going to is 27 M away, how long will it take to get there?
 - (a) Align 9 knots on the upper miles scale to the upper speed arrow.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure C-5 Step 1a

(b) Read the time opposite the 27 M on the lower miles scale. The answer is 3 hours.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure C-6 Step 1b

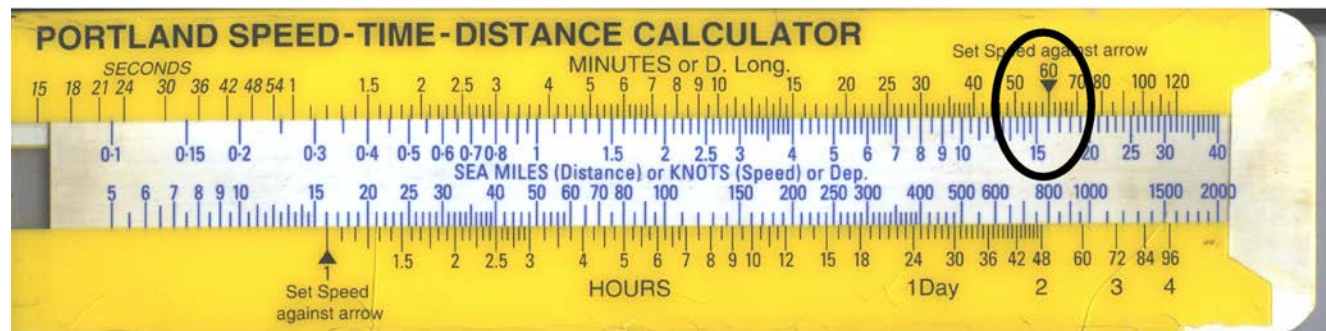
Calculating Distance Travelled:

To find the distance travelled, when the speed and time travelled are known, set the speed in knots on the upper miles scale against the upper arrow and read off the distance opposite the time travelled.

For example:

1. If the boat has been travelling at 16 knots for 5 hours, how far will it travel?

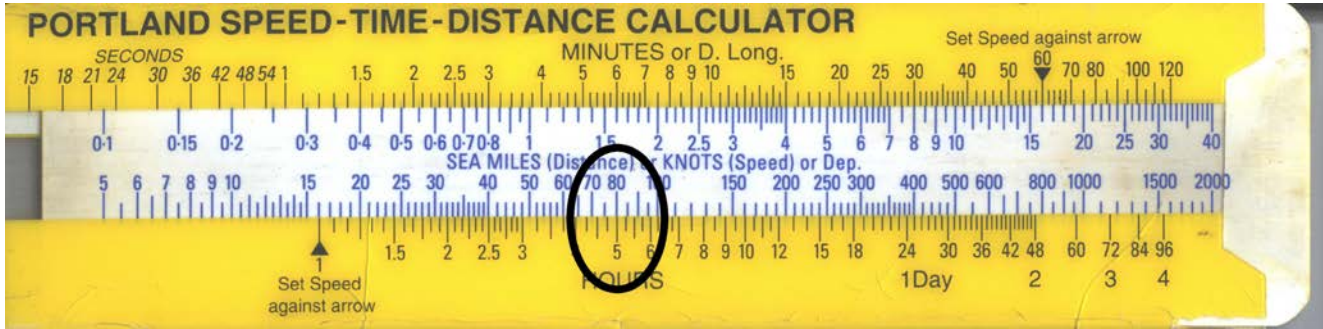
(a) Align 16 knots on the upper miles scale to the upper speed arrow.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure C-7 Step 2a

(b) Read the distance travelled opposite 5 hours on the lower scale. The answer is 80 M.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure C-8 Step 2b

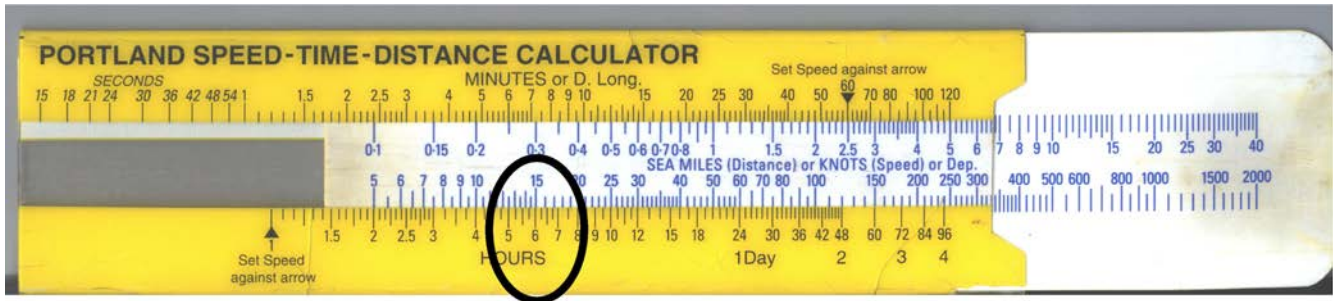
Calculating Speed Made Good

Set the distance against the time and read off the speed in knots on the miles scale opposite the upper or lower speed arrow.

For example:

1. The boat has travelled for 15 M in 6 hours. What is the speed made good?

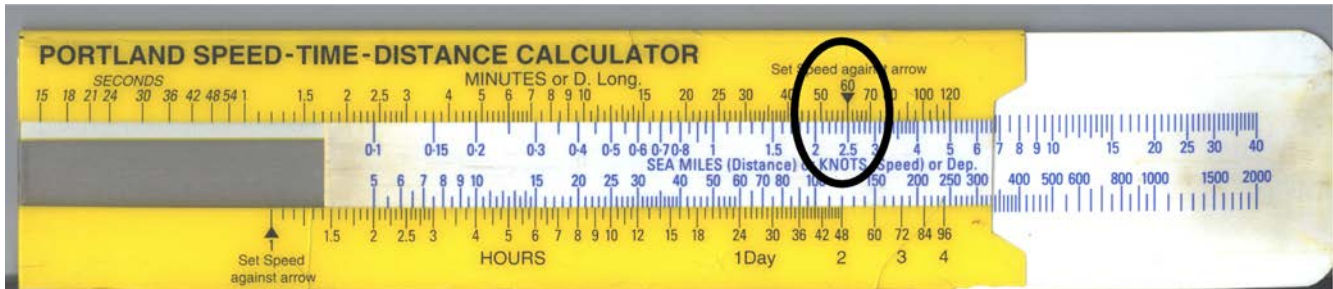
(a) Align 15 M on the lower miles scale with 6 hours on the lower scale.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure C-9 Step 3a

(b) Read the speed made good opposite the upper speed arrow. The speed made good is 2.5 knots.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure C-10 Step 3b



ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE



SECTION 3

EO M423.03 – DESCRIBE LATITUDE AND LONGITUDE

Total Time:

120 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Review *Chart 3441* and become familiar with the geographical places specified in this lesson.

Photocopy Attachments A and C for each cadet.

Set up the classroom or training area so that cadets can work in pairs at tables suitable for chartwork.

Distribute one set of navigation instruments, *Symbols Abbreviations Terms (Chart 1)* and *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel* to each pair of cadets.

If desired, an alternative chart, such as one of the local area, may be used. If so, modify the lesson to include the information in the given examples to reflect that chart.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to introduce latitude and longitude to the cadets.

A practical activity was chosen for TP 2 as it is an interactive way to allow cadets to determine the latitude and longitude of given points and locate positions on a chart using different methods. This activity contributes to the development of navigation skills in a fun and challenging way.

A demonstration and performance was chosen for TP 3 as it allows the instructor to explain and demonstrate measuring distances on a chart while providing an opportunity for the cadets to practice the skills under supervision.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to describe latitude and longitude and measure distances on a chart.

IMPORTANCE

It is important for cadets to know how to navigate as it introduces them to skills necessary for future training opportunities. Knowledge of this information will ensure that cadets are able to create safe and effective navigation plans for on-water activities.

Teaching Point 1**Describe latitude and longitude.**

Time: 20 min

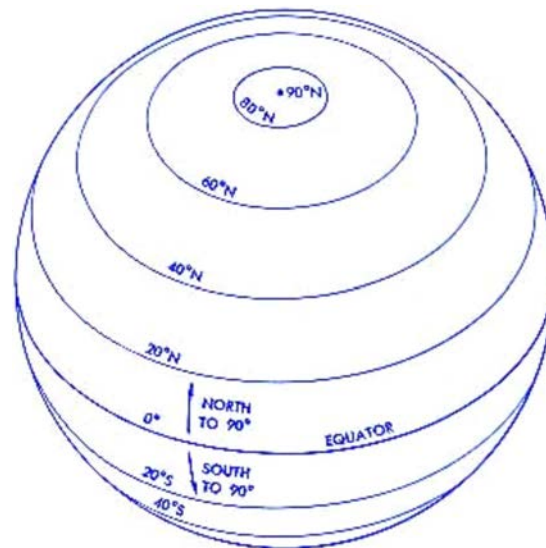
Method: Interactive Lecture

DESCRIBE LATITUDE AND LONGITUDE

To know precisely a location on the surface of the earth, a simple system of reference points, based on a set of lattice lines covering the globe was invented.

This system of lattice lines can be described as:

Parallels of latitude. These lines run parallel to the equator and are measured from 000 degrees at the equator to 90 degrees north or south at the poles. Since these lines are parallel, they are used to measure distance on a chart.



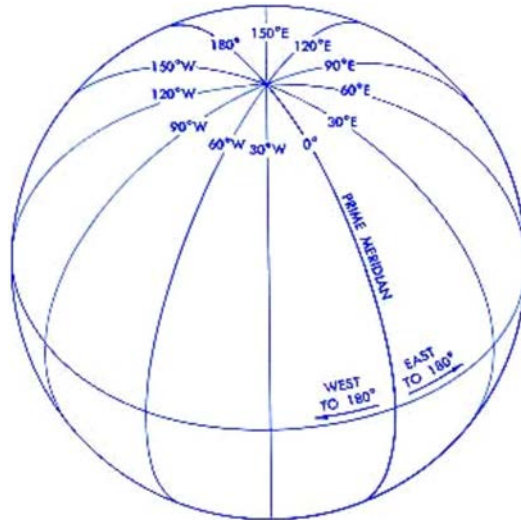
Note. From "Latitude and Longitude: The Geographic Grid (Introduction)" by Dr. Rodrigue, 2000, Retrieved November 13, 2008, from http://homepages.ius.edu/PGALVIN/lat_long/Geographic%20Grid.htm

Figure 1 Parallels of Latitude



Memory Aid: "Lat. is flat."

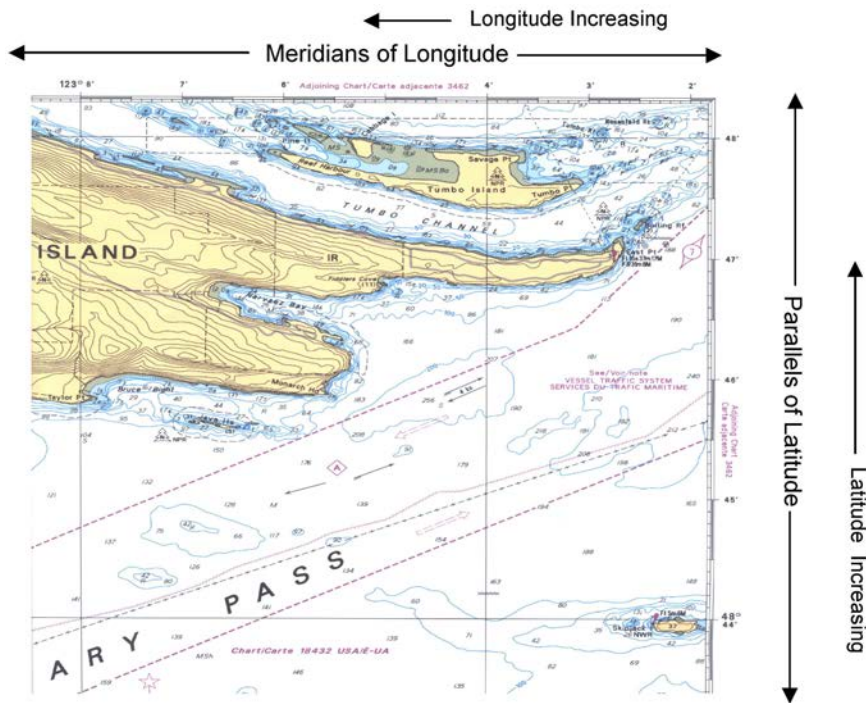
Meridians of longitude. Lines that run perpendicular to the equator and converge or meet at the poles (as illustrated in Figure 2). These lines are measured 180 degrees east or west from the Prime Meridian (000 degrees), which runs through Greenwich, England. These lines meet at a point called the International Date Line (180 degrees) on the other side of the globe from the Prime Meridian. Since the meridians of longitude converge at the poles, they cannot be used for measuring distance on a chart.



Note. From "Latitude and Longitude: The Geographic Grid (Introduction)" by Dr. Rodrigue, 2000, Retrieved November 13, 2008, from http://homepages.ius.edu/PGALVIN/lat_long/Geographic%20Grid.htm

Figure 2 Meridians of Longitude

Any point on the earth's surface can be found by referencing the corresponding latitude and longitude. On charts, the latitude scales are found on the left and right sides while the longitude scales are found on the top and bottom.

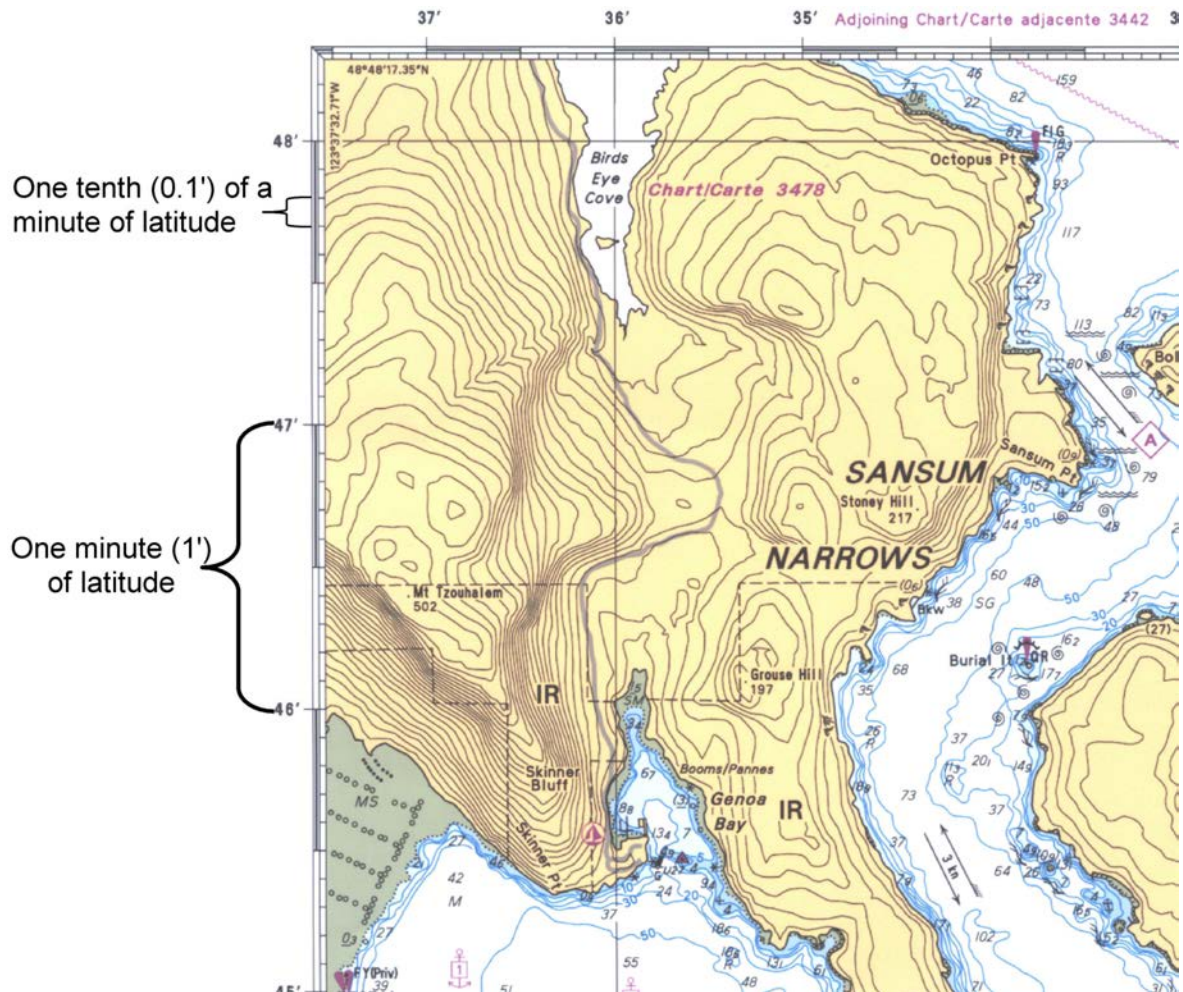


Note. From Chart 3441, Haro Strait, Boundary pass and / et Satellite Channel, 2005, ON: Canadian Hydrographic Service, Ottawa.

Figure 3 Latitude and Longitude

Chart 3441 depicts an area of British Columbia. Since this is in North America, the numbers on the latitude scale increase from the bottom of the chart to the top or as you move north. The numbers on the longitude scale increase from right to left as you move west (as illustrated in Figure 3).

Latitude and longitude are measured in degrees, minutes and seconds. A degree is divided into 60 minutes and each minute can be divided into 60 seconds. However, when referring to positions on a chart, it is more common to use degrees, minutes and tenths of a minute.



Note. From Chart 3441, Haro Strait, Boundary pass and / et Satellite Channel, 2005, Ottawa, ON: Canadian Hydrographic Service.

Figure 4 Minutes and Tenths of Minutes

When writing the latitude and longitude of a position, latitude is always written above longitude or written first when written on the same line.

Example: The position of Senanus I. light can be written as:

1. 48° 35.55' N 123° 29.20' W or
2. 48° 35.55'N
123° 29.20' W

Degrees of longitude are always written in three digits (eg 090°E). If the longitude is less than 100 degrees, then a 0 is placed in front to differentiate between latitude and longitude.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. Which lines are parallel to the equator and are measured from the equator to the poles?
- Q2. What is the proper name for 000 degrees longitude?
- Q3. What is the most common way of writing latitude or longitude?

ANTICIPATED ANSWERS:

- A1. Parallels of latitude.
- A2. The Prime Meridian.
- A3. In degrees, minutes and tenths of minutes.

Teaching Point 2

Conduct an activity where the cadets will use latitude and longitude to determine a position on a chart.

Time: 50 min

Method: Practical Activity



The following information should be presented to the cadets prior to the activity.

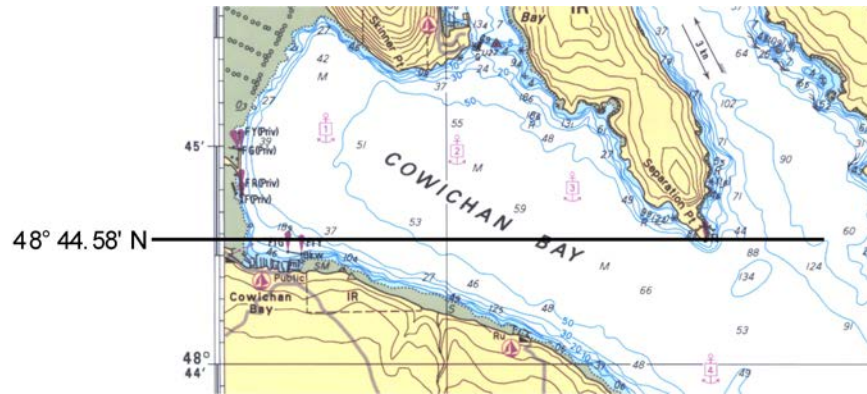
With *Chart 3441*, determine the latitude and longitude of Separation Pt. light.

Two methods of finding the latitudes and longitudes are given. The cadets may use either method.

Determining Latitude (Method One)

The technique for using a parallel ruler to find the latitude is as follows:

1. Align the edge of the parallel ruler along the nearest parallel of latitude on the chart. In this example, the ruler must be placed so that its left end intersects the latitude scale on the left side of the chart.
2. Roll the ruler to the light's symbol so that the black dot of the symbol falls along the edge of the ruler. Using the ruler as a guide, draw a light line on the latitude scale where the ruler intersects the scale.
3. Read and record the latitude of the object (in this case the latitude is $48^{\circ} 44.58' N$).



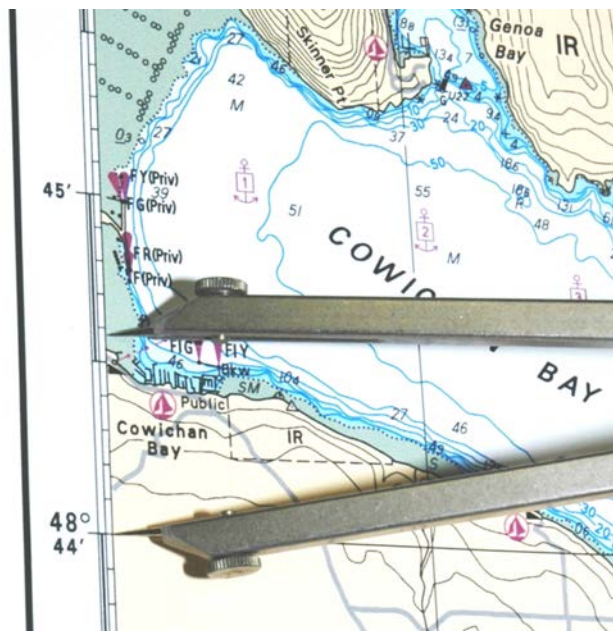
Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of Defence.

Figure 5 Measuring Latitude

Determining Latitude (Method Two)

The technique of determining latitude using a set of dividers is as follows:

1. Align the edge of the parallel ruler with a meridian of longitude nearest Separation Pt.
2. Roll the ruler to the symbol so that the black dot at the bottom falls along the edge of the ruler.
3. Using the edge of the ruler as a guide, measure the distance from the symbol to the nearest parallel of latitude (in this case it is $48^{\circ} 44' N$).
4. Move the dividers to the latitude scale on the left side of the chart. Place one point on the same parallel ($48^{\circ} 44' N$) and measure up the scale (as Separation Pt. is north of this parallel).
5. Read and record the latitude of the light ($48^{\circ} 44.58' N$).



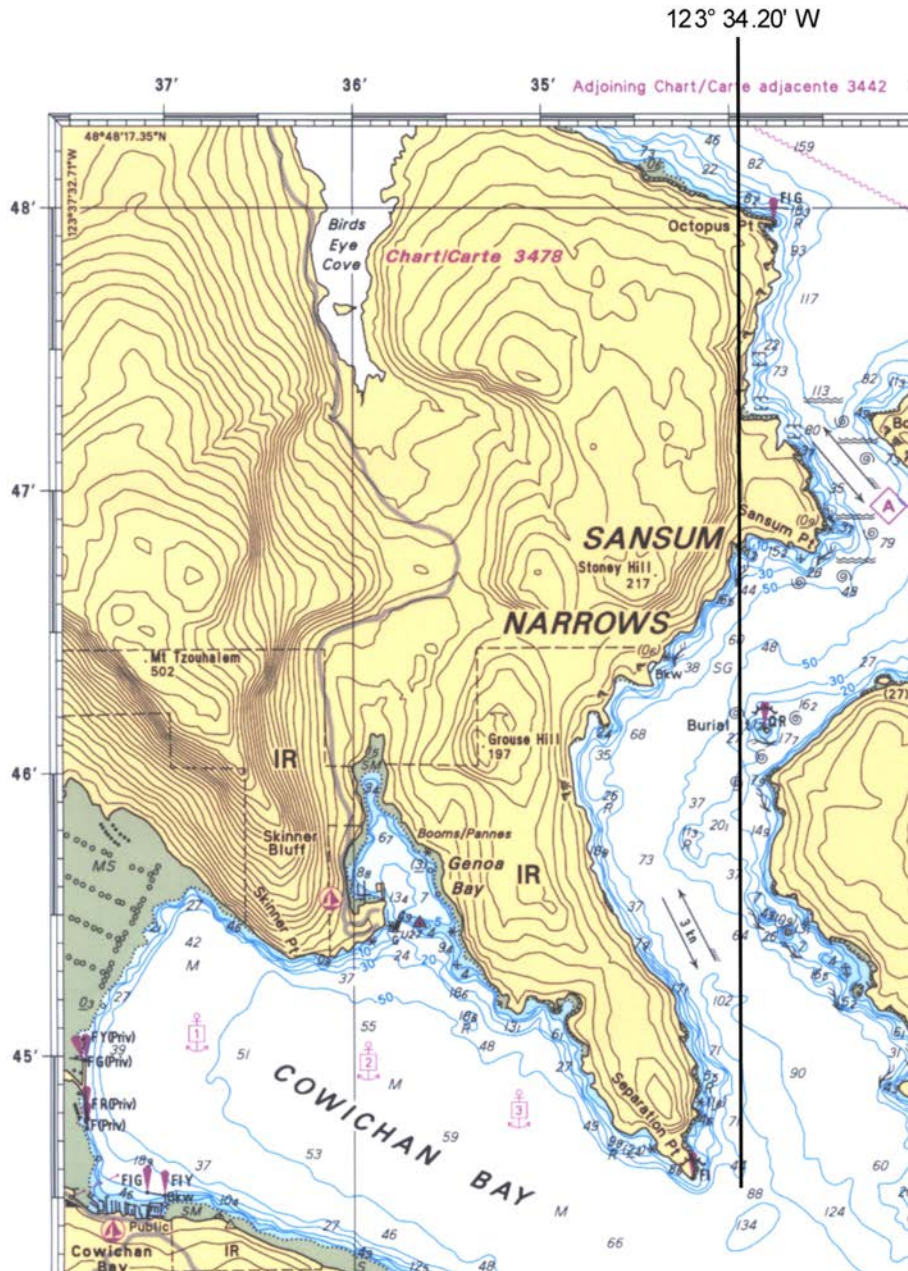
Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 6 Determining Latitude Step 4

Determining Longitude (Method One)

The technique of determining the longitude of a point using a parallel ruler is as follows:

1. Place the edge of the parallel ruler along a meridian of longitude or along the longitude scale on the left side of the chart.
2. Roll the ruler to the light symbol so that the black dot of the symbol falls along the edge of the ruler. Using the ruler as a guide, draw a light line on the longitude scale at the top of the chart where the ruler intersects it.
3. Read and record the longitude of the object (in this case the longitude is 123° 34.20' W).



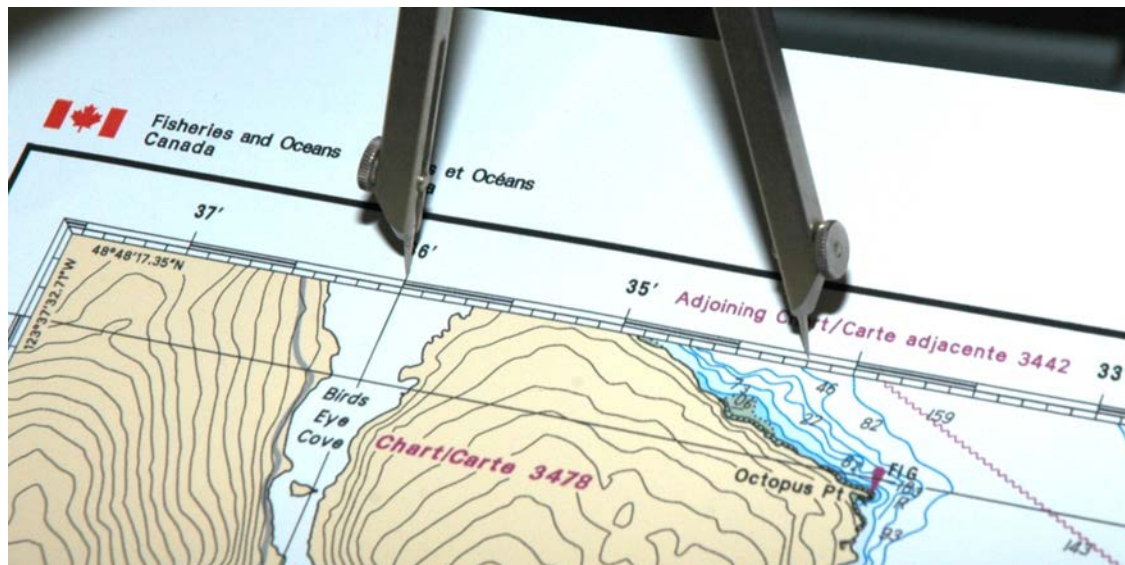
Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of Defence.

Figure 7 Determining Longitude

Determining Longitude (Method Two)

The technique of determining longitude using a set of dividers for the same point is as follows:

1. Align the edge of the parallel ruler with the parallel of latitude nearest Separation Pt.
2. Roll the ruler to the symbol so that the black dot at the bottom falls along the edge of the ruler.
3. Using the edge of the ruler as a guide, measure the distance from the symbol to the nearest meridian of longitude (in this case it is $123^{\circ} 36' W$).
4. Move the dividers to the longitude scale on the top of the chart. Place one point on the same meridian ($123^{\circ} 36' W$) and measure along the scale to the right (as Separation Pt. is east of this meridian).



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 8 Determining Longitude Step 4

5. Read and record the longitude of the light ($123^{\circ} 34.20' N$).

ACTIVITY

Time: 20 min

OBJECTIVE

The objective of this activity is to have the cadets determine latitude and longitude of given points.

RESOURCES

- Navigation Instruments,
- *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel,*
- Latitude and Longitude Worksheet located at Attachment A, and
- Position Worksheet located at Attachment C.

ACTIVITY LAYOUT

1. Place *Chart 3441* and navigation instruments on each table.
2. Have cadets sit in pairs at the tables.

ACTIVITY INSTRUCTIONS

1. Distribute the worksheets to each cadet.
2. Have the cadets find the latitude and longitude of each point listed on the worksheets. The time allocated is 15 minutes.
3. Once the worksheets are complete, correct the cadets' answers using the answer keys located at Attachments B and D.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

The cadets' completion of the worksheets will serve as the confirmation of this TP.

Teaching Point 3

Explain, demonstrate and have the cadets measure distances on a chart.

Time: 40 min

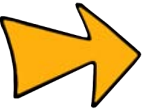
Method: Demonstration and Performance



The following information should be presented to the cadets prior to demonstrating the techniques for measuring distances.

MEASURE DISTANCE ON A CHART

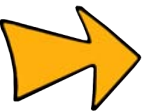
In marine navigation the term “mile” does not refer to the land or statute mile, it refers to the nautical mile.



A nautical mile (M) measures 1853 m or 2000 yards.

A statute mile (mi) measures 1609.3 m or 1760 yards.

When measuring distance on Mercator charts, always measure from the latitude scale. The longitude scale cannot be used as the meridians of longitude converge at the poles. Therefore they are not truly parallel.



Meridians of longitude only project distance accurately at one location on the globe—the equator.

As mentioned in TP 2, the latitude scale is divided into degrees, minutes and seconds. However, when measuring distances on a chart, it is more common to use minutes and tenths of a minute.

Latitude can be divided into:

- One degree of latitude equals 60 minutes.
- One minute of latitude equals 1 M.
- One minute can be further divided into tenths (as illustrated in Figure 4).



One M is 2000 yards long. Therefore 1/10th of a M is equal to 200 yards or one cable. In navigation, it is common for distance to be referred to in cables up to 1 M.

Technique for Measuring a Short Distance on a Chart

Distance is measured on charts using dividers. A good rule of thumb for using dividers is to keep the angle between the legs less than 60 degrees. If the dividers are opened more than 60 degrees, the accuracy of the measurement is lessened.

Follow these steps for measuring short distances on a chart:

1. Set one point of the dividers at the first point and the other at the second point. Ensure the dividers are not opened more than 60 degrees.
2. Being careful not to disturb the position of the dividers, move them to the latitude scale on either side of the chart.
3. Place one point on a whole minute of latitude and let the other point fall along the scale line.
4. Read the distance in nautical miles and tenths of miles.

Example of measuring a short distance:



Demonstrate and have the cadets perform each of the following steps.

Arachne Rf. is located south of Moresby Island in Prevost Passage.

Pt. Fairfax is located on the south end on Moresby Island.

To measure the distance between Arachne Rf. light and Pt. Fairfax light:

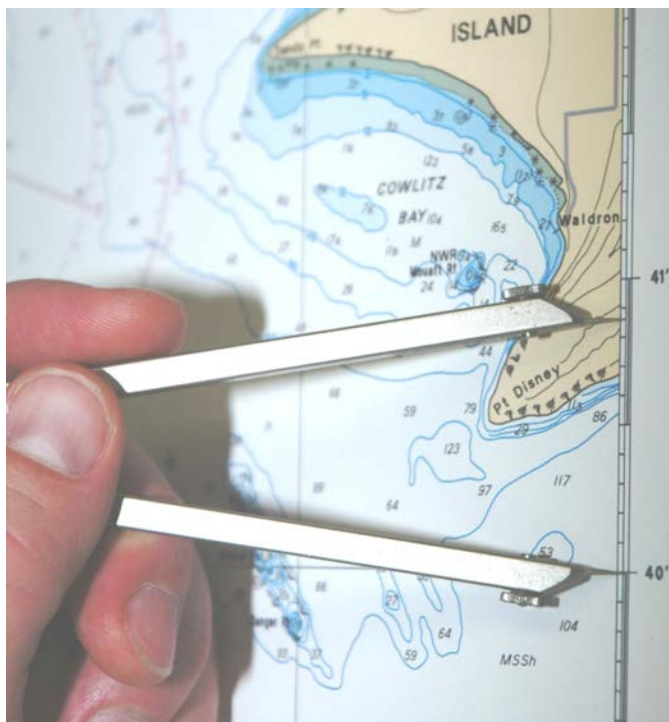
1. Place one point on the symbol for Arachne Rf. light.
2. Open the dividers until the second point is on the symbol for Pt. Fairfax light.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 9 Measuring the Distance Between Arachne Rf. and Pt. Fairfax Step 2

3. Being careful not to disturb the position of the dividers, move them to the latitude scale on the right side of the chart.
4. Place one point on the line marking $48^{\circ} 40' N$.
5. Place the second point on the scale above this line and count the number of marks between the points in this example the distance is 0.86 M.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 10 Measuring the Distance Between Arachne Rf. and Pt. Fairfax Step 5



When measuring from symbols for lights, the points of the dividers are placed on the black dot at the bottom of the symbol.

Technique for Measuring a Longer Distance on a Chart

A long distance is defined as a distance that cannot be measured within the width of a pair of dividers opened to no more than 60 degrees.

Follow these steps for measuring long distances on a chart:

1. Preset your dividers to a whole mile or a multiple-mile increment.
2. Align one edge of the parallel ruler between the two points.



A parallel ruler is used to align the two points to assist the cadets with walking the dividers along a straight line. With practice, the ruler will no longer be required.

3. Place one point of the dividers at the first point and lay the other along the parallel ruler toward the second point.
4. Being careful not to disturb the position of the dividers, swing or walk them along the ruler to the second point.
5. Count the number of times the dividers swing or walk along the ruler without passing the second point.

If the second point has not been reached but is within the distance the dividers have been set measure the remaining distance as follows:

- Without removing the point of the dividers on the chart, compress the other arm of the dividers carefully and place its point on the destination.
- Being careful not to disturb the opening, move your dividers to the latitude scale and measure the distance. Add the number of swings from Step 5 and the distance in Step 6 to get the total distance.

Example of measuring a long distance:



Demonstrate and have the cadets perform each of the following steps.

Sandy Pt. is located on Waldron Island on the west side of the chart.

Gowlland Pt. is located on the south end of North Pender Island.

To measure the distance between Sandy Pt. and Gowlland Pt. light:

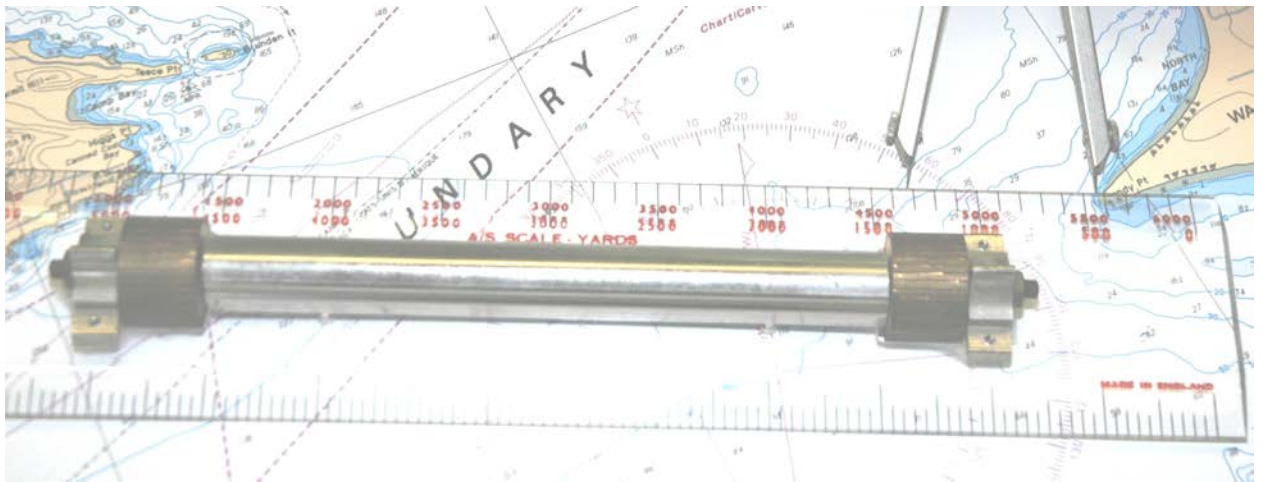
- Measure 1 M from the latitude scale with the dividers.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 11 Measuring the Distance Between Gowlland Pt. and Sandy Pt. Step 1

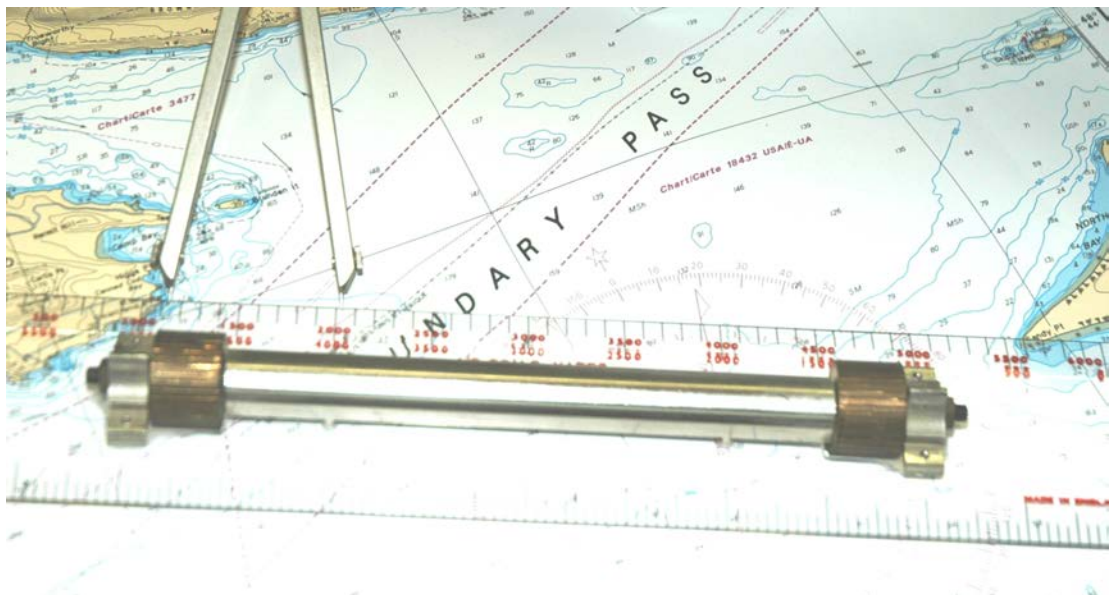
- Align the parallel ruler between Sandy Pt. and Gowlland Pt. light.
- Place one point of the dividers on the outer edge of Sandy Pt.
- Lay the dividers along the edge of the parallel ruler.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 12 Measuring the Distance Between Gowlland Pt. and Sandy Pt. Steps 3 and 4

5. Being careful not to disturb the position of the dividers, swing or walk them along the ruler toward Gowlland Pt.
6. Count the number of swings made with the dividers.
7. From Sandy Pt. to Gowlland Pt. it takes five swings. Since the dividers were set to 1 M in Step 1, the distance is 5 M.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 13 Measuring the Distance Between Gowlland Pt. and Sandy Pt. Step 5



Have the cadets practice measuring distances between the following points:

1. Kellet Bluff Lt. to Wymond Pt. = 2.7M
2. Separation Pt. to Burial Is = 1.6M

3. Patricia Bay Jetty to Mill Bay Jetty = 3.95M
4. Thieves Bay light to Kellett Bluff light = 11.88M

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. What is the maximum opening used on dividers when measuring distances?
- Q2. What does the term mile refer to in navigation?
- Q3. How long is a nautical mile in yards?

ANTICIPATED ANSWERS:

- A1. 60 degrees.
- A2. The nautical mile.
- A3. 2000.

END OF LESSON CONFIRMATION

The cadets' completion of the worksheets will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 423 PC.

CLOSING STATEMENT

Latitude and longitude are the fundamental aspects of chartwork. Knowing how to use latitude and longitude to plot positions and to measure distance will lead to a safe passage plan.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C1-165 ISBN 1-57409-052-6 Larkin, F. (1998). *Basic coastal navigation*. Dobbs Ferry, NY: Sheridan House Inc.

LATITUDE AND LONGITUDE WORKSHEET

Object	Latitude Longitude	Symbol
0800 Voyage begins	48° 47.11' N	
	123° 20.7' W	
0830	48° 43.55' N	
	123° 17.51' W	
0900	48° 42.21' N	
	123° 12.6' W	
0930	48° 41.76' N	
	123° 07.43' W	
1000	48° 38.7' N	
	123° 05.98' W	
1030 Voyage ends	48° 36.76' N	
	123° 05.84' W	

THIS PAGE INTENTIONALLY LEFT BLANK

LATITUDE AND LONGITUDE ANSWER KEY

Object	Latitude Longitude	Symbol
0800 Voyage begins	48° 47.11' N 123° 20.7' W	Ferry Track
0830	48° 43.55' N 123° 17.51' W	100 m Contour
0900	48° 42.21' N 123° 12.6' W	Special Notes for Turn Point Special Operating Area
0930	48° 41.76' N 123° 07.43' W	Centre of Compass Rose
1000	48° 38.7' N 123° 05.98' W	Eddy or Whirlpool
1030 Voyage ends	48° 36.76' N 123° 05.84' W	Rock that dries 0.9 m above Chart Datum

THIS PAGE INTENTIONALLY LEFT BLANK

POSITION WORKSHEET

Object	Description	Latitude Longitude
Dock I. light	On west side of Dock I. located east of Sidney Harbour.	
Repulse Rk. day mark	West of Elbow Pt. in Squally Reach (Lower left corner of the chart).	
Wreck located in Reid Harbour	West side of Stuart Island in Haro Strait.	
Hay Pt. light	In Bedwell Harbour on South Pender Island.	
Fir Cone Pt. light	North west end of Coal Island in Colbourne Passage.	
Sidney Island light	Small islet northwest of Sidney Island. East of Sidney.	

THIS PAGE INTENTIONALLY LEFT BLANK

POSITION ANSWER KEY

Object	Description	Latitude Longitude
Dock I. light	On west side of Dock I. located east of Sidney Harbour.	48° 40.29' N
		123° 21.40' W
Repulse Rk. day mark	West of Elbow Pt. in Squally Reach (Lower left corner of the chart).	48° 32.77' N
		123° 32.39' W
Wreck located in Reid Harbour	West side of Stuart Island in Haro Strait.	48° 40.20' N
		123° 11.27' W
Hay Pt. light	In Bedwell Harbour on South Pender Island.	48° 44.69' N
		123° 23.30' W
Fir Cone Pt. light	Northwest end of Coal Island in Colbourne Passage.	48° 41.48' N
		123° 23.30' W
Sidney Island light	Small islet northwest of Sidney Island. East of Sidney.	48° 39.22' N
		123° 20.75' W

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN SEA CADETS

PHASE FOUR INSTRUCTIONAL GUIDE



SECTION 4 EO M423.04 – PLOT A FIX

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy the Plot a Fix handout located at Attachment A for each cadet.

Set up the classroom or training area so that cadets can work in pairs at tables suitable for chartwork.

PRE-LESSON ASSIGNMENT

Nil

APPROACH

A demonstration and performance was chosen for TPs 1–3 as it allows the instructor to explain and demonstrate types of fixes while providing an opportunity for the cadets to practice the skills under supervision.

A practical activity was chosen for TP 4 as it is an interactive way for the cadets to plot a fix on a chart. This activity contributes to the development of navigation skills in a fun and challenging way.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have plotted a fix, complete with track and dead reckoning.

IMPORTANCE

It is important for cadets to plot a fix complete with track and dead reckoning because it estimates a future position and contributes to the safety of the vessel.

Teaching Point 1**Explain, demonstrate and have the cadets plot a position on a chart using a line of position fix.**

Time: 10 min

Method: Demonstration and Performance



To better understand the principles outlined, it is important to know the following terms:

Heading. The direction in which the bow of the small craft is pointing. Headings are expressed in degrees (°)—000 through 360.

Bearing. A line of position sighted from a small craft to another object. Only true bearings can be plotted on charts.

Lines of Position (LOPs). Lines that are plotted on a chart for the bearings taken from objects.

Fix. The intersection of two or more LOPs. While a fix can be made with two LOPs, it is considered more accurate to use three LOPs in every fix. An ideal three-bearing fix should have 60-degree angles between the LOPs.



True bearings are obtained from a gyrocompass. Small craft are not normally fitted with a gyrocompass due to their weight and size.

If taking bearings from a small craft, a handheld magnetic compass may be used to obtain the bearings. However, these bearings must be converted to true bearings before plotting them on a chart.



Throughout this TP, all bearings given in examples and exercises are to be considered true bearings.

LINE OF POSITION

Bearings that are plotted on a chart are referred to as LOPs and are measured on the outer ring of the compass rose with a parallel ruler. A position can only be located when two or more LOPs cross.

Example: Plot the following fix on *Chart 3441*:

0800	LHE Stuart Island	173°
	Tom Pt light	287°

To plot an LOP on a chart, use the following steps:

1. Align one edge of the parallel ruler with the centre of the compass rose and the number of degrees on the outer circle. In this case LHE Stuart Island bears 173°.



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

Figure 1 Line of Position Step 1

2. Roll or walk the ruler until the edge used aligns with the object from which the bearing was taken.



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

Figure 2 Line of Position Step 2

3. Draw a line away from the object along the ruler.
4. Draw an arrow on the end of the line away from the object from which the bearing was taken.



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

Figure 3 Line of Position Steps 3 and 4

5. Repeat Steps 1–4 for the second bearing. After the first LOP is plotted, the last LOP is only drawn across the first LOP plotted.
6. Once LOPs are drawn they can be shortened to the same size as the diameter of a quarter.
7. To finish the fix, circle the intersection of the LOPs and mark the time of the fix in the upper right corner.



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

Figure 4 Line of Position Steps 6 and 7

CONFIRMATION OF TEACHING POINT 1

The cadets' plotting an LOP will serve as the confirmation of this TP.

Teaching Point 2

Explain, demonstrate and have the cadets plot a navigational track on a chart.

Time: 10 min

Method: Demonstration and Performance

NAVIGATIONAL TRACK

A navigational track is a line that shows a projected course from a given position. It is commonly referred to as a track (TR). To plot a track on a chart, follow these steps:



Use the plotted position from TP 1 to continue demonstrating how to plot a navigational track.

Example: Plot the following fix on *Chart 3441*:

0800	LHE Stuart Island	173°
	Tom Pt light	287°
	Course	335°

Plotting

1. Plot the position on a chart (use the plotted position from TP 1).
2. Align one edge of the parallel ruler with the centre of the compass rose and the number of degrees being steered (course) on the outer circle.
3. Roll or walk the ruler until the edge aligns with the plotted position.



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

Figure 5 Plotting a Track Steps 3 and 4

4. Draw a line away from the fix along the ruler in the direction of the course.
5. Draw an arrow on the end of the line showing the direction of the course.



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

Figure 6 Plotting a Track Step 5

Labelling

When a track is drawn on a chart, it must be labelled for future reference. They are always drawn showing a True heading. To label the course on the track, place the course above the track and toward the point of departure. Label the course using three digits (eg, 084°) preceded with an uppercase C (as illustrated in Figure 7).



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

Figure 7 Labelling a Track

CONFIRMATION OF TEACHING POINT 2

The cadets' plotting a navigational track will serve as the confirmation of this TP.

Teaching Point 3

Explain, demonstrate and have the cadets plot a dead reckoning position on a chart.

Time: 10 min

Method: Demonstration and Performance

DEAD RECKONING

Dead reckoning (DR) is the continuous plotting of a course and position based on known facts. The facts used when making calculations for a DR include;

- time,
- speed,
- distance, and
- course steered.

Some reasons to maintain a plot of the dead reckoned positions are:

- very rapid determination of your approximate position in the event of an emergency;
- knowledge of approximate position in order to render assistance to another vessel in an emergency;
- to be able to plot the safest and shortest course to a desired destination; and
- to be able to make important decisions as to the proper action in the event of adverse conditions, such as:
 - fog,
 - wind,
 - storm, and
 - equipment failure.

The calculations for plotting a DR are derived through standard speed-time-distance calculations.



Speed-time-distance calculations have been previously taught in EO M423.02 (Use Navigation Instruments).

A DR is normally made at 6-minute intervals to make calculations simple. A 6-minute interval is equal to 1/10 of an hour; therefore, the distance travelled is 1/10 of your speed.

It is good practice to plot two DRs, one at 6 minutes and one at 12 minutes because it gives a better view into the future safety of the vessel, especially in close navigable waters.

A DR position is indicated by placing a small line across the course and the time alongside. A small cross may be used to originate the DR if a fix or estimated position is not available.

Plotting



Use the plotted information from TP 2 to continue demonstrating how to plot a DR position.

To plot a DR on a chart, follow these steps:

1. Determine distance traveled in 6 minutes.

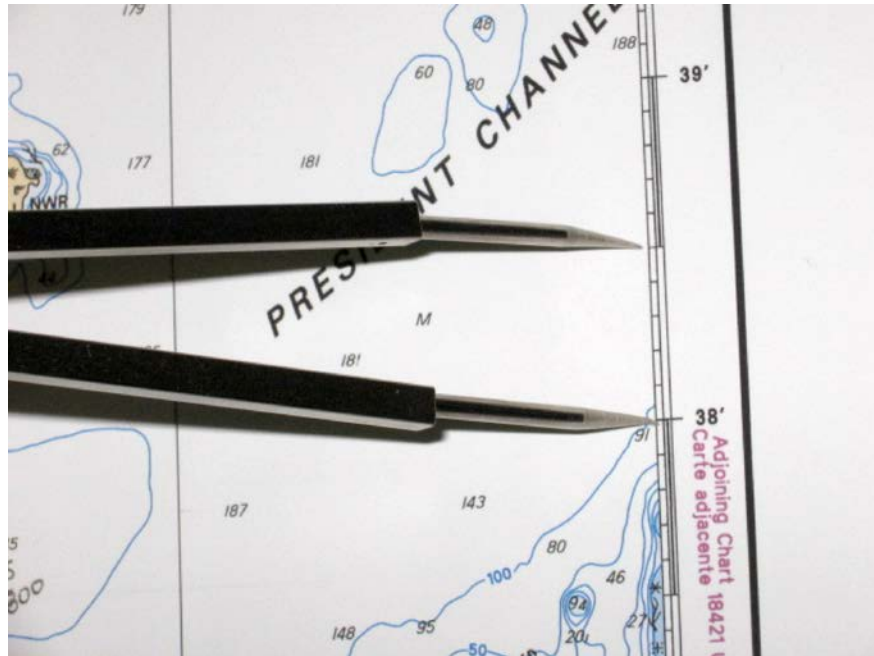


For this example use a speed of 5 knots (kns) and time of 6 minutes (1/10 hour), equalling a distance of 0.5 nautical mile (M).



Measuring distances has been previously taught in EO M423.03 (Describe Latitude and Longitude).

2. Measure 0.5 M of distance on the latitude scale.



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

Figure 8 Plotting a DR Step 2

3. Mark the DR position 1 M (6 mins) from the plotted position and then a second DR position 1 M (6 mins) from the first DR.



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

Figure 9 Plotting a DR Step 3

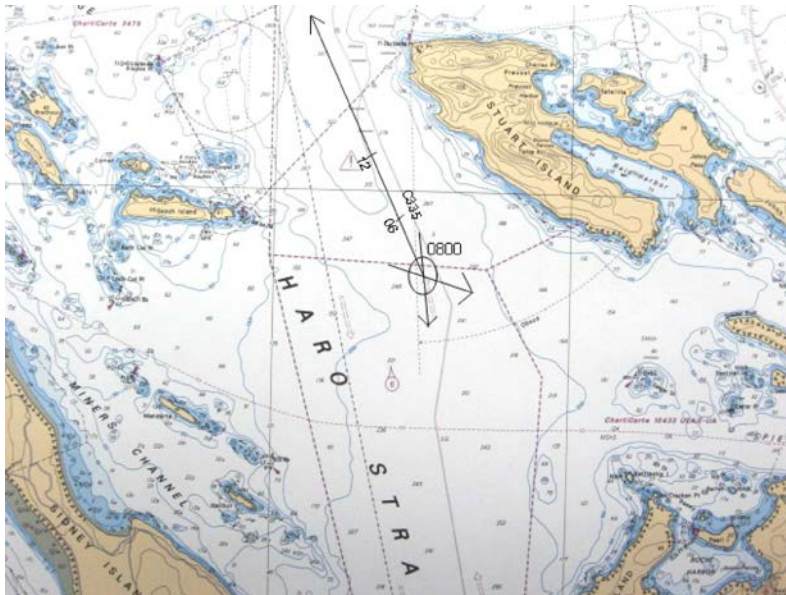


Note. Created by Director Cadets 3, 2009, Ottawa, ON: Department of National Defence.

Figure 10 Plotting a DR Step 3

Labelling

Each DR drawn on a chart must be labelled for future reference. A DR is labelled with the time in minutes (as illustrated in Figure 11).



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

Figure 11 Labelling a DR

CONFIRMATION OF TEACHING POINT 3

The cadets' plotting a DR position will serve as the confirmation of this TP.

Teaching Point 4**Conduct an activity where the cadets will plot a fix.**

Time: 20 min

Method: Practical Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets practice plotting a fix, to include:

- line of position fix,
- navigational track, and
- dead reckoning.

RESOURCES

- Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel, and
- Navigation instruments.

ACTIVITY LAYOUT

1. Place *Chart 3441* and navigation instruments on each table.
2. Have the cadets sit in pairs at the tables.

ACTIVITY INSTRUCTIONS

1. On *Chart 3441*, have the cadets plot the following fixes:

0900	Gowland Pt.	025°	0930	Thieves Bay light	050°
	Wallace Pt.	319°		Beaver Pt. light	310°
	Course	295°		Course	160°
	Speed	10 kns		Speed	10 kns
1000	RHE Russell I.	000°	1030	Pt. Fairfax light	090°
	Kanaka Bluff light	060°		Dock I. light	190°
	Speed	255°		Course	100°
		10 kns		Speed	10 kns

2. Have the cadets determine which of the DRs will take the vessel into danger of running aground.



The fix at 0930 will lead you onto Moresby Island before the DR at 0942.



If the fixes are plotted correctly, the following symbols should be identified:

0900—Border between Canada and USA.

0930—64 m depth.

1000—Contour line around 34 m hole.

1030—44 m depth.

Check to ensure the cadets are using the correct symbols for a fix:

1. Arrows away from the object.
2. Circle around the intersection of the LOPs.
3. Four digit time next to the fix.
4. Each fix no larger than the diameter of a quarter.
5. Each track has two DRs 1 M apart



Ensure the cadets scrub the charts at the end of the activity.

SAFETY

Nil.



Distribute the Plot a Fix handout located at Attachment A to each cadet.

CONFIRMATION OF TEACHING POINT 4

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

END OF LESSON CONFIRMATION

The cadets' plotting a fix during the activity in TP 4 will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 3, Annex B, 423 PC.

CLOSING STATEMENT

Plotting a fix with a track and dead reckoning are fundamentals of navigation. Knowing where you are and where you will be at any given time leads to safe navigation.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C1-164 C-57-007-002/AF-001 Royal Navy. (1987). *Admiralty manual of navigation* (Vol. 1). (Rev. 1987). London, England: Her Majesty's Stationery Office.

C1-165 ISBN 1-57409-052-6 Larkin, F. (1998). *Basic coastal navigation*. Dobbs Ferry, NY: Sheridan House Inc.

C1-170 ISBN 0-9694958-0-3 Saunders, A. E. (1990). *Small craft piloting & coastal navigation*. Halifax, NS: Binnacle Navigation Instrument.

THIS PAGE INTENTIONALLY LEFT BLANK

PLOT A FIX

TERMINOLOGY

Heading. The direction in which the bow of the small craft is pointing. Headings are expressed in degrees ($^{\circ}$) —000 through 360.

Bearing. A line of position sighted from a small craft to another object. Only true bearings can be plotted on charts.

Fix. The intersection of two or more LOPs. While a fix can be made with two LOPs, it is considered more accurate to use three LOPs in every fix. An ideal three-bearing fix should have 60-degree angles between the LOPs.

Line of Position (LOP). Bearings that are plotted on a chart and are measured on the outer ring of the compass rose with a parallel ruler. A position can only be located when two or more LOPs cross.

Navigational Track. A line that shows a projected course from a given position. It is commonly referred to as a track (TR).

LABELLING

When a track is drawn on a chart, it must be labelled for future reference. They are always drawn showing a True heading. To label the course on the track, place the course above the track and toward the point of departure. Label the course using three digits (eg, 084 $^{\circ}$) preceded with an uppercase C (eg, C 084 $^{\circ}$)



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

Figure A-1 Labelling a Track

DEAD RECKONING

Dead Reckoning (DR) is the continuous plotting of a course and position based on known facts. The facts used when making calculations for a DR include:

- time,
- speed,

- distance, and
- course steered.

Some reasons to maintain a plot of the dead reckoned positions are:

- very rapid determination of your approximate position in the event of an emergency;
- knowledge of approximate position in order to render assistance to another vessel in an emergency;
- to be able to plot the safest and shortest course to a desired destination; and
- to be able to make important decisions as to the proper action in the event of adverse conditions, such as:
 - fog,
 - wind,
 - storm, and
 - equipment failure.

The calculations for plotting a DR are derived through standard speed-time-distance calculations.

A DR is normally made at 6-minute intervals to make calculations simple. A 6-minute interval is equal to 1/10 of an hour; therefore, the distance travelled is 1/10 of your speed.

It is good practice to plot two DRs, one at 6 minutes and one at 12 minutes because it gives a better view into the future safety of the vessel, especially in close navigable waters.

A DR position is indicated by placing a small line across the course and the time alongside. A small cross may be used to originate the DR if a fix or estimated position is not available.

Plotting

To plot a DR on a chart, follow these steps:

1. Determine distance traveled in 6 minutes.



For this example use a speed of 5 knots (kns) and time of 6 minutes (1/10 hour), equalling a distance of 0.5 nautical mile (M).

2. Measure 0.5 M of distance on the latitude scale.



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

Figure A-2 Plotting a DR Step 2

3. Mark the DR position 1 M (6 mins) from the plotted position and then a second DR position 1 M (6 mins) from the first DR.



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

Figure A-3 Plotting a DR Step 3



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

Figure A-4 Plotting a DR Step 3

Labelling

Each DR drawn on a chart must be labelled for future reference. A DR is labelled with the time in minutes (as illustrated in Figure A-5).



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

Figure A-5 Labelling a DR



ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE



SECTION 5

EO C423.01 – PLOT A POSITION USING A THREE-BEARING FIX

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Set up the classroom or training area so that cadets can work in pairs at tables suitable for chartwork.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A demonstration and performance was chosen for TP 1 as it allows the instructor to explain and demonstrate a three-bearing fix while providing an opportunity for the cadet to practice the skills under supervision.

A practical activity was chosen for TP 2 as it is an interactive way for the cadets to plot a position on a chart using a three-bearing fix. This activity contributes to the development of navigation skills in a fun and challenging way.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to plot a position using a three-bearing fix.

IMPORTANCE

It is important for cadets to plot a three-bearing fix as it is an accurate way of fixing a position by a visual means. Plotting a fix ensures the small vessel's safety during navigation.

Teaching Point 1**Demonstrate and have the cadets plot a position on a chart using a three-bearing fix.**

Time: 25 min

Method: Demonstration and Performance



To better understand the principles outlined, it is important to know the following terms:

Heading. The direction in which the bow of the small craft is pointing. Headings are expressed in degrees ($^{\circ}$)—000 through 360.

Bearing. A line of position sighted from a small craft to another object. Only true bearings can be plotted on charts.

Lines of Position (LOPs). Lines that are plotted on a chart for the bearings taken of objects.

A fix. The intersection of two or more LOPs. While a fix can be made with two LOPs, it is considered more accurate to use three LOPs in every fix. An ideal three-bearing fix should have 60-degree angles between the LOPs.



True bearings are obtained from a gyrocompass. Small craft are not normally fitted with a gyrocompass due to their weight and size.

If taking bearings from a small craft, a handheld magnetic compass may be used to obtain the bearings. However, these bearings must be converted to true bearings before plotting them on a chart.



Throughout this TP, all bearings given in examples and exercises are to be considered true bearings.

Three-Bearing Fix

In order to plot a three-bearing fix, three LOPs must cross at a specific point.



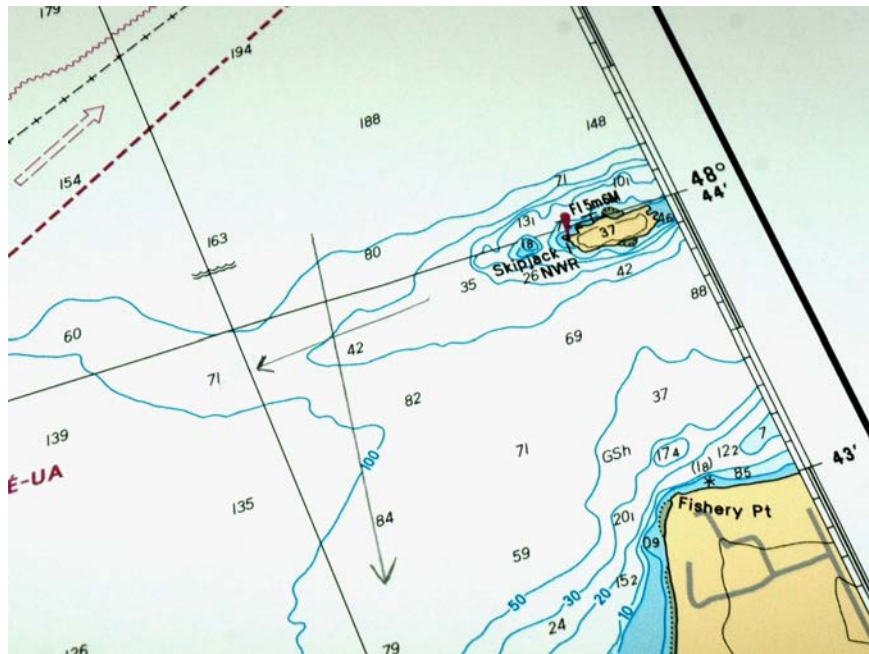
Cadets will follow along with the instructor as the following bearings are plotted.

Example: Plot the following fix on *Chart 3441*:

	East Pt. light	010 $^{\circ}$
0800	Skipjack I. light	085 $^{\circ}$
	Monarch Hd.	326 $^{\circ}$

1. Align the parallel ruler with the centre of the compass rose and 010 $^{\circ}$ on the outer ring of the compass rose.
2. Roll the ruler along the chart until the edge aligns with East Pt. light.

3. Draw a line from the light along the ruler.
4. Repeat Steps 1–3 for the other two bearings. After the first LOP is plotted, the remaining LOPs are only drawn across the first LOP plotted.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 1 Three-Bearing Fix Step 4

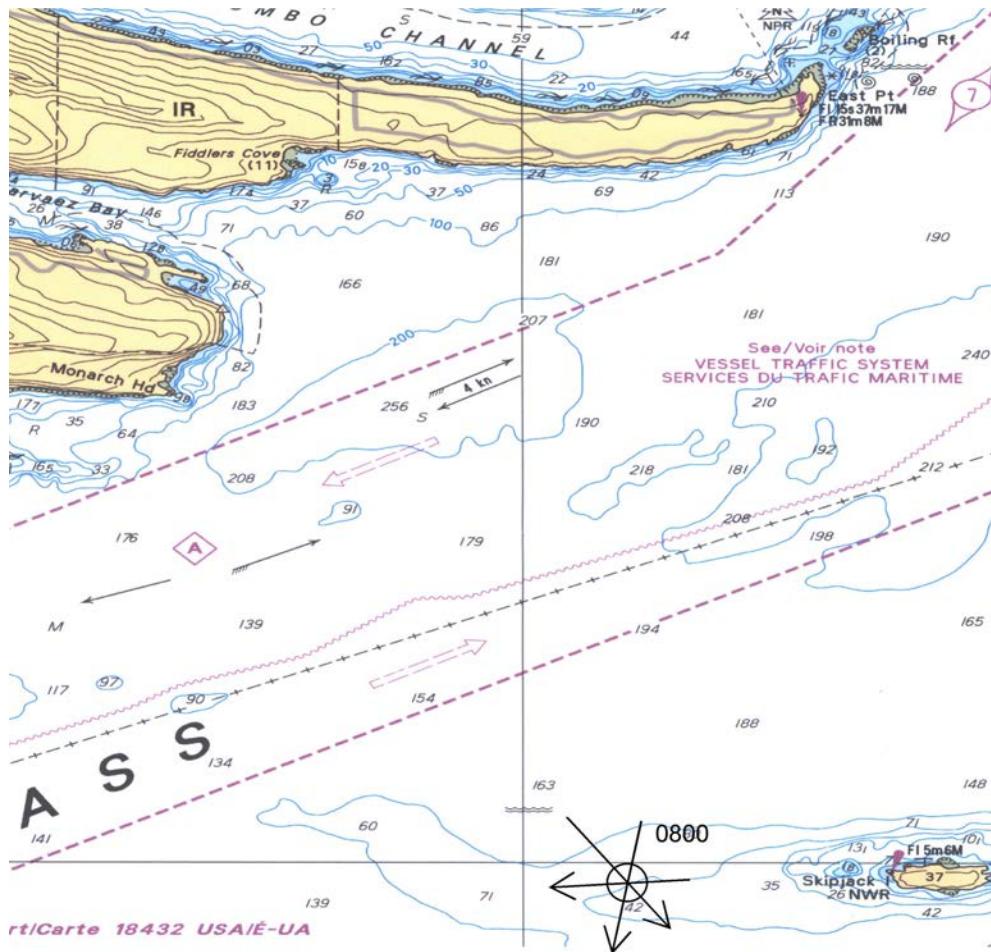
5. Once an LOP is drawn it can be shortened to the same size as the diameter of a quarter.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 2 Three-Bearing Fix Step 5

6. Draw arrows at the outer ends of the LOPs pointing away from the object. These arrows indicate the direction in which the observer must lie from the observed object.
7. Circle the intersection of the three LOPs and label with the four digit time the bearings were taken next to the fix.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 3 Three-Bearing Fix Step 7



When plotting LOPs, plot from the black dot at the bottom of the symbol or from the edge of the points of land.



When referring to edges of land, it is common to use RHE for right-hand edge and LHE for left-hand edge.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. How long are the lines of the fix?
- Q2. When drawing the arrows on the LOPs, which way do the arrows point?
- Q3. What does LHE and RHE mean?

ANTICIPATED ANSWERS:

- A1. The diameter of a quarter.
 A2. Away from the object.
 A3. Left-hand edge and right-hand edge.

Teaching Point 2

Conduct an activity where the cadets will plot positions on a chart using three-bearing fixes.

Time: 25 min

Method: Practical Activity

ACTIVITY**OBJECTIVE**

The objective of this activity is to familiarize the cadets with using LOPs to plot a position using a three-bearing fix.

RESOURCES

- *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*, and
- Navigation Instruments.

ACTIVITY LAYOUT

1. Place *Chart 3441* and navigation instruments on each table.
2. Have cadets sit in pairs at the tables.

ACTIVITY INSTRUCTIONS

On *Chart 3441*, have the cadets plot the following fixes:

0900	Gowlland Pt.	025°	0930	Thieves Bay light	050°
	Turn Pt.	225°		Canoe Rk. light	181°
	Wallace Pt.	319°		Beaver Pt. light	310°
1000	RHE Russell I.	000°	1030	Pt. Fairfax light	090°
	Isabella I. light	294°		Greig I. day mark	160°
	Kanaka Bluff light	060°		Dock I. light	190°



If the fixes are plotted correctly, the following symbols should be identified:

0900–Border between Canada and USA.

0930–64 m depth.

1000–Contour line around 34 m hole.

1030–44 m depth.

Check to ensure the cadets are using the correct symbol for a fix:

1. Arrows away from the object.
2. Circle around the intersection of the LOPs.
3. Four digit time next to the fix.
4. Each fix no larger than the diameter of a quarter.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

The cadets' completion of the activity in TP2 will serve as the confirmation of this lesson

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Locating a position on a chart is an important skill which cadets can use whenever they navigate small craft. Accurate navigation will allow the cadets to safely navigate and complete their objectives.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C1-165 ISBN 1-57409-052-6 Larkin, F. (1998). *Basic coastal navigation*. Dobbs Ferry, NY: Sheridan House Inc.

THIS PAGE INTENTIONALLY LEFT BLANK



ROYAL CANADIAN SEA CADETS

PHASE FOUR

INSTRUCTIONAL GUIDE



SECTION 6

EO C423.02 – PLOT A POSITION USING A HORIZONTAL ANGLE FIX

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-604/PG-001, *Phase Four Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Set up the classroom or training area so that cadets can work in pairs at tables suitable for chartwork.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A demonstration and performance was chosen for TP 1 as it allows the instructor to explain and demonstrate plotting a horizontal angle fix while providing an opportunity for the cadet to practice the skills under supervision.

A practical activity was chosen for TP 2 as it is an interactive way for the cadets to plot a position on a chart using a horizontal angle fix. This activity contributes to the development of navigation skills in a fun and challenging way.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have plotted a position using a horizontal angle fix.

IMPORTANCE

It is important for cadets to how to plot a horizontal angle fix as it is an accurate way of fixing a position by a visual means. Knowing how to plot a fix ensures the small vessel's safety during navigation.

Teaching Point 1

Demonstrate and have the cadets plot a position on a chart using a horizontal angle fix.

Time: 25 min

Method: Demonstration and Performance

THE STATION POINTER

The station pointer was invented in 1801 by Joseph Huddart of the United States Navy (USN). It is a simple tool used to fix, or locate a position on a chart when the relative bearings are known between three visible, fixed objects.

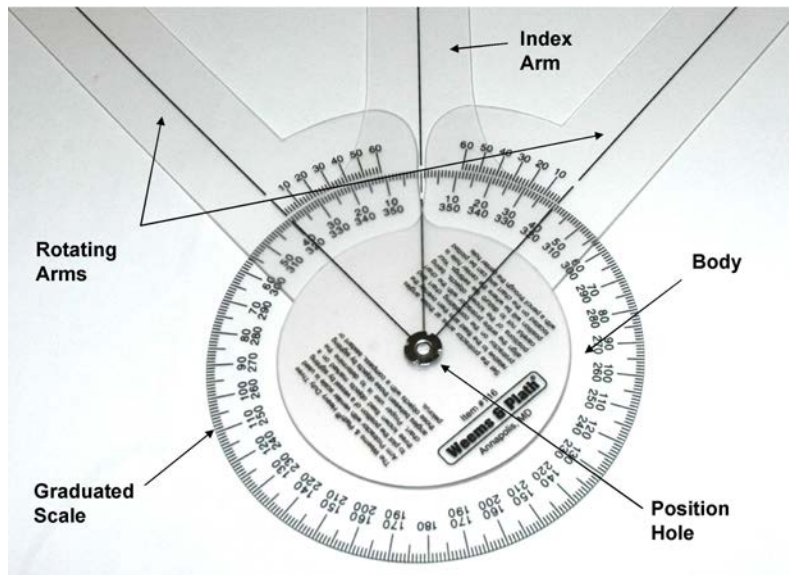


This type of fix is called a horizontal angle fix as it uses the difference in the angles between three points. Although it is not frequently used today, it can give a navigator an accurate fix when electronic position equipment or a gyrocompass is not available.

Parts of a Station Pointer

The following parts are found on a station pointer (as illustrated in Figure 1):

1. **Body.** A graduated circle.
2. **Position hole.** A hole in the centre of the body used to mark a position with the point of a pencil.
3. **Index arm.** Centre arm that is fixed to the body with its measurement line oriented to zero degrees on the circle. This arm is also referred to as the zero arm.
4. **Rotating arms.** Two arms, attached at the position hole that rotate freely around the body. The measurement lines on the arms overlay the graduated circle on the body.
5. **Graduated scale.** Marked in degrees around the circumference of the body.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 1 Parts of a Station Pointer



To better understand the principles outlined, it is important to know the following terms:

Heading. The direction in which the bow of the small craft is pointing. Headings are expressed in degrees ($^{\circ}$)—000 through 360.

Bearing. A line of position sighted from a small craft to another object. Only true bearings can be plotted on charts.

Lines of Position (LOPs). Lines that are plotted on a chart for the bearings taken of objects.

A fix. The intersection of two or more LOPs. While a fix can be made with two LOPs, it is considered more accurate to use three LOPs in every fix. An ideal three-bearing fix should have 60-degree angles between the LOPs.



True bearings are obtained from a gyrocompass. Small craft are not normally fitted with a gyrocompass due to their weight and size.

If taking bearings from a small craft, a handheld magnetic compass may be used to obtain the bearings. However, these bearings must be converted to true bearings before plotting them on a chart.



Throughout this TP, all bearings given in examples and exercises are to be considered true bearings.

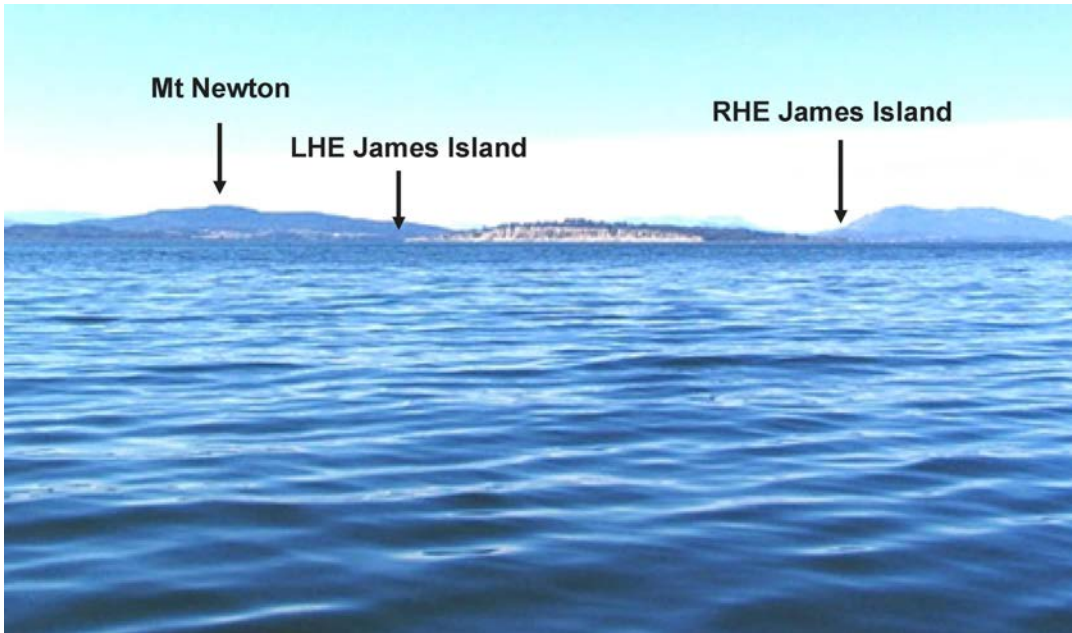
HORIZONTAL ANGLE FIX



For the steps listed below, a magnetic compass is used. However, any navigational instrument that measures a bearing of an object can be used.

Use the following directions to plot a position on a chart using a station pointer:

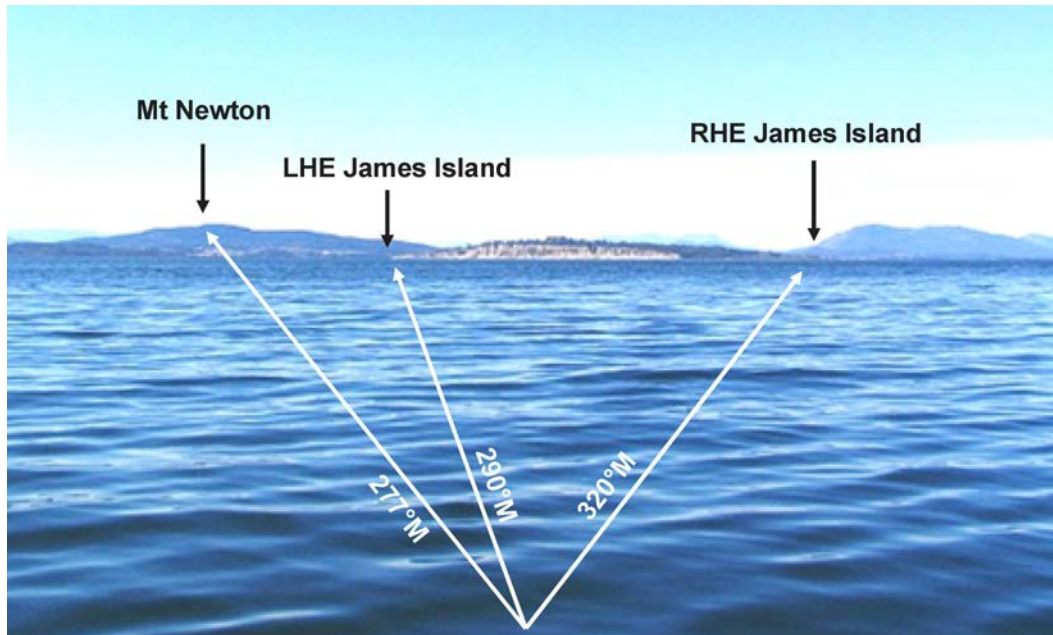
1. Identify three visible, fixed objects that can be found on the chart.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 2 Horizontal Angle Fix Step 1

- Using a hand-held compass, measure the bearing to the objects.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 3 Horizontal Angle Fix Step 2

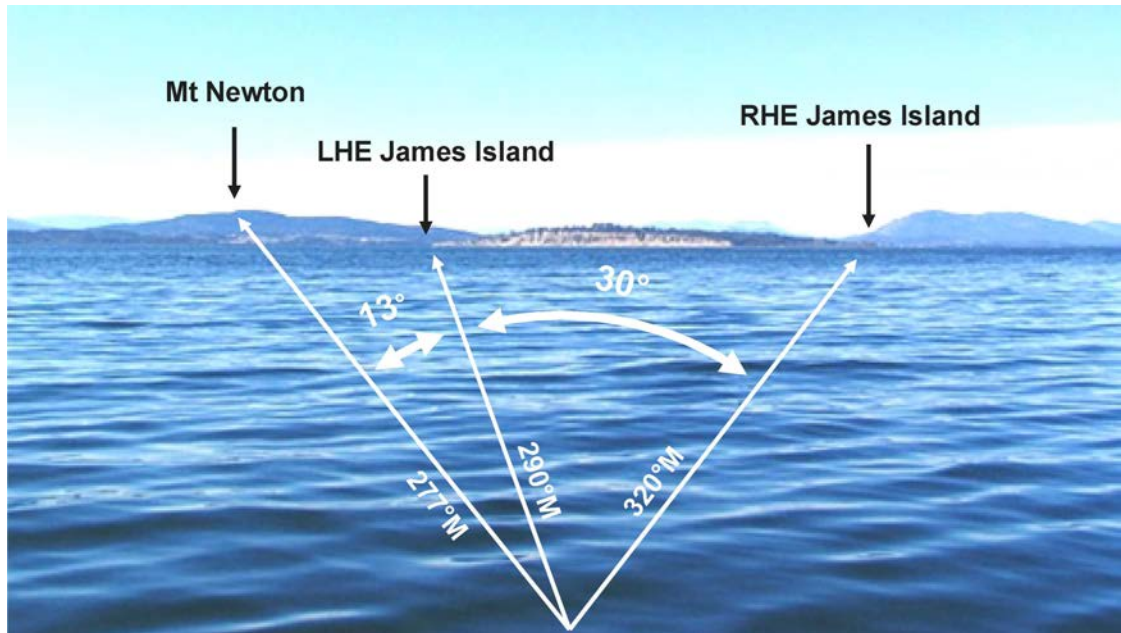
- The angles for the fix will be written as:

Mt. Newton	277°M
LHE James Island	290°M
RHE James Island	320°M



For the purposes of this TP, the middle bearing will be the index arm of the station pointer.

- Calculate the two relative bearings between the left and centre and the right and centre objects. These are known as the horizontal angles.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 4 Horizontal Angle Fix Step 4

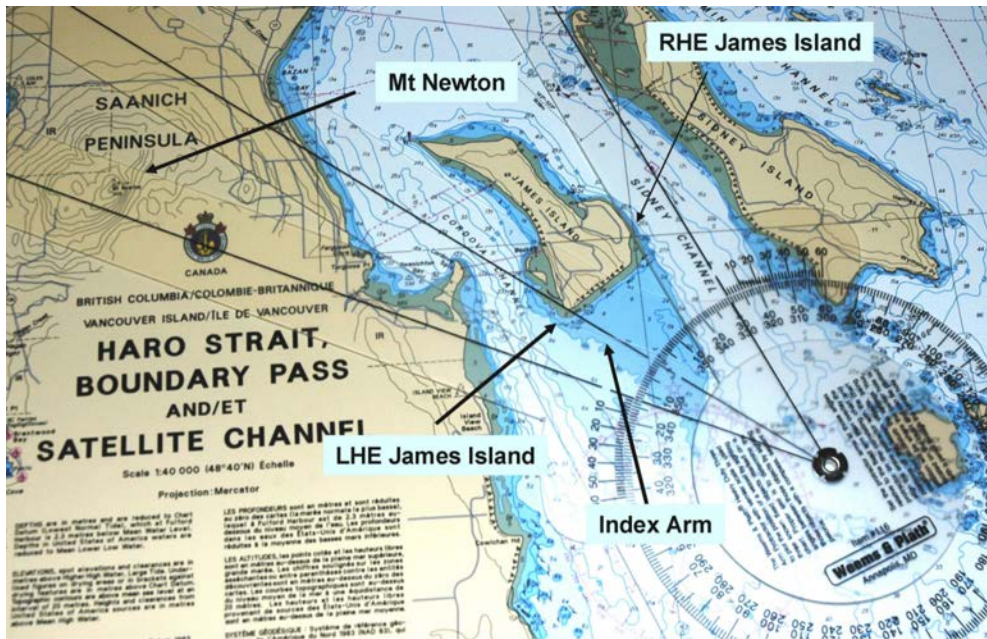
- Set the rotating arms of the station pointer to the relative bearings, calculated in Step 4, using the graduated scale.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 5 Horizontal Angle Fix Step 5

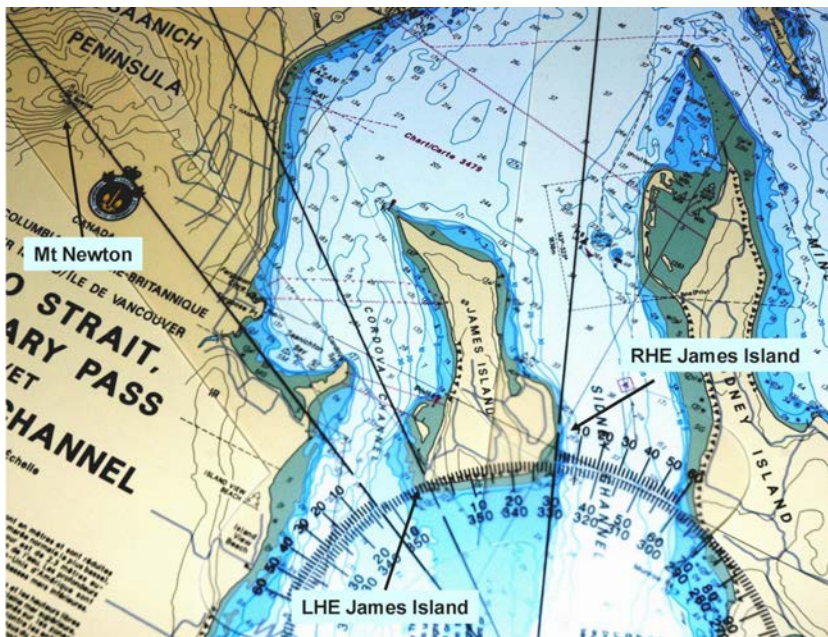
- Place the station pointer on the chart with the index arm passing through the centre object.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 6 Horizontal Angle Fix Step 6

7. Slowly move the station pointer until all three arms are aligned with the three objects.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 7 Horizontal Angle Fix Step 7

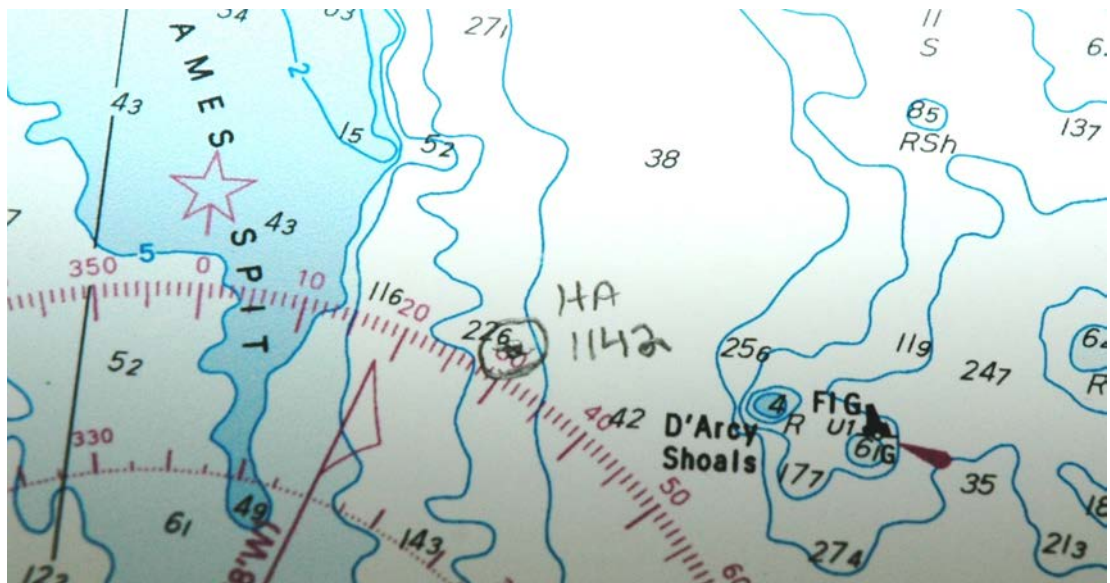
8. Using the point of a pencil, mark the position on the chart through the position hole.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

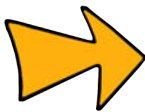
Figure 8 Horizontal Angle Fix Step 8

9. Draw a small circle around the pencil mark and label the fix with 'HA' and the time.



Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

Figure 9 Horizontal Angle Fix Step 9



The fix is labelled with 'HA' to describe that the fix was obtained using horizontal angles.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What is the label for a horizontal angle fix?
- Q2. How many bearings are taken for a horizontal angle fix?
- Q3. What do LHE and RHE mean?

ANTICIPATED ANSWERS:

- A1. HA.
- A2. Three.
- A3. Left-hand edge and right-hand edge.

Teaching Point 2

Conduct an activity where the cadets will plot positions on a chart using Horizontal Angle fixes.

Time: 25 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to familiarize the cadets with using LOPs to plot a position using a Horizontal Angle fix.

RESOURCES

- *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel, and*
- Navigation Instruments.

ACTIVITY LAYOUT

1. Place *Chart 3441* and navigation instruments on each table.
2. Have cadets sit in pairs at the tables.

ACTIVITY INSTRUCTIONS

Have the cadets calculate the relative bearings and plot the following horizontal angle fixes (the middle bearing will be the index arm):

	Hay Pt.	300°		Arachne Rf Light	230°
1100	Turn Pt. light	340°	1130	Canoe Rk. light	250°
	Wallace Pt.	358°		Beaver Pt. light	280°
1200	Turn Pt. light	137°			
	Tom Pt. light	197°			
	Arachne Rf. light	247°			



To check the cadets work, the fixes are located at:

- 1100—Next to 243 degree mark on the compass rose.
- 1130—In south-bound traffic lane southwest of Gowlland Pt.
- 1200—Just north of 300 m contour in Swanson Channel.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

The cadets' completion of the activity will serve as the confirmation of this lesson

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Locating a position on a chart is an important skill that can be used when navigating a small craft.

INSTRUCTOR NOTES / REMARKS

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

REFERENCES

C1-164 C-57-007-002/AF-001 Royal Navy. (1987). *Admiralty manual of navigation* (Vol. 1). (Rev. 1987). London, England: Her Majesty's Stationery Office.

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 15
SIDC



ROYAL CANADIAN SEA CADETS

INSTRUCTIONAL GUIDE



SEAMANSHIP INTERDIVISIONAL COMPETITION

Total Time:

2 days

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in the applicable Qualification Standard and Plan(s). Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Gather and prepare all resources required for the activities listed in this lesson. Setup stations IAW the activities.

Ensure an assistant instructor is available and prepared for each station to act as the Station OPI.

Photocopy as many copies as there are teams (divisions) of Attachment A to distribute to the Station OPI's.

Photocopy one copy of Attachment B for the Station OPI.

Photocopy, cut out and laminate one copy of the Boatswain's Call Cards located at Attachment C.

Photocopy, cut out and laminate one copy of the Task Cards located at Attachment D.

Photocopy one copy of Attachment E for each team (division).

Photocopy one copy of Attachment F for each cadet.

Photocopy, cut out and laminate one copy of the Secret Code Cards for each team (division).

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

Practical activity was chosen for this lesson as it is an interactive way to allow the cadets to experience seamanship activities in a safe and controlled environment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to participate in a seamanship interdivisional competition. The objective of the competition is to reinforce the following:

- seamanship knowledge and skills learned throughout the corps training;
- interest in seamanship;
- team-building skills;
- the divisional system; and
- leadership skills through various opportunities for the Phase Three, Four and Five cadets.

IMPORTANCE

It is important for cadets to participate in this competition as it will reinforce many areas of skills and knowledge learned throughout the corps training. It will allow an opportunity for instructors to evaluate the cadets' knowledge and skills. It will provide a further opportunity for team-building for all members of the corps as it reinforces the divisional system and ensures all divisions and corps members work together and interact to meet a common goal. This competition is a great way to relieve boredom, lift team spirit, increase morale, re-energize the cadets and accomplish goals.

ACTIVITY ONE—COIL AND HEAVE A LINE

Time: 30 min

OBJECTIVE

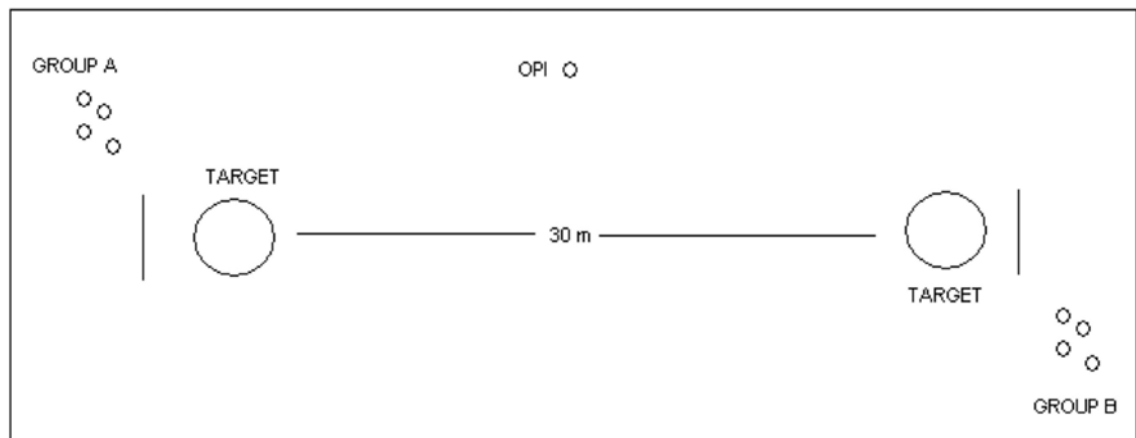
The objective of this activity is to have the cadets coil and throw a weighted heaving line to a target.

RESOURCES

- Heaving line,
- Target (two),
- Whistle,
- Scoring sheet located at Attachment A, and
- Pen / pencil.

ACTIVITY LAYOUT

- Place two targets on the ground approximately 30 m (100 feet) apart.
- Mark a line on the ground from which the cadets will heave a line at the opposite target.



Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

Figure 1 Coil and Heave a Line Activity Layout

ACTIVITY INSTRUCTIONS

1. Divide each team (division) into two groups—Group A and Group B.
2. Assign each group a target station and a designated target.
3. Have one cadet from Group A step up to the line and throw a heaving line at the target. If the cadet is unsuccessful, they must retrieve the line and the next cadet from their group will attempt to hit the target.
4. Once Group A has hit the target, Group B must retrieve the line from their side and attempt to throw a heaving line at their assigned target.
5. The team (division) will be awarded one point for every successful target hit. Points will be accumulated until the time has expired or the activity is complete.



A homemade bollard can also be incorporated into this activity. In this situation, once the target has been successfully hit, the cadets would have to cleat the heaving line to the bollard before a point is awarded to the group. By doing this the cadets will be experiencing a small component of securing a ship to a dock or jetty.

SAFETY

Ensure that no cadets are near the targets when the heaving line is being tossed.

ACTIVITY TWO—BOATSWAIN'S CALL

Time: 30 min

OBJECTIVE

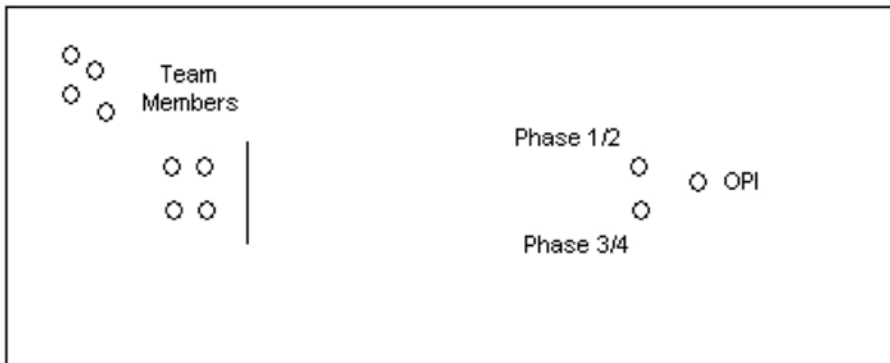
The objective of this activity is to have the cadets identify and sound different pipes.

RESOURCES

- Boatswain's Call Cards located at Attachment C,
- Container to hold Boatswain's Call Cards,
- Boatswain's call,
- Cleaning supplies,
- Whistle,
- Scoring sheet located at Attachment A, and
- Pen / pencil.

ACTIVITY LAYOUT

Place the boatswain's call and the Boatswain's Call Cards in a container and lay them near the OPI (as illustrated in Figure 2).



Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

Figure 2 Boatswain's Call Activity Layout

ACTIVITY INSTRUCTIONS

1. Divide the team (division) into two groups by phase. The first group will consist of Phase One and Phase Two cadets and the second group will consist of Phase Three and Phase Four cadets.
2. Have each Phase One cadet partner with a Phase Three cadet and each Phase Two cadet with a Phase Four cadet.
3. Have one set of partners approach the station OPI. Have the Phase Three or Phase Four cadet select a boatswain's call card from the container.
4. Have the remainder of the team members stand a distance away to avoid hearing the answers given (as illustrated in Figure 2).
5. Have the Phase Three or Phase Four cadet attempt to sound the pipe. They may be given three attempts to sound the pipe correctly. Once the pipe is sounded correctly, their partner is to attempt to identify the call, its use and where / when it is commonly used at the corps.
6. If the pipe is not sounded correctly after the three attempts, their partner may not identify the pipe and the partners will return to their team. No points will be awarded in this situation.
7. Each set of partners will follow Steps 3–5 until the time has lapsed.
8. Points are awarded as follows:
 - (a) five points for every pipe sounded correctly;
 - (b) one point (for a maximum of three) for every cadet who can correctly identify the pipe, explain its purpose and identify where / when used at the corps.

SAFETY

Ensure the boatswain's calls are cleaned between uses.

ACTIVITY THREE—KNOTS, HITCHES AND BENDS

Time: 30 min

OBJECTIVE

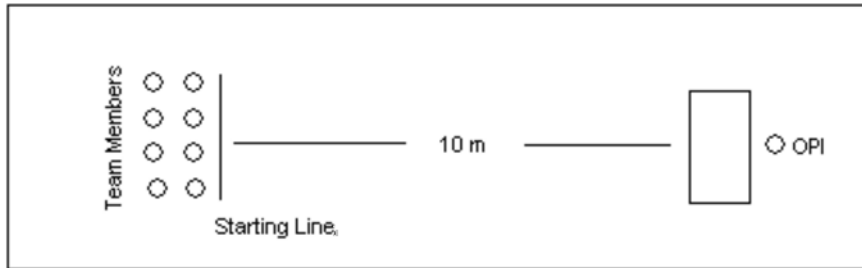
The objective of this activity is to have the cadets practice the knots, hitches and bends learned throughout the corps training.

RESOURCES

- Line (1 m [3.5 feet] long),
- Small spar / dowel,
- Six foot table,
- Container,
- Task cards located at Attachment D,
- Whistle,
- Scoring sheet located at Attachment A, and
- Pen / pencil.

ACTIVITY LAYOUT

- Place the station OPI's table approximately 10 m (33 feet) from the starting line (as illustrated in Figure 3).
- Place the container of task cards and the line on the table.



Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

Figure 3 Knots, Bends and Hitches Activity Layout

ACTIVITY INSTRUCTIONS

1. One at a time, have each team member run to the station OPI's table and select a task card from the container.
2. Upon selecting a task card, have the cadet attempt to tie the selected knot with no assistance.



Complementary knots and hitches may be added to those listed at Attachment D.

3. Upon successful completion, have the cadet return to the starting line, tag the next cadet who will run to the station OPI's table and complete Steps 1–3 accordingly.
4. Have each cadet complete Steps 1–3 until the time has lapsed.
5. Award points as they appear on the task cards for each successful task completed.

SAFETY

Ensure there are no obstacles in the area the cadets will be running.

ACTIVITY FOUR—WHIPPING AND SPLICING

Time: 30 min

OBJECTIVE

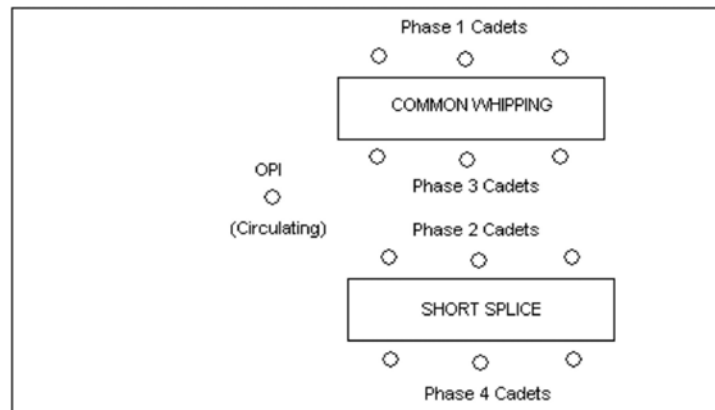
The objective of this activity is to practice whipping and splicing a line.

RESOURCES

- Line (1 m [3.5 feet] per Phase One and Phase Two cadets),
- Three-strand line (1 m [3.5 feet] per Phase Three and Four cadets),
- Whipping twine (one spool),

- Cutting tool,
- Six foot table,
- Whistle,
- Scoring sheet located at Attachment A, and
- Pen / pencil.

ACTIVITY LAYOUT



Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

Figure 4 Whipping and Splicing Activity Layout

ACTIVITY INSTRUCTIONS

1. Divide the cadets into groups by phase. The first group will consist of Phase One and Phase Three cadets and the second group will consist of Phase Two and Phase Four cadets.
2. Have each Phase One cadet, with the verbal assistance of a Phase Three cadet, whip the end of a line.



The cadets may use a common whipping for this activity. If the corps choose to instruct C121.01 (Whip the End of a Line Using a West Country Whipping) or C121.02 (Whip the End of a Line Using a Sailmaker's Whipping) they may choose to use one of these methods to whip the end of a line for this activity.

3. Have each Phase Two cadet, with the verbal assistance of a Phase Four cadet, complete a short splice.
4. Award points as follows:
 - (a) two points for each successful whipping;
 - (b) two points for each successful short splice; and
 - (c) five points for each Phase Three and Phase Four cadet who displays positive reinforcement, topic knowledge, proper direction and motivation throughout their assistance to the Phase One and Phase Two cadets.

SAFETY

Nil.

ACTIVITY FIVE—TRIVIA

Time: 30 min

OBJECTIVE

The objective of this activity is to reinforce theory knowledge and skills from the cadets' respective phase training through questions and tasks.

RESOURCES

OPTION ONE:

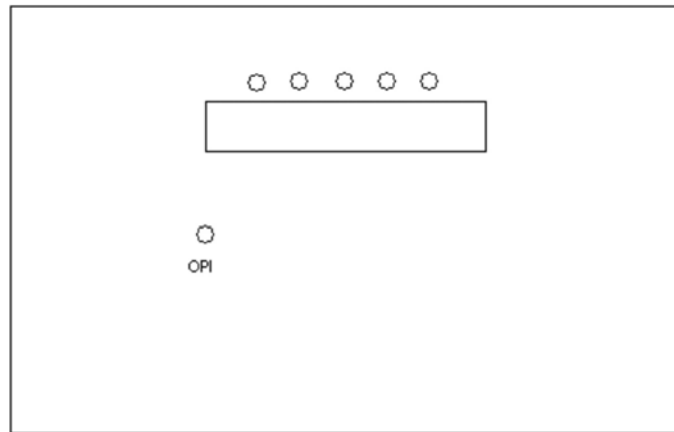
- Six foot table,
- Chairs,
- Whistle,
- List of Suggested Trivia Questions located at Attachment B,
- Scoring sheet located at Attachment A, and
- Pen / pencil.

OPTION TWO:

- Six foot table,
- Chairs,
- Buzzer,
- Question board,
- List of Suggested Trivia Questions located at Attachment B,
- Whistle,
- Scoring sheet located at Attachment A, and
- Pen / pencil.

ACTIVITY LAYOUT

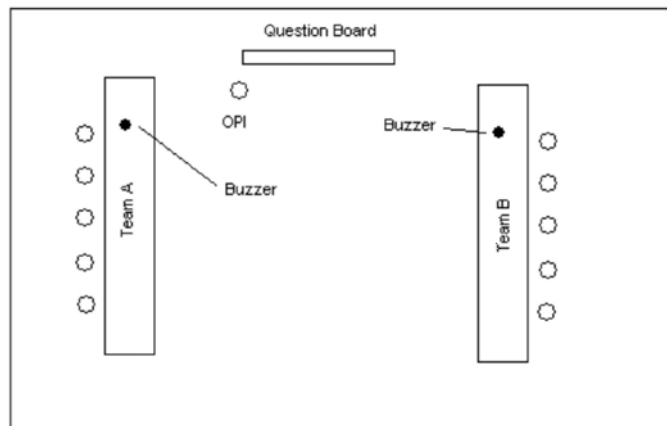
For Option One set up the activity as a stand-alone station that teams will rotate into the same as each other activity. Set up chairs for one team (division), as illustrated in Figure 5.



Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

Figure 5 Option One Trivia Activity Layout

For Option Two set up the activity as a head-to-head competition between all of the teams (divisions), as illustrated in Figure 6.



Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

Figure 6 Option Two Trivia Activity Layout

ACTIVITY INSTRUCTIONS



Cadets shall not be asked trivia questions from beyond their own year of phase training (eg, Phase One cadets are only asked questions from Phase One but Phase Four cadets can be asked questions from Phase One, Two Three or Four).

OPTION ONE:

1. Ask each cadet questions from the list on the Suggested Trivia Questions located at Attachment B.
2. Ask the questions to each cadet one at a time.

3. Give each team three lifelines to assist them in answering the questions:
 - (a) ask an officer;
 - (b) refer to their training materials; and
 - (c) team vote.
4. Award points as follows:
 - (a) one point will be awarded for every correct response given with the use of a lifeline;
 - (b) two points will be awarded for every unassisted correct response; and
 - (c) five points will be awarded for every bonus question answered correctly.



Lifelines may not be used for bonus questions.

OPTION TWO:

1. Hold a draw to determine where teams (divisions) will be placed in the round robin.
2. Have two teams play against each other to determine a winner.
3. Have the winning teams play off against each other to determine the final winner.
4. Give each team three lifelines to assist them in answering the questions:
 - (a) ask an officer;
 - (b) refer to their training materials; and
 - (c) team vote.
5. Pose a question and have the teams hit their buzzer to determine which team will get the chance to respond to the question.
6. Award points as follows:
 - (a) one point will be awarded for every correct response given with the use of a lifeline;
 - (b) two points will be awarded for every unassisted correct response; and
 - (c) five points will be awarded for every bonus question answered correctly

SAFETY

Nil.

ACTIVITY SIX—SHEER LEGS

Time: 60 min

OBJECTIVE

The objective of this activity is to have the cadets erect a set of sheers.

RESOURCES

GENERAL:

- Hard hat (one per cadet),
- Two wooden spars each approximately 4.5 m (15 feet) long,
- Manila line 12 mm (0.5 inches) in diameter (9 m [30 feet] long),
- Five steel spikes with eyelets at the top (1 m [3.5 feet] long),
- Roll of whipping twine,
- Load of approximately 18 kg (40 pounds), and
- One steel spike with two eyelets (1 m [3.5 feet] long).

TOPPING LIFT:

- Two single blocks,
- Manila line 16 mm (0.6 inches) in diameter (68 m [223 feet] long), and
- Strop.

SPLAY TACKLE:

- One double block,
- One single block c/w becket,
- Manila Line 12 mm (0.5 inches) in diameter (17 m [56 feet] long).
- Two strops.

HEEL TACKLES:

- Four double blocks,
- Four single blocks, and
- Four strops.

LOAD PURCHASE:

- Two double blocks,
- One single block,
- Manila line 12 mm (0.5 inches) in diameter (approximately 30 m [100 feet] long), and
- Strop.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have each team erect a set of sheers. A set of instructions complete with illustrations may be available for the cadets.
2. Have the cadets complete the tasks associated with their respective phase training (eg, Phase One cadets should complete the stops, Phase Two cadets should mouse the hooks, etc).
3. Points will be awarded IAW the Scoresheet located at Attachment A.

SAFETY

- Ensure all cadets wear personal safety equipment at all times throughout this activity.
- Ensure all cadets stay clear of the load as it is raised and lowered.

ACTIVITY SEVEN—MODEL SHIP

240 min (completed throughout the two days and judged at the end of day 2)

OBJECTIVE

The objective of this activity is to have the teams (divisions) each complete a model ship highlighting specific ship characteristics.

RESOURCES

- Black bristol board (one sheet per team),
- Grey bristol board (one sheet per team),
- Scissors (one pair per team),
- Tape (one roll per team),
- Paper clips (one small box per team),
- Large tub of water (to test buoyancy),
- Pictures of ships located at Attachment E,
- Scoresheet located at Attachment A,
- Markers (one package per team), and
- Glue (one per team).



Other resources may be used, if desired, to add creativity to the model ships. Sample resources may include:

- pipe cleaners,
- popsicle sticks, and
- toothpicks, etc.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

- Provide the teams (divisions) with time throughout the two day activity to work on building a model ship.
- Have the teams build a three-dimensional model of a ship, using only the resources provided them.
- The model ship can be any size and type using the given resources.
- Each model ship must contain the following characteristics:
 - bridge,
 - deck,
 - bow,
 - hull,
 - transom,
 - stern,
 - structure,
 - buoyancy, and
 - superstructure.
- Award points IAW the scoresheet located at Attachment A, based on the following:
 - ship type accuracy,
 - use of resources,
 - hull structure,
 - hull design,
 - presentation,
 - buoyancy, and
 - overall appearance.



Teams may add other characteristics to their model ship if they wish. Some additional characteristics may include:

- anchor,
- rudder,
- propellers, and
- port holes, etc.

SAFETY

Nil.

ACTIVITY EIGHT—TEAM-BUILDING (ONGOING THROUGHOUT THE TWO DAYS)

ACTIVITY EIGHT (A) – MOST LIKE ME

Time: 10 min

OBJECTIVE

The objective of this activity is to have the cadets participate in an icebreaker team-building activity for team members to get to know each other better.

RESOURCES

- Most Like Me activity sheet (one per cadet) located at Attachment F, and
- Pen / pencil (one per cadet).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the Most Like Me activity sheet to each cadet.
2. Have the cadets look at the pictures on the activity sheet and place an 'X' in the corner of the pictures that are most like them.
3. Allow the cadets approximately five minutes to complete the activity sheet.
4. Have the cadets come together and share which pictures are most like them with the rest of the cadets.

SAFETY

Nil.

ACTIVITY EIGHT (B) – ACROSS THE RIVER

Time: 30 min

OBJECTIVE

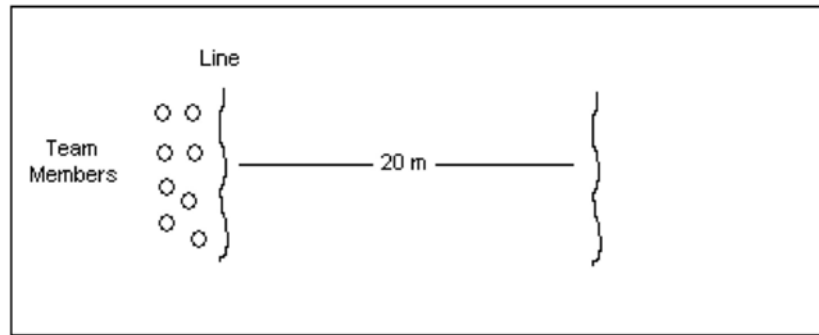
The objective of this activity is to provide the teams the opportunity to solve problems while participating in physical activities.

RESOURCES

Two pieces of line (4 m [14 feet] long).

ACTIVITY LAYOUT

Lay each piece of line across an open space approximately 20 m apart (as illustrated in Figure 7).



Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

Figure 7 Across the River Activity Layout

ACTIVITY INSTRUCTIONS

1. Have the team (division) stand behind one of the lines. This will become the starting point.
2. Explain that the team is to go from one line to the other by only placing a designated number of feet on the ground at one given time (eg, if there are 10 cadets, perhaps only 14 feet may be on the ground at a given time).
3. Explain that the team is to return by only placing a lesser number of designated feet on the ground at one time (eg, the cadets then have to return by placing only 11 feet on the ground at a given time).

SAFETY

Ensure there are no hazards in the area where the activity will be conducted.

ACTIVITY EIGHT (C) – SHERPA WALK

Time: 30 min

OBJECTIVE

The objective of this activity is to have the team, while holding hands, walk through a path while blindfolded.

RESOURCES

Blindfold (one per cadet).

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have two cadets volunteer to act as guides.
2. Take the two guides down the path to show them the way. These cadets will become the leaders and guide the remainder of the team through the path.
3. Inform the guides that they will not be permitted to touch or speak to the cadets. The guides are permitted to use sound signals (eg, clap, whistle, snap, etc) as signals to the team.
4. Have the remainder of the cadets arrange themselves in a line and put on their blindfolds.

5. Have one guide at the front of the line and one guide at the rear.
6. Have the guides lead their team through the path using the sound signals.

SAFETY

- Teams must hold hands throughout the activity.
- Ensure the path is free of any major obstacles.

ACTIVITY NINE—FINAL EVENT

Time: 90 min

OBJECTIVE

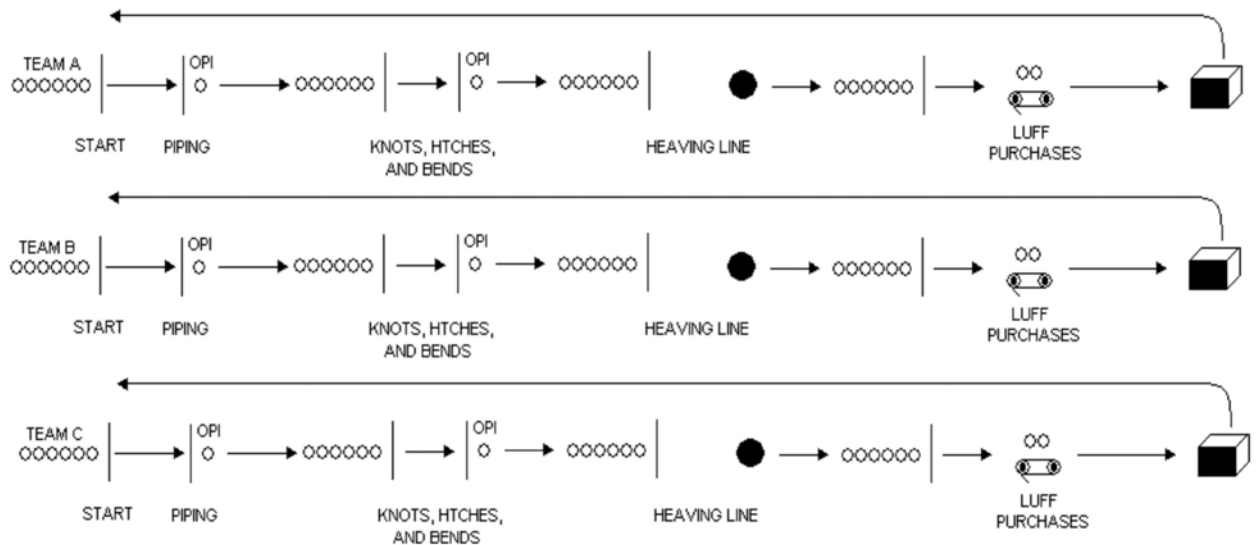
The objective of this activity is to review all aspects of the seamanship competition.

RESOURCES

- Whistle,
- Boatswain's call (one per division),
- Line (1 m [3.5 feet] per division),
- Task cards located at Attachment D (one set per division),
- Heaving line (one per division),
- Single blocks (per division),
- Double blocks (per division),
- Manila line 12 mm (0.5 inches) in diameter (one 17 m [56 feet] length per division),
- Small box (one per division),
- Target (one per division), and
- Secret message cards located at Attachment G (one set per division).

ACTIVITY LAYOUT

- Set up the activity (as illustrated in Figure 8) if enough resources are available for each team (division) to compete at one time against each other.
- If enough resources are not available for each team (division) to compete at one time, one relay should be set up and each team (division) will compete and be timed.
- Set up four stations as follows:
 - Station 1—Pipes;
 - Station 2—Knots, Hitches and Bends;
 - Station 3—Heaving Line; and
 - Station 4—Luff Purchases.



Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

Figure 8 Final Event Layout

ACTIVITY INSTRUCTIONS

1. Explain the following rules to the cadets:
 - (a) each team (division) is to lineup behind the starting point;
 - (b) each team is to travel as a group (eg, no member can travel to the next station until the previous one has been completed, then the team shall travel together to the next station);
 - (c) on the start signal the teams will travel through each station in sequence (as illustrated in Figure 8); and
 - (d) upon completion of each station, the team will be given a secret message card which will be used to decipher a secret message upon completion of the activity.
2. Explain Station 1 to the cadets, to include:
 - (a) one cadet being given the name of a pipe and having to sound that pipe;
 - (b) if the cadet is able to correctly sound the pipe, the team will be given one secret message card and will advance as a team to the next station;
 - (c) if the cadet is unable to correctly sound the pipe, the next cadet should attempt to sound the pipe (this should continue through all of the cadets until the pipe is sounded successfully) and the team will advance to the next station; and
 - (d) if no cadets on the team are able to successfully sound the pipe, they must wait 15 seconds after the last team has moved to the next station before they may advance to the next station.
3. Explain Station 2 to the cadets, to include:
 - (a) one cadet from the team (division) at a time will approach the station OPI and select a task card;
 - (b) the cadet must explain the purpose of the knot, hitch or bend and tie the knot for the OPI;

- (c) this process shall continue until three cadets have successfully completed this for the team; and
 - (d) when the team is successful three times, they will be given a secret message card for each successful attempt (for a maximum of three) and advance as a team to the next station.
4. Explain Station 3 to the cadets, to include:
- (a) one cadet at a time advancing to the starting point, retrieving the heaving line, coiling it and tossing it at the target;
 - (b) each successive cadet repeating the process of advancing to the starting point, retrieving the heaving line, coiling it and tossing it at the target until the target has been successfully hit three times; and
 - (c) when the team has been successful three times, they will be given a secret message card for each successful attempt (for a maximum of three) and advance as a team to the next station.
5. Explain Station 4 to the cadets, to include:
- (a) selecting two members of the team (division) to attempt to properly reeve the lines of a luff;
 - (b) if the initial members are unsuccessful, they must return and two new members will attempt to properly reeve the purchase;
 - (c) this will continue until the team is successful;
 - (d) when the team is successful, they will be given two secret message cards and advance as a team to the finishing point;
 - (e) upon arriving at the finishing point, the cadets must attempt to decipher the secret message.
6. Have the cadets participate in the activity.
7. Points will be awarded IAW the Scoresheet located at Attachment A.

SAFETY

Ensure the area is clear from any major obstacles.

END OF LESSON CONFIRMATION

The cadets' participation in the Seamanship Interdivisional Competition will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important to participate in this competition as it will reinforce many areas of skills and knowledge learned throughout the corps training. It will allow an opportunity for the instructors to evaluate your knowledge and

skills. It will provide a further opportunity for team-building for all members of the corps as it reinforces the divisional system and ensures all divisions and corps members work together and interact to meet a common goal.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C1-002 ISBN 0-7858-1446-9 Pawson, D. (2001). *Pocket guide to knots and splices*. Edison, NJ: Charwell Books, Inc.

C1-003 ISBN 11-770973-5 Royal Navy. (1972). *Admiralty manual of seamanship 1964* (Vol.1). London, England: Her Majesty's Stationery Office.

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, NY: McGraw-Hill, Inc.

C1-006 ISBN 0-8403-5682-X Rohnke, K. (1984). *Silver bullets: A guide to initiative problems, adventure games and trust activities*. Iowa: Kendall/Hunt Publishing Company.

THIS PAGE INTENTIONALLY LEFT BLANK

SCORESHEETS

COIL AND HEAVE A LINE

TEAM NAME:

AWARDING POINTS

Teams will be awarded one point for every successful line tossed into the designated target.

POINTS AWARDED

OVERALL TOTAL:

OPI NAME:

DATE:

BOATSWAIN CALL

TEAM NAME :

AWARDING POINTS

Teams will be awarded five points for every correctly sounded pipe. For identifying the pipe, explaining the pipes purpose and identifying common areas the pipe is used at the corps, the team will be awarded one point for each.

POINTS AWARDED		
Pipe Sounded Correctly	Correct - 5 pts	Incorrect - 0 pt
Pipe Identified Correctly	Correct - 1 pt	Incorrect - 0 pt
Purpose Explained	Correct - 1 pt	Incorrect - 0 pt
Common Areas Identified	Correct - 1 pt	Incorrect - 0 pt
SUBTOTAL:		
Pipe Sounded Correctly	Correct - 5 pts	Incorrect - 0 pt
Pipe Identified Correctly	Correct - 1 pt	Incorrect - 0 pt
Purpose Explained	Correct - 1 pt	Incorrect - 0 pt
Common Areas Identified	Correct - 1 pt	Incorrect - 0 pt
SUBTOTAL:		
Pipe Sounded Correctly	Correct - 5 pts	Incorrect - 0 pt
Pipe Identified Correctly	Correct - 1 pt	Incorrect - 0 pt
Purpose Explained	Correct - 1 pt	Incorrect - 0 pt
Common Areas Identified	Correct - 1 pt	Incorrect - 0 pt
SUBTOTAL:		
Pipe Sounded Correctly	Correct - 5 pts	Incorrect - 0 pt
Pipe Identified Correctly	Correct - 1 pt	Incorrect - 0 pt
Purpose Explained	Correct - 1 pt	Incorrect - 0 pt
Common Areas Identified	Correct - 1 pt	Incorrect - 0 pt
SUBTOTAL:		
Pipes Sounded Correctly	Correct - 5 pts	Incorrect - 0 pt
Pipe Identified Correctly	Correct - 1 pt	Incorrect - 0 pt
Purpose Explained	Correct - 1 pt	Incorrect - 0 pt
Common Areas Identified	Correct - 1 pt	Incorrect - 0 pt
SUBTOTAL:		
OVERALL TOTAL:		

OPI NAME:

DATE:

KNOTS, HITCHES AND BENDS

TEAM NAME :

AWARDING POINTS

Teams will be awarded points for every task completed correctly. Point value will be IAW the points indicated on the task cards.

POINTS AWARDED					
TIE KNOTS					
5 pts	5 pts	5 pts	5 pts	5 pts	5 pts
5 pts	5 pts	5 pts	5 pts	5 pts	5 pts
					SUBTOTAL:
WHO AM I?					
3 pts	3 pts	3 pts	3 pts	3 pts	3 pts
3 pts	3 pts	3 pts	3 pts	3 pts	3 pts
					SUBTOTAL:
DEFINITION					
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
					SUBTOTAL:
VISUAL IDENTIFICATION					
1 pt	1 pt	1 pt	1 pt	1 pt	1 pt
1 pt	1 pt	1 pt	1 pt	1 pt	1 pt
					SUBTOTAL:
OVERALL TOTAL:					

OPI NAME:

DATE:

WHIPPING AND SPLICING

TEAM NAME :

AWARDING POINTS

Teams will be awarded two points for every correct short splice and whipping. The OPI will also assess the phase three and four cadets' ability to provide guidance and assistance. The OPI will look for things such as positive reinforcement, topic knowledge, proper direction and motivation.

POINTS AWARDED					
WHIPPINGS COMPLETED					
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
					SUBTOTAL:
SPLICES COMPLETED					
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
2 pts	2 pts	2 pts	2 pts	2 pts	2 pts
					SUBTOTAL:
LEADERSHIP					
1 pt	2 pts	3 pts	4 pts	5 pts	
6 pts	7 pts	8 pts	9 pts	10 pts	
					SUBTOTAL:
OVERALL TOTAL:					

OPI NAME:

DATE:

TRIVIA (OPTION ONE)

TEAM NAME :

AWARDING POINTS

Teams will be awarded points for every task completed correctly. Point value will be IAW the points indicated on the task cards.

POINTS AWARDED		
Question # 1:	Correct 2 pts	Incorrect 0 pt
Question # 2:	Correct 2 pts	Incorrect 0 pt
Question # 3:	Correct 2 pts	Incorrect 0 pt
Question # 4:	Correct 2 pts	Incorrect 0 pt
Question # 5:	Correct 2 pts	Incorrect 0 pt
Question # 6:	Correct 2 pts	Incorrect 0 pt
Question # 7:	Correct 2 pts	Incorrect 0 pt
Question # 8:	Correct 2 pts	Incorrect 0 pt
Question # 9:	Correct 2 pts	Incorrect 0 pt
Question # 10:	Correct 2 pts	Incorrect 0 pt
Question # 11:	Correct 2 pts	Incorrect 0 pt
Question # 12:	Correct 2 pts	Incorrect 0 pt
Question # 13:	Correct 2 pts	Incorrect 0 pt
Question # 14:	Correct 2 pts	Incorrect 0 pt
Question # 15:	Correct 2 pts	Incorrect 0 pt
BONUS QUESTION:	Correct 5 pts	Incorrect 0 pt
LIFEFLINES:		
ASK AN OFFICER:	- 1 pt	
REFERENCE MANUALS:	- 1 pt	
TEAM VOTE:	- 1 pt	
		OVERALL TOTAL:

OPI NAME:

DATE:

TRIVIA (OPTION TWO)

TEAM NAME :

AWARDING POINTS

Teams will be awarded one point for every correct response given with the use of a lifeline, two points for every unassisted correct response and five points for every bonus question answered correctly.

POINTS AWARDED

Question # 1:	Point Value Awarded: _____
Question # 2:	Point Value Awarded: _____
Question # 3:	Point Value Awarded: _____
Question # 4:	Point Value Awarded: _____
Question # 5:	Point Value Awarded: _____
Question # 6:	Point Value Awarded: _____
Question # 7:	Point Value Awarded: _____
Question # 8:	Point Value Awarded: _____
Question # 9:	Point Value Awarded: _____
Question # 10:	Point Value Awarded: _____
Question # 11:	Point Value Awarded: _____
Question # 12:	Point Value Awarded: _____
Question # 13:	Point Value Awarded: _____
Question # 14:	Point Value Awarded: _____
Question # 15:	Point Value Awarded: _____

OVERALL TOTAL:

OPI NAME:

DATE:

SHEERS

TEAM NAME :

AWARDING POINTS

Teams will be awarded points IAW the scoring guide.

POINTS AWARDED					
HEAD LASHING—proper, tight, neat and secure.					
Clove Hitch	3 pts	2 pts	1 pt		
Correct Number of Turns	1 pt				
Tight and Secure	2 pts	1 pt			
					SUBTOTAL:
TOPPING LIFT—Double Whip					
Lines Rove	3 pts	2 pts	1 pt		
Hooks Moused	3 pts	2 pts	1 pt		
Strops	1 pt				
					SUBTOTAL:
SPLAY TACKLE—Luff					
Lines Rove	3 pts	2 pts	1 pt		
Hooks Moused	3 pts	2 pts	1 pt		
Strops	1 pt				
					SUBTOTAL:
HEEL TACKLES—Luff (four)					
Lines Rove	5 pts	4 pts	3 pts	2 pts	1 pt
Hooks Moused	5 pts	4 pts	3 pts	2 pts	1 pt
Strops	3 pts	2 pts	1 pt		
					SUBTOTAL:
LOAD PURCHASE—Double Block					
Lines Rove	5 pts	4 pts	3 pts	2 pts	1 pt
Hooks Moused	5 pts	4 pts	3 pts	2 pts	1 pt
Strops	3 pts	2 pts	1 pt		
					SUBTOTAL:
OVERALL APPEARANCE					
	5 pts	4 pts	3 pts	2 pts	1 pt
					SUBTOTAL:
OVERALL TOTAL:					

OPI NAME:

DATE:

MODEL SHIP

TEAM NAME :

AWARDING POINTS

Teams will be awarded points IAW the following scoring guide.

POINTS AWARDED					
SHIP TYPE ACCURACY—the ship's model is similar to that of the type chosen by the team.					
1 pt	2 pts	3 pts	4 pts	5 pts	
USE OF RESOURCES—the team maximized the use of resources provided.					
1 pt	2 pts	3 pts	4 pts	5 pts	
HULL STRUCTURE—the hull structure highlights the areas of the hull, bow, stern and transom.					
1 pt	2 pts	3 pts	4 pts	5 pts	
HULL DESIGN—the hull design highlights the areas of the bridge, deck and superstructure.					
1 pt	2 pts	3 pts	4 pts	5 pts	
PRESENTATION—the team presentation was clear, confident and involved maximum group participation.					
1 pt	2 pts	3 pts	4 pts	5 pts	
BUOYANCY—the model floats even and steady.					
1 pt	2 pts	3 pts	4 pts	5 pts	
OVERALL APPEARANCE—the model has many details.					
1 pt	2 pts	3 pts	4 pts	5 pts	
OVERALL TOTAL:					

OPI NAME:

DATE:

FINAL EVENT

TEAM NAME :

AWARDING POINTS

Teams will be awarded points IAW their finishing position.

POINTS AWARDED		
FIRST PLACE TEAM NAME:	Points	50
SECOND PLACE TEAM NAME:	Points	40
THIRD PLACE TEAM NAME:	Points	30
FOURTH PLACE TEAM NAME:	Points	20
FIFTH PLACE TEAM NAME:	Points	10
OVERALL TOTAL:		

OPI NAME:

DATE:

THIS PAGE INTENTIONALLY LEFT BLANK

SUGGESTED TRIVIA QUESTIONS

Phase One

Q1. What is the purpose of one of the following knots hitches or bends:

- Reef Knot,
- Figure Eight Knot,
- Sheet Bend,
- Bowline,
- Clove Hitch, or
- Round Turn Two Half Hitches.

A1. The following answers apply:

- Reef Knot: to tie together two ropes of equal diameter.
- Figure Eight Knot: stopper knot.
- Sheet Bend: to tie together two ropes of unequal diameter.
- Bowline: to create a temporary eye in the end of a line.
- Clove Hitch: to secure a line to a spar.
- Round Turn Two Half Hitches: to secure a line to a ring or eye.
- Common Whipping: to finish the end of a line to prevent it from fraying or unravelling.

Q2. Define one of the following naval terms:

- Gash can,
- Stand easy,
- Secure,
- Heads,
- Duty watch,
- Out pipes,
- Scran locker,
- Pipe,
- Colours,
- Liberty boat,
- Bulkhead,
- Deck,
- Ship's company,
- Sunset,
- Gangway,
- Galley,
- Boatswain's stores,
- Pipe down,
- Kye,
- Aye Aye, Sir / Ma'am,
- Port,
- Starboard,
- Ship's Office,
- Gangway, and
- Brow.

A2. Answers:

- Gash can: garbage can.
- Stand easy: a break.
- Secure: to close up and put away gear.
- Heads: toilet(s).
- Duty watch: a division that is selected on a rotational basis that is responsible for corps preparation and cleanup.
- Out pipes: a pipe indicating the commencement of classes or the end of stand easy.
- Scran locker: lost and found.
- Pipe: sound produced from a boatswain's call. The notes played have a specific meaning / message.
- Colours: the ceremony of hoisting the national flag, usually in the morning or at the beginning of the training day.
- Liberty boat: when all personnel are dismissed for the day and may go ashore;
- Bulkhead: a wall.
- Deck: a floor.
- Ship's company: the complement of a ship (this would include a sea cadet corps).
- Sunset: the ceremony of lowering the national flag at the end of a training day.
- Gangway: any recognized entrance to, passageway or traffic route within a ship.
- Galley: the ship's kitchen.
- Boatswain's stores: a storeroom for cleaning gear.
- Pipe down: an order meaning to keep quiet.
- Kye: a hot chocolate drink.
- Aye Aye, Sir / Ma'am: order understood that will be obeyed, an appropriate response to an order from an officer.
- Port: left side of a ship.
- Starboard: right side of a ship.
- Ship's Office: administration office.
- Brow: entrance / exit of a ship where personnel must salute when coming aboard or going ashore.

Q3. What pipe is used to gain the attention of a ship's company before passing an order?

A3. General Call.

Q4. What pipe is used to bring the ship's company to attention?

A4. The Still.

Q5. What pipe is sounded after the reason for the still is complete?

A5. Carry On.

Q6. How many times do you ring a ship's bell for Colours / Sunset?

A6. The bell is rung as follows:

- Colours: eight times, and
- Sunset: four times.

Phase Two

- Q1. What are the three steps involved in bringing a naval vessel into service?
- A1. The three steps involved in bringing a naval vessel into service are:
- keel laying;
 - naming and launching; and
 - commissioning.
- Q2. What is the draught of a ship?
- A2. The depth of the keel below the waterline at any point along the hull.
- Q3. Identify the following splice (present the cadets with a pre-tied short splice).
- A3. Short Splice.
- Q4. What type of blocks does a luff consist of?
- A4. One double block and one single block.
- Q5. What tackle consists of two double blocks?
- A5. Two-fold purchase.
- Q6. What should you do to prevent a load from falling off a hook?
- A6. Mouse the hook.
- Q7. What part of the sailboat is used to hoist the sails?
- A7. Halyards.
- Q8. What helps prevent a sailboat from capsizing?
- A8. Centreboard / Daggerboard.
- Q9. What are sheets used for?
- A9. To control the mainsail and jib sail.
- Q10. What are some ways to determine wind direction?
- A10. Flags, tall grass, smoke, small waves, wind sock, moored boats and low altitude clouds.
- Q11. What times are associated with the first dog watch?
- A11. 1600–1800 hours.
- Q12. What times are associated with the forenoon watch?
- A12. 0800-1200 hours.
- Q13. What is the purpose of the dog watches?
- A13. The dog watches are only half the time of the others to create a seventh watch, ensuring that personnel do not stand the same watch every day.

Phase 3

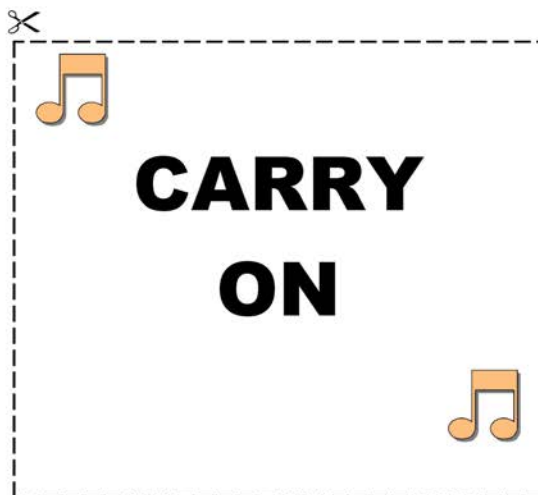
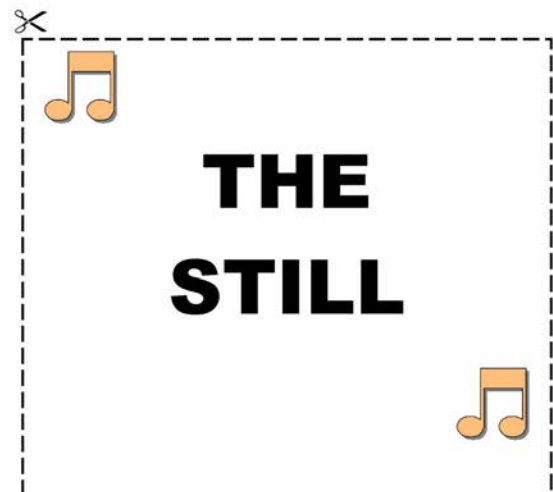
- Q1. What ship is currently operating in _____ (the OPI should select a current deployment)?
- A1. Depends on current deployments.
- Q2. What are three safety precautions to consider when using lifting devices?
- A2. Wear a helmet, do not enter the safety zone and do not walk under the load.
- Q3. What is the purpose of a splay tackle?
- A3. To prevent the legs of a sheer from separating.
- Q4. How many turns should a head lashing consist of?
- A4. Eleven to fifteen.
- Q5. What part attaches to the load on sheers?
- A5. Main purchases.
- Q6. The bottom of a sail is known as what?
- A6. Foot.
- Q7. What part of the sailboat houses the centreboard?
- A7. Centreboard trunk.
- Q8. What should the crew of a sailboat do to help prevent heeling?
- A8. Hike.
- Q9. What does PFD stand for?
- A9. Personal floatation device.

Phase Four

- Q1. Name one civilian maritime organization.
- A1. Department of Fisheries and Oceans, Canadian Coast Guard, etc.
- Q2. What is turning a sailboat so its bow passes through head to wind known as?
- A2. Tacking.
- Q3. The side the boat that the wind passes over first is known as what?
- A3. Windward side.

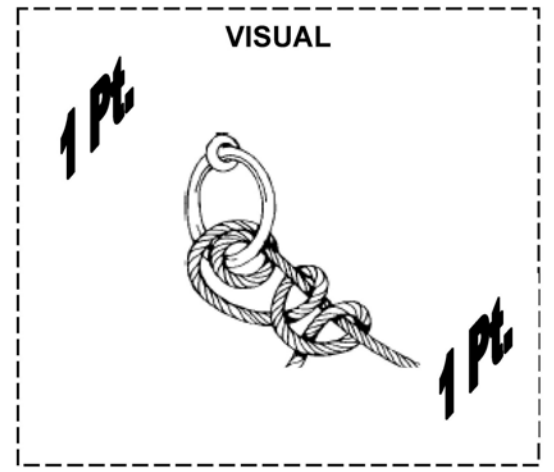
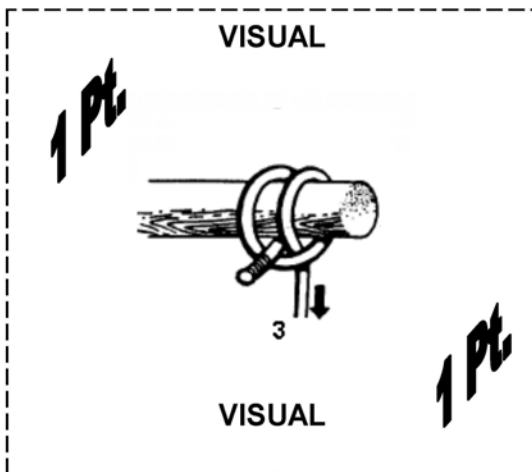
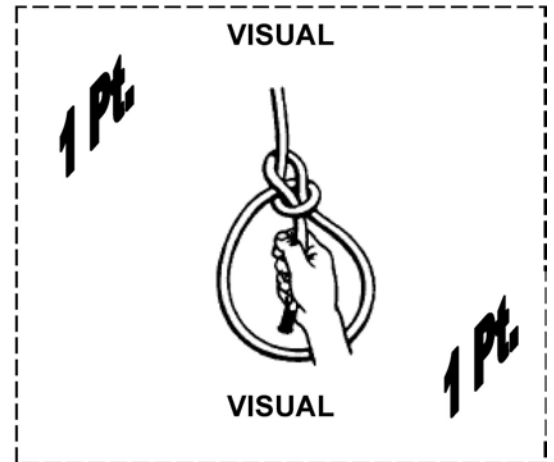
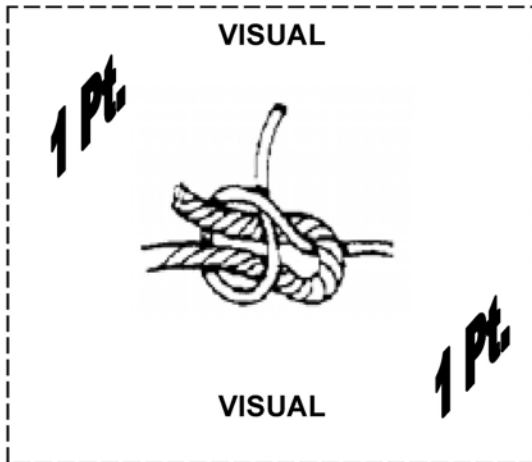
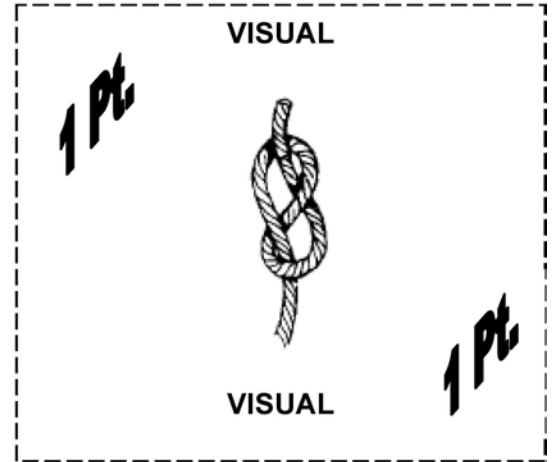
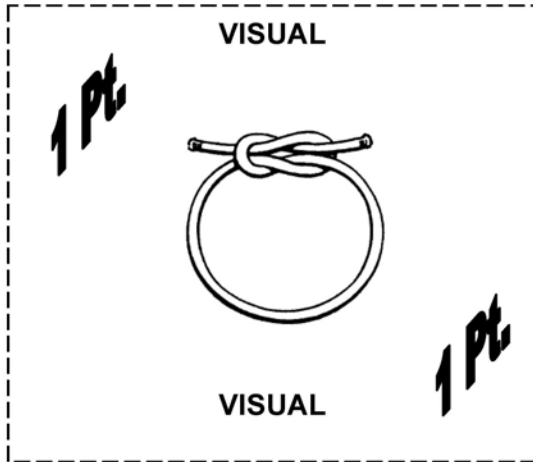
THIS PAGE INTENTIONALLY LEFT BLANK

BOATSWAIN'S CALL CARDS



THIS PAGE INTENTIONALLY LEFT BLANK

TASK CARDS





TIE KNOTS

5 PTS.

BOWLINE

TIE KNOTS *5 PTS.*

TIE KNOTS

5 PTS.

FIGURE 8

TIE KNOTS *5 PTS.*

TIE KNOTS

5 PTS.

SHEET BEND

TIE KNOTS *5 PTS.*

TIE KNOTS

5 PTS.

REEF KNOT

TIE KNOTS *5 PTS.*

TIE KNOTS

5 PTS.

GLOVE HITCH

TIE KNOTS *5 PTS.*

TIE KNOTS

5 PTS.

**ROUND TURN
2 HALF HITCHES**

TIE KNOTS *5 PTS.*



WHO AM I?
3 PTS
Stop the line from
running all the
way out the
fairleads
WHO AM I? **3 PTS**

WHO AM I?
3 PTS
Start tying me by
making a six
somewhere in
the line
WHO AM I? **3 PTS**

WHO AM I?
3 PTS
You can use me to
temporarily tie
up a small boat
WHO AM I? **3 PTS**

WHO AM I?
3 PTS
Lines different
diameters?
I think I can
help.
WHO AM I? **3 PTS**

WHO AM I?
3 PTS
I am often used as
the start when
tying your
shoes
WHO AM I? **3 PTS**

WHO AM I?
3 PTS
My hitches should
always be made with
the running end going
in the same direction.
WHO AM I? **3 PTS**



DEFINITION

2 PTS.

REEF KNOT

DEFINITION **2 PTS.**

DEFINITION

2 PTS.

SHEET BEND

DEFINITION **2 PTS.**

DEFINITION

2 PTS.

BOWLINE

DEFINITION **2 PTS.**

DEFINITION

2 PTS.

FIGURE 8

DEFINITION **2 PTS.**

DEFINITION

2 PTS.

CLOVE HITCH

DEFINITION **2 PTS.**

DEFINITION

2 PTS.

**ROUND TURN
2 HALF HITCHES**

DEFINITION **2 PTS.**

TYPES OF SHIPS



Note. From Department of National Defence, 2006. Retrieved March 11, 2006, from http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/283/ETD02-0081-30_l.jpg

Figure 1 HMCS Algonquin



Note. From Department of National Defence, 2006. Retrieved on March 11, 2006, from http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/710/cx2003-0152-22c.jpg

Figure E-2 HMCS Brandon



Note. From Department of National Defence, 2006. Retrieved on March 11, 2006, from http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/334/Sailpast.jpg

Figure E-3 HMCS Regina



Note. From Department of National Defence, 2006. Retrieved on March 11, 2006, from http://www.navy.forces.gc.ca/cms_images/ship_site_images/ship_gallery/509/prot11.jpg

Figure E-4 HMCS Protecteur



Note. From JCOMMOPS, 2001-2008 Retrieved on March 11, 2006, from http://www.jcommops.org/graph_ref/cargo_ship-3.jpg

Figure E-5 Cargo Vessel



Note. From CBS News. Retrieved on March 11, 2006, from <http://www.cbsnews.com/images/2006/03/24/imageSJU10103232114.jpg>

Figure E-6 Cruise Ship



Note. From Newfoundland Photo Gallery. Retrieved on March 11, 2006, from <http://www.geocities.com/Heartland/Pointe/5181/nfld/smallwood.jpg>

Figure E-7 Car Ferry



Note. From CMT Consulting Management Technology Retrieved on March 11, 2006, from <http://www.cmt-gmbh.de/tanker%20ship.jpg>

Figure E-8 Tanker



Note. Retrieved on March 11, 2006, from <http://ei4hq.shacknet.nu/corkHarbour/tugs/original/Gerry%20O'Sullivan%201.jpg>

Figure E-9 Tug Handling Supply Vessel

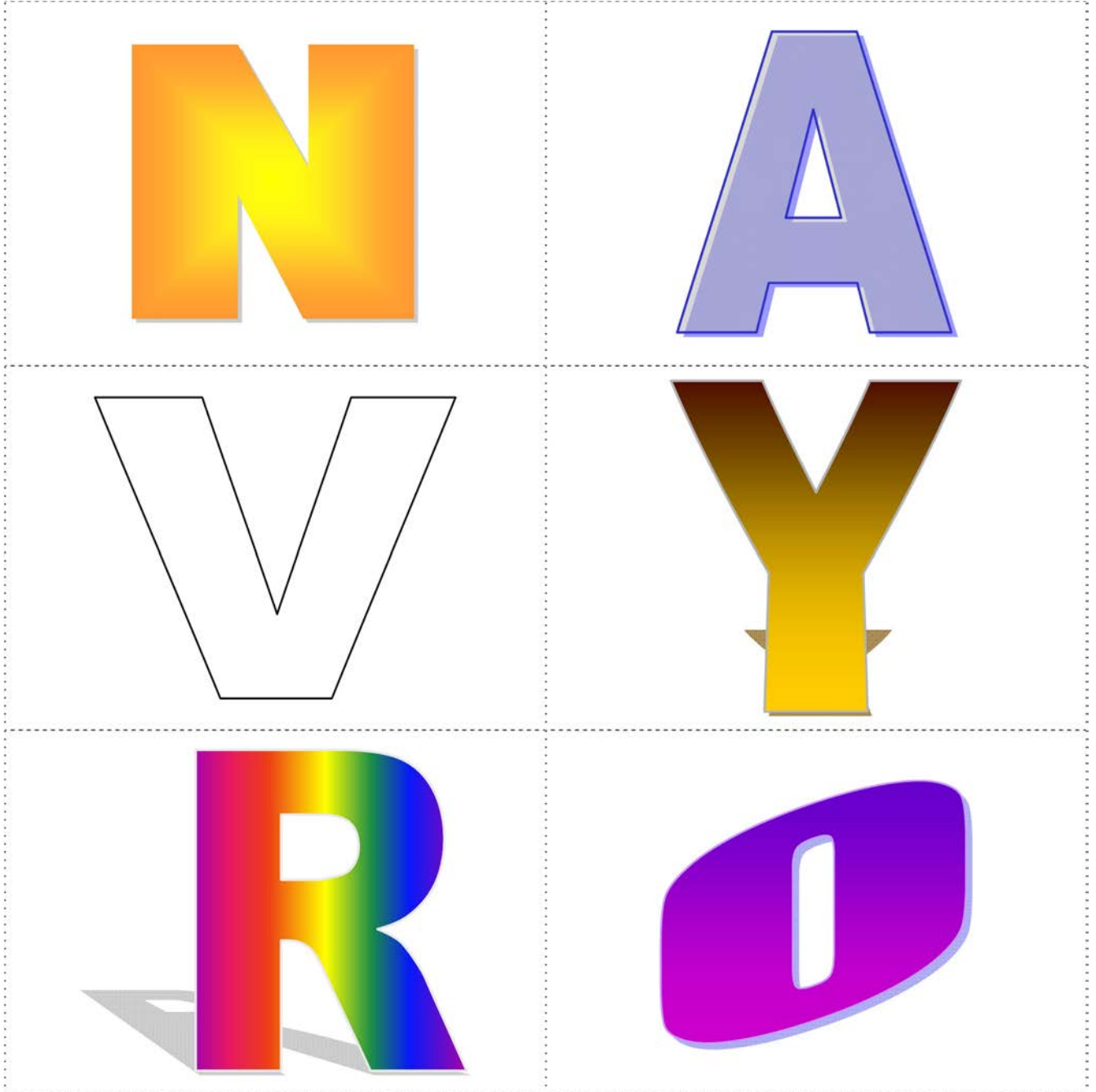
THIS PAGE INTENTIONALLY LEFT BLANK

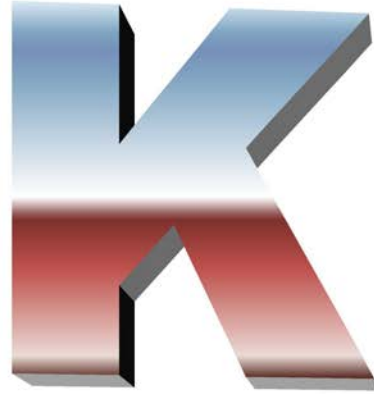
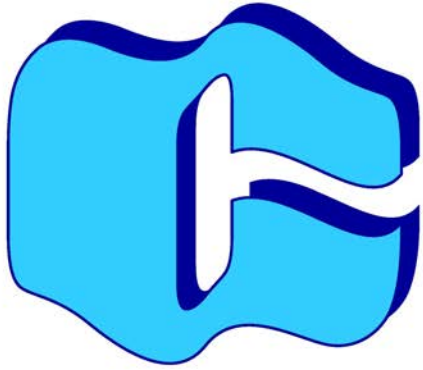
MOST LIKE ME ACTIVITY SHEET



THIS PAGE INTENTIONALLY LEFT BLANK

SECRET MESSAGE CARD





Secret Message—"NAVY ROCKS"

CHAPTER 16

PO X24 – SAIL A SAILBOAT IN ACCORDANCE WITH SAIL CANADA CANSAIL LEVEL 1



ROYAL CANADIAN SEA CADETS

ALL TRAINING LEVELS

INSTRUCTIONAL GUIDE

SAIL



PO X24 – SAIL A SAILBOAT IN ACCORDANCE WITH SAIL CANADA CANSAIL LEVEL 1

Total Time:

One weekend

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-601/PG-001, *ROYAL CANADIAN SEA CADETS PHASE ONE QUALIFICATION STANDARD AND PLAN*.

THIS PAGE INTENTIONALLY LEFT BLANK

CHAPTER 17

PO X25 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND



ROYAL CANADIAN SEA CADETS

ALL TRAINING LEVELS

INSTRUCTIONAL GUIDE

NAUTICAL TRAINING



PO X25 – PARTICIPATE IN A NAUTICAL TRAINING WEEKEND

Total Time:

One weekend

THERE IS NO INSTRUCTIONAL GUIDE PROVIDED FOR THIS EO. REFER TO THE LESSON SPECIFICATION LOCATED IN A-CR-CCP-601/PG-001, *ROYAL CANADIAN SEA CADETS PHASE ONE QUALIFICATION STANDARD AND PLAN*.

THIS PAGE INTENTIONALLY LEFT BLANK