



ROYAL CANADIAN SEA CADETS

PHASE FIVE INSTRUCTIONAL GUIDES

(ENGLISH)

Cette publication est disponible en français sous le numéro A-CR-CCP-605/PF-002.

Issued on Authority of the Chief of the Defence Staff

Canada



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Issued on Authority of the Chief of the Defence Staff

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

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Contact Officer: D Cdts 3-2-4 – Sea Cadet Program Development Staff Officer

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FORWARD AND PREFACE

1. **Issuing Authority.** This Instructional Guide (IG) A-CR-CCP-605/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 Five 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-605/PG-001, *Royal Canadian Sea Cadet Phase Five 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 IGs, 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.



Introduction of material to be presented in the section.



Personal question to which a written answer is expected.



Did you know?

Information meant to add to the interest level of self study packages.



Activate Your Brain

Confirmation question to which a written answer is expected.
An answer key is provided at the end of each self study package.



Instructions on where to get more information on the subject.



Rhetorical question meant for reflection. A written answer is not expected.



Question that refers to previously taught mandatory material. A written answer is expected.



Information to explain or clarify the content of a self study package.



Indication of the end of the content within a self study package. If applicable a final exercise will follow which the cadet will complete and return to the course / training officer.

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

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**COMMON TRAINING
PHASE FIVE
INSTRUCTIONAL GUIDE**



SECTION 1

EO M501.01 – DEFINE GLOBAL CITIZENSHIP

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-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 as it is an effective way to generate interest and orient the cadets to globalization and distinguish between local, national and global citizenship.

A group discussion was chosen for TPs 3 and 4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about global citizenship. 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 cadets' verbal communication and listening skills.

An in-class activity was chosen for TP 5 as it is an interactive way to provoke thought and stimulate an interest in developing a definition of global citizenship.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have defined global citizenship.

IMPORTANCE

It is important for cadets to define global citizenship because individuals are increasingly being asked to rethink their conceptions of identity as they adjust to the realities and challenges of a highly-integrated world.

Teaching Point 1**Explain globalization.**

Time: 5 min

Method: Interactive Lecture

GLOBALIZATION

Globalization refers to the increasing integration of economies around the world and specifically refers to the:

- efficient movement of goods, services and money across international borders;
- efficient movement of people (labour) across international borders; and
- efficient movement of knowledge (technology) across international borders.

Globalization is not new and has been going on for centuries, but in the last two decades the process has been sped up by factors, such as:

- the development of economic opportunities in new foreign markets;
- the negotiation of numerous free trade agreements, such as the North American Free Trade Agreement (NAFTA) between Canada the United States and Mexico, the Canada–Costa Rica Free Trade Agreement and the Dominican Republic–Central American Free Trade Agreement (DR–CAFTA) of which Canada is a member because of NAFTA and its agreement with Costa Rica; and
- advances in technology.

These developments have lead to dramatic increases in cross-border trade, investment and migration so large that today, globalization is often described as "farther, faster, cheaper and deeper."



The United Nations (UN) estimates that as of 2009 there were more than 200 million people living in countries other than their own, excluding irregular and illegal migrants. In the developed world, the percentage of migrants in the total population more than doubled from 1960 to 2005, from four percent to ten percent.
(<http://www.globalpolicy.org/globalization/cases-of-globalization/47935.html>)

Technology has been particularly important for increased globalization. Advances in information technology have given consumers, investors and businesses new tools for identifying and pursuing economic opportunities including:

- faster and more accurate analysis of economic trends around the world;
- easy transfer of assets; and
- efficient methods of long distance communication and collaboration with partners around the world.

Globalization is controversial, however. Those who favour globalization argue that it allows poor countries and their citizens to develop economically and raise their standard of living. Those who argue against globalization claim that it mainly benefits large multinational corporations and business executives at the expense of local businesses, cultures and people.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What is globalization?
- Q2. What three factors have increased the pace of modern day globalization?
- Q3. Why is globalization controversial?

ANTICIPATED ANSWERS:

- A1. Globalization refers to the increasing integration of economies around the world and specifically refers to the movement of goods, services and money across international borders, the movement of people (labour) across international borders and the movement of knowledge (technology) across international borders.
- A2. The pace of modern day globalization has been increased by the development of economic opportunities in new foreign markets, the signing of free trade agreements and technological advances.
- A3. Globalization is controversial because some argue that it allows poor countries and their citizens to develop economically and raise their standard of living. Others argue against globalization and claim that it has mainly benefited large multinational corporations and business executives at the expense of local businesses, cultures and common people.

Teaching Point 2

Distinguish between local, national and global citizenship.

Time: 10 min

Method: Interactive Lecture

In Canada, the word "citizen" generally refers to an inhabitant of a city, town, province or nation and the word "citizenship" generally refers to the quality of being a citizen of a particular city, town, province or nation and can be defined as:

Local citizenship. Local citizenship refers to being a member of a specific city, town or province. Depending on where Canadians live, they have certain rights, privileges, advantages or disadvantages created by their particular political, economic, social and geographical environment.

National citizenship. National citizenship refers to the rights and obligations that Canadians have because they live in Canada. Every Canadian citizen is granted certain rights based on Canada's tradition of democracy and respect for human dignity and freedom. These rights are found in *Canada's Human Rights Codes* and in the *Canadian Charter of Rights and Freedoms* and include:

- **Equality rights.** Every citizen is entitled to equal treatment before and under the law, and equal protection and benefit of the law without discrimination.
- **Democratic rights.** Every citizen has the right to participate in political activities including voting and being elected to political office.
- **Legal rights.** Every citizen has the right to be presumed innocent until proven guilty, the right to retain a lawyer and to be informed of that right and the right to an interpreter in court proceedings.
- **Mobility rights.** Every citizen has the right to enter and leave Canada and to move and take up residence in any province.

- **Language rights.** Every citizen has the right to use either the English or French language in communications with the federal government and certain provincial governments.
- **Minority language education rights.** In general, English and French minorities in every province and territory have the right to be educated in their own language.

Canadians also enjoy fundamental freedoms of religion, thought, expression, peaceful assembly and association. If Canadian citizens have their rights violated by the federal, provincial or territorial governments or their rights are violated by others, Canadian citizens can challenge that action in court.

Global Citizenship. Global citizenship is a relatively new term, but it is based on an ancient concept. In both ancient Greece and Rome, a citizen was someone who not only belonged to a place, but was also someone who played a role in improving society and making life better. As time passed and interaction between different countries and cultures increased, ancient people began to call themselves "citizens of the world" or "global citizens." These historical definitions show that citizenship has never been simply about belonging to a place but is also about making positive changes, and considering the wider environment.

In Canada, as elsewhere, there are a variety of opinions about what global citizenship means. These opinions range from the idea that everyone is a global citizen because they all live on one planet to the idea that, in a legal sense, there is no such thing as a global citizen because there is no such thing as a world government. Regardless, there is a consensus that global citizenship goes beyond simply knowing that everyone is a citizen of the planet and reflects more the idea that all citizens of the planet have a collective responsibility to each other and the planet itself. In this regard, everyone belongs to one community, the planet, and consequently has a stake in the well-being of that community and its people.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What does local citizenship mean?
- Q2. Name three rights that all Canadians have.
- Q3. How is global citizenship different from local and national citizenship?

ANTICIPATED ANSWERS:

- A1. Local citizenship refers to being a member of a specific city, town or province and the rights, privileges, advantages or disadvantages created by their particular political, economic, social and geographical environment.
- A2. Canadians have the right to equal treatment and protection before the law, the right to vote and be elected to political office, the right to be presumed innocent until proven guilty, the right to retain a lawyer and to be informed of their rights, the right to an interpreter in court, the right to enter and leave Canada and the right to live in any Canadian province, the right to use either the English or French language when communicating with the federal government and certain provincial governments and the right to be educated in their own language.
- A3. Local and national citizenship has mainly to do with our rights as Canadians but global citizenship has more to do with thinking of the planet as a community and how we think and act in recognizing our collective responsibility for the well-being of that community.

Teaching Point 3**Identify the characteristics of a global citizen.**

Time: 15 min

Method: Group Discussion



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

BACKGROUND KNOWLEDGE

Canada has often been described as a community of communities because of its many different ethnic groups, who are encouraged to preserve and celebrate elements of their unique cultures. The world is in Canada because of the diversity of its founders—First Nations, French, and English—the successive waves of immigrants who have helped shape Canada’s self-image over the last century, and the choices Canada has made to make bilingualism and multiculturalism official government policy.

Canadians see themselves in the world, as evidenced by the value they place on peacekeeping, development assistance to underdeveloped countries and various forms of international cooperation. Canada, for example, has a Minister of International Cooperation, responsible for the Canadian International Development Agency (CIDA), among other things, to ensure that Canada fulfills its international obligations.

Consequently, Canadians find it very easy to accept the idea that global citizenship goes beyond simply knowing that everyone is a citizen of the planet and reflects more the idea that all citizens of the planet have a collective responsibility to each other and the planet itself.

The collective responsibility that all citizens have toward each other and the planet itself include:

- recognizing and condemning injustice and inequality;
- having a desire and ability to work against injustice and inequality wherever it is seen;
- thinking and behaving in ways that value Earth and safeguard the future for those who follow;
- believing individuals can make a difference;
- engaging with distant places and different cultures;
- exploring what links them to other people, places and cultures; and
- learning from, as well as about, other people, places and cultures.

Global citizens participate in decisions concerning their lives and actively work to improve the political, economic, social, cultural and environmental conditions in which they live. Global citizens express themselves through involvement in different activities in the various communities—local, national, global—of which they are a part. Expressions of global citizenship can range from helping out in a local soup kitchen, volunteering during times of national emergency or donating time and money to emergency relief in distant parts of the world.

With the impacts of globalization apparent in every dimension of daily living—employment, nutrition, lifestyle choices, health—it is important to understand that local relates to global. A global citizen is someone who cares about themselves, how they act and how their actions impact others locally, nationally and globally. A global citizen is someone who is willing to act if they feel that the world they live in is not what it should be and honestly feels that by taking action locally regarding various issues is in fact acting globally.

Global citizens generally:

- are aware of the wider world and have a sense of their own role as a world citizen;
- respect and value diversity;
- have an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally;
- are outraged by social injustice;
- participate in and contribute to the community at a range of levels from local to global;
- are willing to act to make the world a more sustainable place; and
- believe in individual accountability.

Today, everyone is a global citizen whether they are conscious of it or not. Global interdependence happens every day and everyone relies on countless different people from all over the world for the clothes they wear, the food they eat and the technology they use. Daily living in Canada is constantly affected by what people are doing around the world.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

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

SUGGESTED QUESTIONS:

- Q1. Why is Canada often described as a community of communities?
- Q2. Give some examples of how Canada sees itself in the world.
- Q3. What elements of collective responsibility do Canadians have toward each other and the planet?

Q4. What is meant by the phrase "local is global" as it relates to global citizenship?

Q5. What are the characteristics of a global citizen?

Q6. Why is everyone a global citizen?



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 points have been covered.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the group discussion about the characteristics of a global citizen will serve as the confirmation of this TP.

Teaching Point 4

Recognize the importance of being a global citizen.

Time: 10 min

Method: Group Discussion



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

BACKGROUND KNOWLEDGE

The world is unfair and unequal, and global citizenship promotes challenging and changing this. More than 6.7 billion people live on this planet in vastly different conditions. About 1 billion people—nearly one in six—live in extreme poverty on less than a dollar a day.



In countries in Sub-Saharan Africa, poverty remains a daily threat. On that part of the African continent, 33 million children were not enrolled in primary school in 2005. (<http://www.canadiangeographic.ca/worldmap/cida/about.asp?language=EN&Resolution=800x600>)

Around the world, 854 million people still go to bed hungry every night and each minute, one woman dies during pregnancy or childbirth because she did not receive adequate or prompt care.



The 1998 Human Development Report from the United Nations (UN) stated that the amount people in Europe and North America spend a year on pet food, cosmetics and perfume (\$37 billion) would provide basic education, water and sanitation, basic health and nutrition to all those without those things, with \$9 billion leftover. ([www.http://hdr.undp.org/en/reports/global/hdr1998/](http://hdr.undp.org/en/reports/global/hdr1998/))

Central to global citizenship is the importance of learning about and from the experience of others, both at home and abroad. Global citizenship acknowledges that informed individuals can change things by becoming activists and making good choices about how they behave.

Society is diverse, and global citizenship empowers everyone, especially younger people, to counter the many forms of ignorance and intolerance within it. Attitudes of empathy and respect for diversity, as well as the skills of co-operation and negotiation, are essential to combat the prejudice and discrimination which currently exist in the world.

Global citizenship encourages individuals to challenge the misinformation and stereotyped views that exist about Third World countries, now commonly referred to as Majority World countries because they contain the majority of the world's population. There are many generalizations, assumptions and half-truths about Third World countries. Unbiased learning requires individuals to think critically about issues such as this, which is a key element of global citizenship.

Countries of the world are interdependent and global citizenship encourages everyone to recognize their responsibilities toward each other. There are many similarities and links between people across the globe, not only in terms of personal needs and aspirations, but also regarding communications and trade.



How far can an email be sent? Where do all the tasty food items that people enjoy everyday come from?

The world is rapidly changing and global citizenship is about flexibility and adaptability as well as about a positive image of the future. To create a fairer and safer world, there needs to be a clear vision of what this world should look like, as well as the means to attain it and global citizenship helps provide this.

Central to global citizenship is the importance of learning from the experience of others, both in the individual's own society and beyond. Global citizenship acknowledges that individuals can change things by making informed choices about how they behave.

Global citizenship may appear to be an ideal concept that is essentially an unattainable goal. However, one key element of global citizenship is that individuals can make a difference and that philosophy must be used as a source of encouragement. While the world has many problems that are not easy to solve, many countries have made remarkable progress in the last several decades. Overall, poverty is decreasing and today, 82 percent of people in the world can read and write which is the highest percentage in history. Between 1960 and 2005, life expectancy in developing countries increased by almost 20 years, from 47 to 65. Some developing countries have built up their economies to the point where they are now major competitors in the international marketplace.



"What we do for ourselves dies with us. What we do for others and the world remains and is immortal." Albert Pine ([www.http://thinkexist.com/quotes/albert_pine/](http://thinkexist.com/quotes/albert_pine/))

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 examples of inequality in the world?
- Q2. How does global citizenship prepare individuals to function in a diverse society?
- Q3. How are countries of the world interdependent?
- Q4. What important philosophical idea should individuals always keep in mind regarding global citizenship?
- Q5. What evidence is there that the world situation is improving?



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 points have been covered.

CONFIRMATION OF TEACHING POINT 4

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

Teaching Point 5

Conduct an activity where the cadets will build a global citizen.

Time: 10 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets build a global citizen.

RESOURCES

- Four packages of sticky notes (different colors),
- Pens / pencils,
- Coloured markers, and
- Flip chart paper.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Tape sheets of flip chart paper together to make a large rectangle.
2. Draw around one person to get an outline of their body or simply draw a large outline of a figure on the flip chart paper.
3. Have the cadets write around the outline using words and / or phrases learned during this lesson to describe a global citizen.
4. Have the cadets choose the most important words and / or phrases and write them on sticky notes without communicating with other cadets.
5. As a group, place the sticky notes around the outline. It does not matter if words are repeated.
6. Have the cadets discuss the words and / or phrases used to describe a global citizen and note those that appear the most often.
7. Fill in any important words or phrases that may have been missed.

8. Organize the words and / or phrases that have appeared most often by placing them around the outline using the following criteria:
 - **Knowledge (head).** Place characteristics having to do with understanding and knowledge around the head.
 - **Actions (hands).** Place characteristics having to do with activities that global citizens engage in around the hands.
 - **Attitudes (feet).** Place characteristics having to do with what global citizens think around the feet.
9. If time permits, discuss the characteristics most important for a global citizen.

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 defining a global citizen activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Like other countries of the world Canada is constantly changing and Canadians are always being influenced by competing values and interests. Historically, Canadians have consistently demonstrated a spirit of compromise and tolerance toward diversity because as a nation Canada was born out of diversity. Today, individual Canadians must ensure that their institutions balance promoting Canadian interests with international cooperation in a constantly changing world. Global citizenship contains a set of principles, values and behaviours which can accomplish this.

INSTRUCTOR NOTES / REMARKS

Nil.

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**COMMON TRAINING
PHASE FIVE
INSTRUCTIONAL GUIDE**



SECTION 2

EO C501.01 – REFLECT UPON INDIVIDUAL GLOBAL CITIZENSHIP

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

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

Photocopy the self study package located at Attachment A for each cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to reflect upon global citizenship at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have reflected upon individual global citizenship.

IMPORTANCE

It is important for cadets to reflect upon individual global citizenship because globalization affects daily choices in all aspects of their life. It will help them recognize, as they move into adulthood, the competitive challenge created by globalization in all aspects of Canadian life.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet reflect upon individual global citizenship.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance to the cadet as required.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the self study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Upon the completion of the self study package, record the result in the cadet's logbook and training record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Globalization is an ongoing phenomenon that affects all aspects of daily living, is most likely irreversible and will continue at an increased pace. Whether they realize it or not, everyone is a global citizen with a collective responsibility to see that the effects of globalization are beneficial for Canadians and the world at large.

INSTRUCTOR NOTES / REMARKS

Nil.

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GLOBAL CITIZENSHIP AND YOU



SECTION 1: GROWING UP GLOBAL AND DIGITAL
SECTION 2: REVEAL YOUR TRUE IDENTITY
SECTION 3: TAKE IT GLOBAL

SECTION 1
GLOBALIZATION AND DAILY LIVING

How many times have you heard the word "generation" applied to a particular group of people? Sometimes words like "hard-working", "spoiled", "intelligent" and "selfish" are used to describe various generations of people.



What is your generation? To what group do you belong and what are people saying about you? Put a check by the label (s) below which you think have been used to describe your generation:

GENERATION Y / Z	INTERNET (I) GENERATION
GENERATION WHY	MILLENNIALS
GENERATION NEXT	DIGITAL GENERATION
ECHO BOOMERS	NET GENERATION

Did you have trouble deciding? Have you seen or heard any of these labels before? In actual fact, most of them have been used at different times to describe your generation. However, "digital generation" and "net generation" or the "I Generation" are most commonly used to describe those whose birth dates range from the mid 1970s to the late 1990s although there is disagreement on fixed dates.



Generally, you have been described as:

optimistic	hopeful	connected 24/7	independent
technically savvy	determined	goal-oriented	success driven
structured	multi-tasker	inventive	creative

Make a list of four characteristics that best describes you.

But all the descriptors are not flattering. You are also sometimes described as:

- Screenagers.** You are addicted to computer screens.
- Shameless.** You are careless about what you post online.
- Adrift.** You are spoiled by your parents and afraid to choose a path in life.
- Dishonest.** You download and share information, music, etc that belongs to others.
- Slackers.** You waste time with online socializing at work and find it difficult to hold a nine-to-five job.

The one unifying characteristic of your generation, however, is that you are the first to grow up in a global era totally surrounded by digital media.

GROWING UP GLOBAL

Globalization refers to the increasing integration of economies around the world and specifically refers to the:

- efficient movement of goods, services and money across international borders;
- efficient movement of people (labour) across international borders; and
- efficient movement of knowledge (technology) across international borders.

Generally, people distinguish between economic, political and cultural globalization.

Economic Globalization



On whom do you depend everyday?

When thinking about on whom you depend everyday, you probably thought of those closest to you, such as parents, relatives, teachers, and friends. You probably didn't realize that you also depend on a man in Brazil, a woman in Ghana and a boy or a girl in Pakistan as a result of economic globalization.

Economic globalization, a process that has resulted from human innovation and technological progress, refers to the increasing integration of economies around the world through the movement of goods, services, and money across international borders. The term also includes the movement of people (labour) and sometimes knowledge (technology) across international borders.

As a result of increasing globalization, everyday you depend on people from all around the world to make your clothes, produce your food and manufacture the items you use in daily activities. Some of the more common items and the country in which they may be made include:



Did you know?

During a normal day you depend on numerous countries throughout the world for the clothes you wear, the food you eat and the activities you engage in?

Clothing

- **Shirts.** Shirts and other clothing made of cotton are made in countries, such as **Malawi** and **India** because cotton grows best in warm climates.
- **Jeans.** Many types of jeans are made in Bangladesh by women who work on the factory production line.
- **Footwear.** Many types of footwear are made in the US, Burma and Thailand.



Take a look at the tags on the clothing you wear. Where were they made? How many say "Made in Canada"?

Breakfast

- **Orange juice.** **Brazil** is the world's biggest producer of oranges which are grown in huge plantations because of the warmth and sunshine.
- **Tea.** Many types of tea come from **Sri Lanka** where tea plants are grown in plantations called "Tea Estates." "Pickers" take the green leaves off the plant and then let them dry, so that they can be ground down into tea.

- **Cereal.** Cereals that you eat are made mainly from rice and maize (corn). **Argentina** provides most of your cereal.
- **Coffee.** Coffee is really a fruit and the coffee cherries are picked from a coffee plant which grows in a climate that is warm and humid. After the cherries are picked, they are split open and the coffee beans are taken out and dried.



Did you know?

The five highest coffee producing nations are **Columbia, Vietnam, Kenya, Cote d'Ivoire (Ivory Coast)** and the State of **Hawaii** in the **US?**



How does the relationship between coffee producing countries and coffee consuming countries illustrate economic globalization?



Just for fun ... don't over think this but list as many nicknames or slang terms used to describe coffee as you can think of.

_____	_____
_____	_____
_____	_____
_____	_____

Snacks

- **Chocolate.** Most of the chocolate you eat comes from the **Ivory Coast** in West Africa.
- **Sweets.** The sugar in the sweets you eat comes mainly from countries in the Caribbean like **Jamaica**.

Lunch

- **Bananas.** Many of the bananas you eat are grown in **Ecuador**.
- **Grapes.** Grapes are grown all over the world but those grown in **Greece** are most popular.
- **Sandwich.** Bread for your sandwich is mainly made from flour (rye, barley, rice or most commonly wheat), salt and water and **China** is the country which grows the most wheat.
- **Crisps.** Many varieties of crisps are made from dehydrated or dried potatoes and some of the companies that produce dehydrated potatoes are in **Belgium**.

Dinner

- **Rice.** Rice is grown from seed in "paddy" fields in Asian countries such as **Vietnam**.
- **Pasta.** The **Italians** invented the pasta that you love to eat.
- **Chicken.** Some of the chicken you eat especially frozen chicken and products like chicken nuggets come from **Thailand**.

- **Beef.** Nearly half of the beef you eat comes from **Argentina**.
- **Cheese.** Cheese is very popular and one of the most popular cheese-making countries is **France**.

Activities

- **Sports.** Many sports companies have factories in Asian countries, such as **Pakistan**.
- **Automobiles.** Most cars and other vehicles are made in the **US, Germany, Japan and Korea**.
- **Toys.** Many of your plastic toys, video games and puzzles are made in **Taiwan**.
- **Pens and pencils.** Most of the pens and pencils that you use are made in **China**.



Consider the clothes you have worn, the food you have eaten for snacks and meals and the activities you have participated in and list the countries that you have relied on today.

_____	_____
_____	_____
_____	_____
_____	_____

No doubt China figured prominently in your day. China is a special case and it would be difficult to list all the products made in that country and exported throughout the world. However, an examination of the relationship between the American corporation Wal-Mart and China illustrates how these two partners alone influence economic globalization.



Did you know?

As of 2009, Walmart:

- has almost 5000 stores in 10 countries worldwide;
- has 39 stores in 15 cities around China;
- has supply contracts with more than 5000 Chinese companies;
- gets 70% of all the products in its stores from China; and
- intends to increase its trade with China by 10% every year.

(<http://www.organicconsumers.org/corps/Walmartchina113004.cfm>)



Walmart's inventory of stock produced in China was valued at US\$18 billion in 2009. If Walmart was a country, it would rank as China's eighth largest partner ahead of Russia, Australia and Canada.

(<http://www.organicconsumers.org/corps/Walmartchina113004.cfm>)



Activate Your Brain # 1:

Look at the facts above and explain how Walmart and China are helping to increase economic globalization.

Response:



Check out Sara Bongiorni's book, *A Year Without "Made in China"* at <http://www.amazon.ca/Year-Without-Made-China-Adventure/dp/0470116137>

Globalization is a very controversial issue and opinions vary as to its pros and cons. Undoubtedly, there are some unscrupulous corporations who take advantage of workers in developing countries and pay low wages to have their goods produced and then sell them for huge profits. However, to say that all corporations are poor global citizens is a stereotype and you will be challenged to distinguish the good from the bad.

Since the early 1990s, the fair trade movement with its umbrella organization the Fairtrade Labelling Organization (FLO) International, has worked to ensure that producers and workers in developing countries get a better deal.



Did you know?

That one way for you to act as a global citizen is to support companies that conduct business responsibility in developing countries? Look for this symbol on products in stores in your neighbourhood ...



Figure A-1 Fair Trade Symbol

Note. From "Econsciousmarket", 2009, *World Fair Trade Day*. Retrieved December 8, 2009, from <http://www.econsciousmarket.com/eco-times/world-fair-trade-day/>

TransFair Canada is a national, nonprofit fair trade certification organization and the only Canadian member of the Fairtrade Labelling Organizations International (FLO). What it does can be broken down into three main categories:

Certification. TransFair Canada is responsible for certifying that Canadian products bearing the Fair Trade certification marks meet international Fair Trade standards and monitors products once they enter Canada to ensure that what is sold as Fair Trade Certified meets that standard.

Licensing. TransFair Canada licenses Canadian companies to use the Fair Trade certification marks on their products, and ensures that these marks are used in a way that is misleading to the public.

Promotion. TransFair Canada works alongside community groups, companies, and individual citizens to promote and build momentum for Fair Trade certified products through media campaigns and promotional materials.



Did you know?

The FLO International announced in December 2009 that the Kit Kat bar is going Fairtrade? The move by Nestlé, which kicked off in mid-January 2010 when the first certified Kit Kat bars arrive on shop shelves, will benefit thousands of farmers in Côte d'Ivoire, also known as the Ivory Coast, who produce cocoa from which chocolate is made. Côte d'Ivoire, which is one of the world's poorest countries, produces 40 percent of the world's cocoa and one in four people directly or indirectly rely on cocoa farming for their livelihood. (http://www.fairtrade.org.uk/press_releases_and_statements/december_2009/kit_kat_gives_cocoa_farmers_in_cote_divoire_a_break.aspx)

Political Globalization

Traditionally, politics takes place within national political systems. National governments, such as the Government of Canada, are responsible for maintaining the security and economic welfare of their citizens, as well as the protection of human rights and the environment within their borders.

Citizens normally pay attention to political activities within their country but as a result of globalization they now pay attention to political activity at the global level. One consequence of living in a global world is that the decisions and actions of international organizations affect countries and people all over the world. Some of these include:

- **The International Monetary Fund (IMF)** is the world's central organization for international monetary cooperation and its primary purpose is to ensure the stability of the system of currency exchange rates and international payments that enables countries to buy goods and services from each other. To accomplish its purpose the IMF:
 - reviews national, regional, and global economic and financial developments;
 - provides advice to its 184 member countries, encouraging them to adopt policies that create economic stability and raise living standards;
 - serves as a forum where countries can discuss the national, regional, and global consequences of their policies;
 - makes loans to member countries when their payments to other countries exceed their earnings; and
 - provides technical assistance and training to help developing countries achieve economic stability and growth;

- **The World Bank** which is a source of financial and technical assistance to developing countries around the world. It is not a bank in the common sense and is made up the International Bank for Reconstruction and Development (IBRD) and the International Development Association (IDA), owned by 186 member countries of the World Bank. Together, they provide low-interest loans and interest-free grants to developing countries for education, health, public administration, infrastructure, financial and private sector development, agriculture, and environmental and natural resource management; and
- The **World Trade Organization** (WTO) which is the international organization whose primary purpose is to open trade for the benefit of all. The WTO helps negotiate agreements aimed at reducing obstacles to international trade and helps implement and monitor these agreements as well as settle trade disputes between countries. The WTO currently has 153 members, of which 117 are developing countries. The WTO's main activities include:
 - negotiating the reduction or elimination of barriers to trade and agreeing on rules governing the conduct of international trade;
 - administering and monitoring the application of the WTO's agreed upon rules for trade;
 - monitoring and reviewing the trade policies of its members;
 - settling trade disputes among its members;
 - helping train developing country government officials in international trade matters;
 - conducting economic research in support of the WTO's other main activities; and
 - educating the public about the WTO, its mission and activities.



The World Bank, the IMF, and the WTO have tremendous power and influence, but are often accused by citizens around the world of excluding the opinions of the developing countries they are supposed to help and who are the most seriously affected by their policies. They claim that policies of these organizations are often developed behind-the-scenes and are heavily influenced by the larger and wealthier member countries.



Not surprisingly, massive citizen protests generally develop when these organizations meet. Numerous groups including university students, trade unions, faith-based and peace groups come together to oppose what they consider to be business-driven and undemocratic decision making that take advantage of developing countries. Check out <http://www.globalissues.org/article/45/public-protests-around-the-world> for more information.

Another form of global political involvement is to join non-governmental organizations (NGOs) which are groups and institutions that are entirely or largely independent of government whose objectives are mainly humanitarian rather than commercial. NGOs include charitable and religious associations that raise private funds for development, distribute food and family planning services and promote community organization. They also include independent cooperatives, community associations, water-user societies, women's groups and pastoral associations. Citizen groups that raise awareness and influence policy are also NGOs.

Members of these and other organizations act globally by forming alliances with organizations in other countries and using global communications systems to influence international organizations instead of working through their national governments.



Check out these sites for more information about the NGOs listed above:

<http://www.ifrc.org/>
<http://www.oxfam.org/>
<http://www.savethechildren.org/>
<http://www.care.org/about/index.asp>
<http://www.actionaid.org/>

Globalization of Culture

Technology has now created the possibility of a global culture. The Internet, social-networking sites, telecommunications, cellular communications, satellite technology, etc are dissolving cultural boundaries. The spread of values, behavioural norms, and culture generally is heavily tilted in favour of Western ideals. Over 80% of all websites in the world are in English and the majority of published material, including educational publications, on the Internet is in English. Small cultures and languages are in danger of disappearing due to the competition in the international marketplace where only the biggest international publishing and entertainment companies are able to produce high quality electronic materials. Global entertainment companies and other major corporations such as Walmart, McDonalds, Disney and Coca-Cola have the capability of manipulating personal tastes and may eventually determine what goods and services people want.

Some argue that the Internet and major corporations make it very difficult for governments to control its citizens and people around the world will follow their own interests and form partnerships with like-minded groups. According to this view, the control of culture which can be accomplished with technology, is seen as far more important than the control of political and geographical borders.

While the creation of one culture for the whole world may be an extreme position, it is true that technology makes it very easy to cross national borders and any effort by individual countries to exclude global pop culture usually makes the banned objects all the more irresistible.



Consider how Internet technology can be used to both help create cultural globalization and help prevent it.



Is a global culture, common to everyone in the world, a good or bad thing?

Response:

GROWING UP DIGITAL

The second part of the defining characteristic of your generation is that you are the first to be growing up completely surrounded by digital media. To you technology is a part of the natural landscape.

For the first time in history, your generation is more comfortable, knowledgeable, and literate, than your parent's generation, with an innovation that may allow you to develop and impose your culture on the rest of society. Through technology you have learned to play, communicate, and work very differently than anyone else in the past.



What bugs you more—stuck in traffic, standing in line at the store, or a slow connection?

You live in the high-speed, interactive world of email, cell phones, smartphones, Google, Facebook, Twitter, YouTube and countless other sites. The speed of delivery on the Internet is getting faster as high-speed broadband Internet access is now common. You can access a world of knowledge from your Blackberry, for example, or your mobile phone, which can surf the Internet, be used as a global positioning system (GPS), take photos, and swap text messages.

Just about every one of you has an iPod and a personal profile on a social-networking site such as Facebook, which lets you monitor your friends and be monitored by them all the time.



Did you know that according to one survey:

- 97% of you own a computer;
- 94% of you own a cell phone;
- 76% of you use instant messaging with 15% logged on 24/7;
- 34% of you use websites as primary news sources;
- 75% of you have a Facebook account; and
- 60% of you own an iPod or the equivalent.



How many of the statistics above apply to you personally?

_____	_____
_____	_____
_____	_____



For personal interest, do a survey of your corps, peer group, or school etc and see if the statistics just presented apply to them as well.

As a result of all technological activity, digital content is exploding at astronomical rates. As of 2007, the digital universe contained 281 000 000 000 gigabytes of digital content, which works out to about 45 gigabytes per person on the planet. The traces that you leave in the digital environment by taking pictures, making phone calls, uploading videos to YouTube, downloading digital content etc are your digital footprint.

But you control less than half your total digital footprint and your digital shadow is much larger. Your digital shadow includes images of you on surveillance cameras and records in banks, retail stores, airlines, telephone and medical databases, web searches, etc. In general, it is information about you in cyberspace.



How often do you actively and passively feed information about yourself in the digital environment? Go to <http://dsc.discovery.com/convergence/Koppel/interactive/interactive.html> and check it out. Can you find ways to reduce your digital footprint and digital shadow?

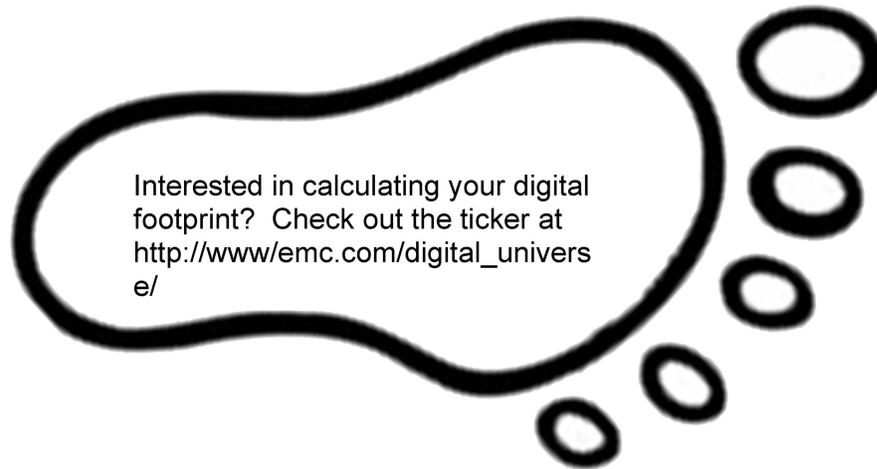


Figure A-2 Digital Footprint

Note. From "Pepperflood", 2009, *Blogspot.com*, Copyright 1999–2009 by J. Flood. Retrieved November 26, 2009, from <http://pepperflood.blogspot.com/>



Did you know?

Prospective employers and various other institutions and organizations screen social networking sites?

According to Canada's Privacy Commissioner, young Canadians need to "think twice" about how much personal information they post on the Internet and take greater responsibility for what they do online. You are choosing to open up your lives in ways your parents thought impossible and your grandparents thought unthinkable. Be careful what you post and follow these simple suggestions to protect yourself:

- google search yourself;
- untag any photos or correct erroneous information others may have posted about you;
- create a personal website; and
- follow through with fresh content and accurate information.



For more information, check out "6 tools to monitor your online reputation" at <http://www.dumblittleman.com/2008/10/6-tools-to-monitor-your-online.html>



Give it some thought

Who should be mainly responsible for policing social-networking sites? Consider which of these statements best describes your opinion?

- the user should be mostly responsible and exercise caution when using social-networking sites;
- Canada's Privacy Commissioner should be mostly responsible and propose legislation to protect Canadian's right to privacy online; or
- the sites themselves should change their third party access and protect their customer's right to privacy.



Did you know?

Canada's Privacy Commission is working to promote online privacy for you through its new website www.youthprivacy.ca? Check it out.

SECTION 2 REVEAL YOUR TRUE IDENTITY

Even though there are differing opinions, most people agree that global citizenship goes beyond simply knowing that everyone is a citizen of the planet and reflects more the idea that all citizens of the planet have a collective responsibility to each other and the planet itself. In this regard, everyone belongs to one community, the planet, and consequently has a stake in the well-being of that community and its people.

Just as your generation can be described as global and digital, it can also be described as a generation that believes in causes with a keen desire to give and volunteer with hands-on ways of improving the lives of people, domestically and internationally. You are global citizens and believe that you can change the world one donation, one voluntary activity, or one purchase at a time.



Did you know?

According to the report *Caring Canadians, Involved Canadians: Highlights from the 2007 Canada Survey of Giving, Volunteering and Participating*, 58% of Canadians between the ages of 15 and 24 volunteered on behalf of a group or organization?
(http://www.givingandvolunteering.ca/files/giving/en/csgvp_highlights_2007.pdf)



Global citizens are a new breed of activist trying to change the world, one voluntary activity at a time. Complete the survey below and reveal your true identity about giving and volunteering. There is no right or wrong answer. Pick the answer that best fits you.

Pick the answer that best fits you by shading in the appropriate bullet.

1. Before I support a cause or organization with my time or money I ...
 - Ask my friends what they know about it.
 - Check out the organization's website.
 - "Google" it.
 - Don't bother researching it. They all do good, right?
2. If I want to donate money to a cause or organization, I'll most likely ...
 - Get out my mobile and text to give.
 - Go online and check out the organization's website.
 - Whip out the ol' check book and then find an envelope and a stamp.
 - Solicit my friends and family for donations.
3. When looking for a job, I seek out organizations that ...
 - Match 100% of my charitable donations.
 - Match 100% of my Registered Retirement Savings Plan (RRSP) contributions.
 - Give employees time off to conduct volunteer work.
 - Have a strong connection to their community.

4. I consider volunteering ...
 - As essential to my daily routine as eating and checking email.
 - Something good to do when I can spare a couple of hours.
 - Too time consuming. I need time for "me."
 - Useless. How can one person make an impact?
5. When I want to take action and make a difference, I'm most likely to ...
 - Send an email or call my Member of Parliament (MP).
 - Develop my own online petition
 - Donate money.
 - Grab some friends to join me and volunteer.
6. If I want to share information about a cause that is important to me, I ...
 - Post it on my social network because it is a fast and easy way to reach a lot of people.
 - Go door to door and hand out pamphlets.
 - Blog it for the world to see.
 - Post it to Twitter in 140 characters or less.
7. When I'm buying a product, I ...
 - Research the company's commitment to social issues or the environment.
 - Just walk in. I'm there to buy a product, not do good.
 - Buy from companies that donate a portion of their proceeds to charity.
 - Will switch brands (price and quality being equal) if the second brand is associated with a good cause.
8. To change the world, we need ...
 - More money, time and people power.
 - More teamwork from government, business and ordinary people.
 - A laptop, a cell phone, an idea and me.
 - More action at the local level.



There is no right or wrong answer to this quiz. Its purpose is to encourage you to think critically and personally about each item and respond. For a more interesting online version of this survey, check out <http://www.socialcitizens.org/quiz> and compete with your peers to see who is more of a global citizen.

SECTION 3 TAKE IT GLOBAL



Did you know?

You and your friends contribute more to charity than the federal government of Canada? (<http://www.intercordiacanada.org/index.php/news/Canadian-youth-spend-more-of-their-money-on-foreign-aid-than-the-government/>)

In a 2008 poll conducted by Ipsos Reid for World Vision, Canadians age 14 to 18 reported donating, on average, about five percent of their money to international charitable organizations. By contrast Canada's federal government appends approximately two percent of its budget on foreign aid.

What can you do to become a better global citizen? Some suggestions include:

- Educate yourself about different regions of the world.
- Make ethical choices in your personal life and protect the environment.
- Participate in your own community and contribute to its well-being.
- Don't be apathetic; take an interest in what's going on.
- Constantly improve your communication skills and express yourself.
- Treat people as you want to be treated.
- Learn about different cultures and share your culture.
- Interact with people from diverse cultures and challenge injustice if necessary.
- Pick a cause and advocate for it.
- Reflect on your actions.
- Gain awareness of global affairs, and local and global issues.
- Believe that people can make a positive change in the world and become engaged.



Check out http://www.students.ubc.ca/current/download/global_engagement.ppt for more information on global citizenship.

There are numerous examples of young people who have become engaged and one of the more interesting examples is that of Michael Furdyk.



Did you know?

Michale Furdyk was born in Toronto, Canada in 1982. When he was in ninth grade, he and a couple of his friends launched an online magazine about computers called MyDesktop.com. In May 1999, when Michael was in the eleventh grade, they sold it for over \$1 million. In October 1999, Michael and his friend Jennifer Corriero started TakingItGlobal, which is an online space where young people could work together with others around the world to do something good. As of 2009, the site has members all over the world, only 30% of its members are from North America, and the conversation takes place in 248 languages. (Don Tapscott, *Grown up Digital*, p. 280)

You could be the next Michael Furdyk. There are several simple things you can do to become engaged in a digital world, such as:

1. Join a social networking site or even create your own. It's an easy way to connect with old friends or meet new ones who share your interests. Promote your cause online.
2. Share websites you like and find out what sites your friends are reading by using free social bookmarking.
3. Share photos of issues that are important to you.
4. Find videos relevant to a cause you care about or create your own and post them online.
5. Champion a cause by creating and personalizing a charity badge or widget. Email the link of your charity badge to family, friends and other contacts or post it online.
6. Use micro-blogging, sites such as Twitter to get your information out there and attract others to your cause.
7. Start a blog and invite your email contacts and people from your social network to your blog. Encouraging readers to leave comments is a great way to start online conversation.
8. Volunteer online. Various online programs, such as *In2Books* allow you to choose when and where to give your time.
9. Create online petitions through organizations such as, *The Point* and *Care2* to help promote the causes most important to you.
10. Donate to various causes through your cell phone. Text-to-give campaigns let donors make a secure donation to the cause they care about.



Did you know?

You can buy a chicken, a donkey, a sheep or a goat and improve someone's self-sufficiency, self-esteem and educational opportunities? Or that you and a few of your friends can help boys and girls play soccer?

Goats provide families with protein and income to help them survive. For \$100 you can buy one dairy goat which will give up to 250 L of milk a year. Buy two and they can be bred to produce 2–3 kids a year and eventually multiply into a whole herd. Give a leg-up to someone in need in a developing country.

For \$60 you and a few friends can buy six soccer balls and help children, who rarely see a new ball, enjoy a sport that maybe you love.



Figure A-3 Oxfam Goat

Note. From "Oxfam Canada", 2009, *Welcome to Oxfam Unwrapped*. Retrieved November 25, 2009, from http://www.boatnerd.com/pictures/special/ccgriffon/griffon2003_1230BS.jpg



For more information on these programs, check <http://www.oxfamunwrapped.ca/category.php?category=2> or check out the World Vision Catalogue at www.worldvision.ca



Have you heard about voluntourism? As the word implies, voluntourism combines vacation travel with volunteering at the destination visited. Search the Internet and you'll find dozens of organizations both nonprofits and commercial deeply involved in organizing volunteering vacations. The best site to learn about voluntourism is VolunTourism International (www.voluntourism.org). Check it out.



Congratulations, you have completed your self study package on EO C501.01 (Reflect Upon Individual Global Citizenship). Hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

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ACTIVATE YOUR BRAIN ANSWER KEY



Activate Your Brain # 1:

Look at the facts above and explain how Walmart and China are helping to increase economic globalization.

Response:

Answers will vary but the cadets should make a connection between the facts that economic globalization refers to the increasing integration of economies around the world particularly in terms of the movement of goods across international borders which is aided by Wal-Mart because they have 5000 stores in 10 countries around the world and get 70% of their commodities from China.

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**COMMON TRAINING
PHASE FIVE
INSTRUCTIONAL GUIDE**



SECTION 3

EO C501.02 – ANALYZE A GLOBAL ISSUE

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

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

Photocopy the self study package located at Attachment A for each cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

Provide the cadet with a list of websites on global issues which can be used for Activate Your Brain #3.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to analyze a global issue at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have analyzed a global issue.

IMPORTANCE

It is important for cadets to develop the ability to critically analyze different, often conflicting, information sources in order to access reliable information and become informed about issues important to them.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet analyze a global issue.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and training record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Complete Section 3—Analyze a Global Issue.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

At times, it can be difficult to judge the truthfulness and accuracy of information because there is so much information available. Learning how to determine the accuracy and authority of an information source is one of the most important skills that you will develop as you try to develop an understanding of controversial global issues.

INSTRUCTOR NOTES / REMARKS

Nil.

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Analyze A Global Issue



SECTION 1: CONTROVERSIAL ISSUES IN BOOKS AND PERIODICALS
SECTION 2: CONTROVERSIAL ISSUES AND INTERNET SOURCES
SECTION 3: EVALUATING WEBSITES

SECTION 1

DEALING WITH CONTROVERSIAL ISSUES IN BOOKS AND PERIODICALS

WHAT ARE CONTROVERSIAL ISSUES?

It is very difficult to say what the future will be like but what is certain is that you will be faced with decisions about a wide range of issues about which people have contradictory views. One important element of global citizenship is thinking critically about controversial issues and making informed choices as you exercise your individual rights and carry out your obligations to others.

Controversial issues are those that have a political, social or personal impact and deal with questions of value and belief. Such issues can be local or global, ranging from bullying, personal lifestyle, and banning cars from school property to the effects of globalization or climate change.



Controversial issues are usually complicated, with no easy answers and are issues on which people hold strong views based on different experiences, interests and values.

Almost any issue can become controversial if one side of an issue is presented in a way that raises the emotional response of those who might disagree.



Where do you get your information about controversial issues?

According to a 2008 Canadian Media Report nearly 75% of you get your news from the Internet while less than 10 % of you get your news from the traditional media, such as newspapers, television, radio and magazines. These statistics represent a significant increase in the use of the Internet for news from similar surveys conducted earlier and approximately 24% of you have left the traditional media because of a lack of trust.



Do you personally mistrust the traditional media to accurately report the news?

If you do, it is probably because like others of your generation you have come to realize that:

- in order to attract audiences, media companies often focus on stories of disaster and problems rather than good news which is most likely to be less dramatic; and
- news companies, just like other businesses, are owned by individuals who may have a particular point of view they wish to promote.

Consequently, you have turned to other media for information about current global issues. However, you should realize that living in an information age can be both a blessing and a curse. It is a blessing because there are many sources of information available but it is a curse because not all information sources contain accurate information.



Your challenge is to distinguish between the good and the bad as you educate yourself about what is going on in the world.

CONTROVERSIAL ISSUES IN BOOKS AND PERIODICALS

You can begin evaluating physical information sources, such as books or articles in periodicals, even before you have the physical item in your hand. Evaluate such a source by first examining the bibliographic citation which is the written description of a book, journal article, essay, or some other published material that appears in a catalog or index. Information in a bibliographic citation usually includes the:

- author,
- publication date,
- edition or revision,
- publisher, and
- title.

This information can help you determine the usefulness of this source for your purpose.

A FIRST LOOK—BIBLIOGRAPHIC INFORMATION

Author

Determine the author's credentials which includes:

- educational background,
- previous writings,
- work experience, and
- area of expertise.

Further, try to determine if the author is:

- cited in other sources, and
- associated with a reputable institution or organization.

Publication Date

It is important that your information sources are up-to-date because the world is changing very fast especially in the business, the science, and technology sectors.



Did you know?

The publication date is often located on the face of the title page below the name of the publisher? If the publication date is not there, look for the copyright date on the reverse of the title page?

Edition or Revision

Determine if this is a first edition or not. Further editions of a source indicate that it has been updated with current information. Also, if a source has many printings or editions, it may indicate that the source has become a standard source in this area and is reliable.

Publisher

The publisher can be a good clue as to the reliability of a source. For example, if the publisher is a university, it is likely to be a scholarly source that is reliable.



Did you know?

It is important to determine if the publisher has a connection with a particular political party, corporation or other organization, such as conservation groups? This kind of affiliation may indicate that the book or article is biased in favour of the viewpoints or beliefs of these groups?

A FINAL LOOK—EXAMINE THE CONTENTS

Information sources, such as journals, magazines and newspapers which may contain valuable, up-to-date information are not created equal. These types of publications are often categorized as:

- scholarly journal,
- news or general interest publication,
- popular magazine, or
- sensational magazine or newspaper.



It is crucial that you consider the type of publication before using it as an information source.

As you encounter these publications, consider the following:

Scholarly Journals

These publications are also called academic, peer-reviewed or refereed journals. Scholarly journals:

- have a summary of the article's contents before the main article;
- contain many graphs and charts but few if any glossy pages and dramatic pictures;
- always include a list of the information sources used in the article;
- are written by experts in that particular field whose personal information is generally located on the bottom of the first page;
- use technical language and requires the reader to have some background knowledge; and
- are usually published by professional organizations in the fields of medicine, law and education, for example, or are published by educational institutions such as universities.



Peer review means that several experts must examine and approve the content of an article before it is published.

News or General Interest Publication

These publications are usually attractive in appearance, published in magazine or newspaper format and contain articles that are often heavily illustrated with photographs. News or general interest publications:

- sometimes provide a list of information sources but not always;
- contain articles written by staff writers or editors, scholars or freelance writers;
- use language that requires a certain level of education but does not require the reader to be an expert;
- are usually published by businesses or individuals; and
- are intended to provide general information on a variety of subjects to a wide audience.



Do you personally know anyone who has written articles for a news or general interest publication?

Popular Magazines

Popular magazines come in many formats but are most often glossy and attractive looking with lots of colour graphics, such as photographs and drawings. Popular magazines:

- do not include lists of information sources;
- use information that is often second-hand or third-hand and the original source is rarely mentioned;
- contain articles that are very short and written in simple language; and
- are mainly intended to entertain the reader, sell products or promote a personal viewpoint.

Sensational Publications

Sensational publications are published in a variety of styles but usually in newspaper format. Sensational publications:

- use very simple language;
- most often use emotional or exaggerated language;
- depend on an audience that is very easily convinced of things;
- use flashy headlines that are designed to surprise the reader; and
- are intended to arouse curiosity or appeal to stereotypes.



Activate Your Brain #1:

Label the publications listed below as scholarly, news or general interest, popular or sensational. Write your response opposite the type of publication.

- National Geographic _____
- Reader's Digest _____
- Journal of the Canadian Medical Association _____
- The Globe and Mail _____
- The National Examiner _____
- Sports Illustrated _____
- Canadian Economic Review _____
- The Star _____



Try your hand at sensationalism. Write a headline that might appear on the front page of a sensational publication about a current global issue or news item.



Look online at <http://www.library.cornell.edu/olinuris/ref/research/skill26.htm> for more information on using books and articles from different types of publications.

SECTION 2

DEALING WITH CONTROVERSIAL ISSUES USING INTERNET SOURCES



Did you know?

Using the Internet carelessly is like going to the magazine section in a store, reaching out with your eyes closed and grabbing the first magazine you touch. What is the likelihood that you will find a reliable source? Now imagine that your local store owner prints up a magazine and puts it in the magazine section. Have your chances of getting an accurate reliable source increased or decreased?

Welcome to the Internet! Information is everywhere on the Internet and it is continuously being created and revised; therefore, the problem with accuracy becomes very important. Accurate information is important because it serves as the basis for your beliefs, decisions, choices, and understanding of the world, but on the Internet while such information is easily available, it ranges from the very good to the very bad.



Another analogy might be helpful. If you eat something harmful that you believe to be safe, you can become ill; if you avoid something good that you believe to be harmful, you have needlessly restricted your enjoyment of a certain aspect of life. The same thing applies to your attempts to understand what is going on in the world. How can you tell if something you are reading is true and reliable or false and unreliable?

FIRST LOOK—SCREENING THE WEB SITE



Did you know?

that examining a website's home page is the same as checking the bibliographic citation for a book and helps you determine the reliability of an Internet source?

Determine the Authority of the Site

Determining the authority of any particular website is especially important. Ask yourself these questions about the website:

- Is it absolutely clear which company or organization is responsible for the information on the site?
- Is there a link to a page describing what the company or organization does and the people who are involved normally referred to as an "About Us" page?
- Is there a valid way of making sure the company or organization is a real place that has real contact information? An email address is not enough.



If you answered "**NO**" to any of these questions the site is probably unreliable.

Determine the Accuracy of the Information

Eventually, while you are on the Web, you will encounter information that is not entirely true. In addition to determining the authority of a site, you also need to figure out if it is presenting accurate information. Ask yourself these questions about the information:

- Can I easily figure out who wrote the information?
- Are all factual claims clearly supported with documentary proof?
- Are there links to other sources?
- Are there any obvious grammatical and spelling errors which may indicate that the content is not accurate?
- How long ago was the page updated? Is there a date stamp on the article somewhere?
- Are the writer's qualifications clearly stated somewhere on the site?



Once again if you answered "**NO**" to any of these questions the site is probably unreliable.

Determine the Motivation of the Author

To find a non-biased information source, you will need to determine if the site has an interest in something other than providing accurate information. Ask yourself these questions:

- Does the writing seem fair and balanced or does it seem slanted toward a particular point of view?
- Can you determine from the site address who the site belongs to? Most organizations and businesses put their name in the Uniform Resource Locator (URL) unless they have a reason not to do so and this is a good way to determine quickly if the site is reliable. A piece on smoking and health created by the tobacco industry is most likely unreliable.
- Are the advertisements, if there are any, clearly separated from the content?



Any site that has a bias or a hazy line between the advertisements and the content is **NOT** a reliable site.

If the information is linked to an organization, try to determine its reliability by looking at the URL of the web page:

- if the URL ends with .edu, it is most likely an educational institution and most likely reliable;
- if the URL ends in .gc.ca, it is most likely a reliable government website; and



Government sites are usually good sources for statistics and objective reports.

- if the URL ends in .org it is usually a non-profit organization which can be good or bad depending on their goals or political biases.



Be aware that some websites with the .org ending are advocacy groups for a particular cause and are biased in favour of that particular cause.



Did you know?

A reputable online journal or magazine should contain a bibliography for every article. The list of sources within that bibliography should be extensive and it should include scholarly, non-Internet sources.



Did you know?

Network and cable news stations are also involved in entertainment and you should consider them a stepping stone to other sources. Every television and print news source has a website. To some extent, you can rely on the most trusted news sources, but you should not rely on them exclusively.

Use Common Sense

Just because something is on the Web does not mean it is reliable and accurate. Some common places to find opinions and works of fiction that can be disguised as facts are:

Blogs. Anybody can publish a blog on the Internet which makes it very difficult to determine the background of the blogger or get an understanding of their level of expertise. Many people create blogs simply to give themselves a forum to express their views and opinions.

Personal websites. A web page is much like a blog when it comes to being an unreliable source. Web pages are created by the public and it is sometimes difficult to determine which websites are created by experts and professionals on a given topic.



Did you know?

Using information from a personal website is a little like collecting information from strangers on the street.

Wiki Sites. Wiki websites can be very informative, but they can also be untrustworthy. Wiki sites allow groups of people to add and edit the information contained on the pages without any or little regard for their expertise in the particular field.



Is it acceptable to use Wikipedia as a source of information? Wikipedia contains a great deal of information and is probably best used to get a reliable overview of a topic which gives you a good place to start and a collection of links to other resources.

A FINAL LOOK—DETERMINE THE QUALITY



Did you know?

Determining the quality of information is more like an art than a science because there is no single perfect indicator of reliability, truthfulness, or value. Instead, you must make a decision about whether to use a source from a collection of clues or indicators.

When researching information from the Internet, use the **CAFÉ** (Challenge, Adapt, File, and Evaluate) strategy as you encounter new material. The **CAFÉ** strategy includes:

- **Challenge** the information by asking questions like: Who says so? Why do they say so? Why was this information created? Why should I believe it? Why should I trust this source? Is it truthful and reasonable?
- **Adapt** or raise your standard and require more evidence for stronger claims which conflict with commonly accepted ideas. The new information may be true but you should not automatically accept that it is true.
- **File** new information in your mind rather than immediately believing or disbelieving it. Do not jump to a conclusion or come to a decision too quickly. Simply file away for future reference that someone claims something to be the case and reserve judgement about believing or disbelieving it.
- **Evaluate** and re-evaluate regularly. New information or changing circumstances affects the accuracy of information. You should recognize that information is constantly changing especially in science, medicine, business and technology.

If the resource stands up to your initial examination, apply the **CARS** (Credibility, Accuracy, Reasonableness and Support) strategy to finally determine if you will use a particular source. The **CARS** strategy includes:

- **Credibility** means trustworthy. Look at the author's credentials, evidence of quality control, such as peer review, and the reputation of the organization when determining credibility. Your goal is to find an authoritative source that contains good information and evidence that allows you to trust it.
- **Accuracy** means the information is up-to-date, factual, detailed, exact, and complete. Your goal is to find a source that is correct today and not yesterday, which gives the whole truth.
- **Reasonableness** means the information is fair, balanced, objective, and logical without conflict of interest, errors, or slanted tone. Your goal is to find a source that presents the subject thoughtfully and reasonably, in a truthful manner.
- **Support** means the source has links, contact information, proof of its claims as supporting documentation. Your goal is to find a source that provides convincing evidence for the claims made which can be supported by at least two other sources.



It is important that you keep an open mind regarding important issues. When you are confronted with information that contradicts or confirms your personal opinion you must still be objective and regarding the reliability of the source.



Look online at <http://www.virtualsalt.com/eval8it.htm> for more information on the **CAFÉ** and **CARS** strategies.

SECTION 3 ANALYZE A GLOBAL ISSUE

MAJOR GLOBAL ISSUES

Some of the more important current global issues which are unlikely to go away in the near future include the following:

Population

World population passed 6 billion in 2000, up from 2.5 billion in 1950. It is projected to grow to 8 billion in 2025, 9.3 billion in 2050, and eventually to stabilize at 10.5–11 billion with almost all growth occurring in the developing world. The world will need to feed 5 billion more people, which combined with higher standards of living, will put enormous strains on land, water, energy and other natural resources.

Poverty and Inequality

Hunger is slowly declining in most developing countries but the degree of inequality between rich and poor is not getting better. The Sustainable World Coalition claims that as of 2009, there are still 1.2 billion people who live on less than \$1 per day.

Food Consumption

Food consumption per capita is increasing substantially around the world in both developed and developing countries. Food production is increasing, but continued increase is limited by available land and water, especially in Asia. Land suitable for agriculture is being used for economic development as the population of developing countries continues to increase and their economies improve through globalization.

Water

Water use is growing over twice the rate that population is growing and as of 2009, 70 % of water was used for agriculture. Development increases water use and hence water scarcity. Worldwide, half of all wetlands have been lost, and more than 20% of the 10 000 known freshwater species are extinct or threatened. By 2025, nearly half the world's population will experience water shortages.

Forests

The world's forests continue to shrink with the highest rate of decline in Africa followed by Latin America. Almost the entire decline is in tropical areas, which contain about half of all remaining forests. Expansion of agriculture is by far the main cause of deforestation. The loss of forests is lowering water quality and causing floods. About 10% of tree species are at risk of extinction.

Energy

Consumption of all types of energy is growing with the largest increase being fossil fuels. Biomass from burning wood and animal dung is used as the primary energy source in many developing countries but this causes air pollution and health problems although new burning techniques are helping. Renewable energy sources, mostly hydroelectric, account for 4–5% of the world's energy but solar and wind power in 2009, accounted for only 0.04% of the total.

Climate Change

Fossil fuel consumption and carbon dioxide emissions continue to grow especially in Asia and the United States (US). The level of consumption and emissions per capita is 10 times higher in the US than in the developing countries, and twice as high as in Europe. There are many signs of climate change, such as rising temperature, rising ocean levels, 40% melting of Arctic ice, and changing weather patterns including more intense droughts and more intense storms. Insurance payments from storm damage, has increased from \$2 billion per year in the 80s to \$30 billion in the 90s.

Health

Most deaths in the least developed countries are readily preventable. These deaths, often in childhood, are primarily due to communicable, environment-related diseases. Most common of these are due to lack of clean water and sanitation. In 2009, over one billion people still lack access to safe water and 2.5 billion lack adequate sanitation facilities with the great majority living in rural Africa and Asia.



Using the information contained in this lesson examine two websites, provided by your course officer, on an important global issue such as those described above by first applying the **CAFÉ** strategy and then the **CARS** checklist to decide which of the two sites contains the more reliable source.

EVALUATING WEBSITES CHECKLIST

CRITERIA	SATISFACTORY	UNSATISFACTORY	COMMENT
Credibility			
Author information			
Organization's reputation			
Quality Control			
Accuracy			
Factual			
Up-to-date			
Truthful and detailed			
Reasonableness			
Balanced			
Logical presentation			
Unbiased attitude			
Lacks errors			
Support			
Documentary proof			
Links			
Contact information			
Putting it all Together			
<p>Credibility. If your source contains author or organizational information which shows that they are reputable and also contains evidence of peer or editorial review ...</p> <p>Accuracy. If the information is factual, up to date, truthful and detailed ...</p> <p>Reasonableness. If the viewpoint appears to be logically presented without bias or errors ...</p> <p>Support. If your source contains proof of its claims and links to other sources with contact information then ...</p>			
YOU MAY HAVE FOUND A RELIABLE SOURCE!			



Congratulations, you have completed your self study package on EO C501.02 (Analyze a Global Issue). Complete the exercise in Section 3, in your own time, and then hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

ACTIVATE YOUR BRAIN ANSWER KEY



Activate Your Brain #1:

Label the publications listed below as scholarly, news or general interest, popular or sensational. Write your response opposite the type of publication.

National Geographic	News and general interest
Reader's Digest	Popular
Journal of the Canadian Medical Association	Scholarly
The Globe and Mail	News and general interest
The National Examiner	Sensational
Sports Illustrated	Popular
Canadian Economic Review	Scholarly
The Star	Sensational

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**COMMON TRAINING
PHASE FIVE
INSTRUCTIONAL GUIDE**



SECTION 1

EO M503.01 – CREATE A PROPOSAL

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-605/PG-001, *Phase Five 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 Proposal worksheet located at Attachment A for each cadet.

Photocopy the Create a Proposal Aide-Mémoire located at Attachment B for each cadet.

Photocopy the table of contents of A-CR-CCP-030/PT-001, *Water Safety Orders* for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for this lesson to orient the cadets to project management and the writing of a proposal.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to create a proposal.

IMPORTANCE

It is important for cadets to create a proposal as it is an important step in the achievement of a project. A well thought out proposal allows people to get a better understanding of the project's workload, the necessary requirements for the project and if the project is feasible in the first place.

Teaching Point 1**Define project management.**

Time: 5 min

Method: Interactive Lecture

PROJECT

A project always has the following components:

Specific outcomes. Product or result.

Defined start and end date. Projects do not go on forever. Projects are temporary and are created to achieve particular results. When the results are achieved, the project ends.

Established budgets. Required amount of people, funds, facilities, equipment, and information.

Projects vary:

- **Large or small.** Organizing an inter-corps sports competition is a large project. Organizing a sports event for senior cadets is a small project.
- **Involve a large of limited number of people.** Planning a corps sports event is a project that involves many people. Reorganizing the furniture in a bedroom is also a project even though it only involves a limited number of people.
- **"Business-related" or personal.** Organizing the corps's annual Christmas dinner is a business-related project. Having a dinner party for 12 people is a personal project.

PROJECT MANAGEMENT

Project management is the process of guiding a project from its beginning to its end. Project management includes three basic operations:

- planning;
- organizing; and
- controlling.

No matter what size the project, what needs to be performed is the same. Large projects may require more time to prepare than small projects but both still need to be structured.

Every project entails five phases:

1. **Conceive: Coming up with the idea.** This is the stage during which project managers come up with the project idea. It is at this stage that they determine the project's feasibility, its benefits and its limitations. At the end of this stage, project managers submit their project for approval.
2. **Define: Developing a plan.** This is the stage during which a detailed plan is developed.
3. **Start: Forming a team.** It is at this stage that people who need to know about the project are informed of it and are informed of their tasks.
4. **Perform: Doing the work.** This is when the work of the plan is put into action. This is where supervisors collect information (supervise) to identify deviations from the plans in order to apply corrective measures. This ensures that the objectives are attained.
5. **Close: Ending the project.** This is where a meeting is held to recognize achievements and discuss lessons that can be applied to the next project.

For small projects, the entire process can take a few days; larger projects may take many years. No matter how simple or complex the project, the process is the same.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What are the five phases of a project?
 Q2. What is project management?
 Q3. In what stage is the proposal developed?

ANTICIPATED ANSWERS:

- A1. The five phases of a project are:
- Conceive: Coming up with the idea.
 - Define: Developing a plan.
 - Start: Forming a team.
 - Perform: Doing the work.
 - Close: Ending the project.
- A2. Project management is the process of guiding a project from its beginning to its end.
 A3. The proposal is developed during the first stage, which is the conceiving stage.

Teaching Point 2

Explain the conceiving phase of a project.

Time: 10 min

Method: Interactive Lecture

All projects begin with an idea. Sometimes the organization has specific requirement for a project; sometimes there is more freedom in the choice.

CHOOSING A PROJECT

A project organized within the Canadian Cadet Organizations (CCO) should be in-line with its aim.



Ask the cadets to list the aim of the CCO.

The aim of the CCO is to:

1. Develop in youth the attributes of good citizenship and leadership through citizenship and leadership.
2. Promote physical fitness.
3. Stimulate the interest of youth in the sea, land and air activities of the Canadian Forces.

Cadets may be asked to participate in the organization of an exercise.

Here are examples of exercises that cadets may choose to organize:

- community service,
- CF familiarization,
- fitness and sports,
- marksmanship,
- seamanship,
- healthy living,
- navigation,
- leadership, or
- drill.

CHOOSING AN ACTIVITY OR ACTIVITIES

When the exercise is chosen, activities that relate to the exercise have to be generated. According to CATO 11-03, *Cadet Program Mandate*, the vision of the Cadet Program (CP) is "a relevant, credible, and proactive youth development organization, offering the program of choice for Canada's youth, preparing them to become better leaders of tomorrow through a set of fun, challenging, well-organized and safe activities." That vision should be kept in mind when determining activities for a cadet exercise.

A good method to generate ideas is brainstorming.



Ask the cadets to list some guidelines on how to carry out a brainstorming activity.

Here are some guidelines:

- Write everything that comes to mind.
- Critique is prohibited: all ideas are welcomed.
- Use others ideas to generate new ideas.
- Produce a maximum of ideas.

For example, if cadets choose a fitness and sports exercise, they may brainstorm activities, such as:

- a race,
- a swim session,
- a karate session,
- a downhill skiing day,
- a boxing training session, and
- a tabloid event.

Before making a final decision, it is important to consider a few factors:

- the activity's or activities' goals, and
- the limitations that may stop the exercise from happening.



The age of participants should also be taken into consideration. What may be fun for first year cadets may not be as fun for third year cadets.

DETERMINING THE ACTIVITY'S OR ACTIVITIES' GOALS

Each activity that is part of the exercise has to have a specific goal. The goal of each activity should meet the CCO's aim.

Goals should be specific, measurable, achievable, relevant, and timed. Having clear expectations makes it easier to ensure the project maintains the right direction.



Ask the cadets to explain the concept of making goals SMART.

- **Specific.** The aim of the goal must be defined and everyone involved must be aware of it.
- **Measurable.** A standard to assess achievement must be identified.
- **Achievable.** The goal must be realistic and all required resources must be accessible to accomplish it.
- **Relevant.** The goal must be worthwhile for the people involved
- **Timed.** The goal must be able to be completed within the given time.

DETERMINING LIMITATIONS

At this stage, project managers have to determine the limitations that may put a stop to their project.

Such limitations may include:

- policies, and
- resources, such as:
 - schedule / time,
 - personnel,
 - transportation,
 - finance, and
 - equipment.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What is the aim of the CCO? Why is it important to know it?
- Q2. What is a method of generating ideas for activities?
- Q3. What are some limitations that may put a stop to a project?

ANTICIPATED ANSWERS:

A1. The aim of the CCO is to:

- Develop in youth the attributes of good citizenship and leadership through citizenship and leadership.
- Promote physical fitness.
- Stimulate the interest of youth in the sea, land and air activities of the Canadian Forces.

It is important to know the aim of the CCO because a project organized within the Canadian Cadet Organizations (CCO) should be in-line with its aim.

A2. Brainstorming is a method of generating ideas for activities.

A3. Limitations that may put a stop to a project include:

- policies, and
- resources, such as:
 - schedule / time,
 - personnel,
 - transportation,
 - finance, and
 - equipment.

Teaching Point 3

Explain the parameters of cadet activities with reference to policies.

Time: 5 min

Method: Interactive Lecture

A policy is a course or a principle of action created to guide leaders and to provide them with parameters for carrying out cadet activities. There are many policies and safety procedures to ensure cadets are participating in fun and challenging training safely. Those policies and procedures have to be taken into account when an exercise is being organized.

CADET ADMINISTRATIVE TRAINING ORDERS (CATOs)

CATOs contain a list of policies that apply to the administration and training of cadets across the country. Some policies restrict some activities and give guidance on others. For example, CATO 13-12, *Supervision of Cadets* describes the requirements for the number of instructors needed for each type of activity that may be carried out to ensure proper supervision.

WATER SAFETY ORDERS



Distribute the table of contents of A-CR-CCP-030/PT-001, *Water Safety Orders* to each cadet.

Water Safety Orders is a document that gives guidance on the organization of on-the-water (OTW) activities.

The document contains information on:

- water safety orders,
- powerboat safety orders,
- rowing safety orders,
- sailing safety orders,
- canoe / kayak safety orders,
- swimming safety orders, and
- scuba diving.

The information refers to floatation, the number of staff per cadet, wind, weather, equipment, clothing, night operation, wearing of shoes, capsizing drills, etc.



Other documents exist to guide leaders when planning various activities. They include:

The DND/CF *General Safety Guide for the Cadet Program* has been produced to assist leaders in the fulfillment of their safety leadership responsibilities. It can be found online at <http://www.cadets.ca/content-contenu.aspx?id=64062>

The A-CR-CCP-177/PT-001, *Cadet Marksmanship Program Reference Manual* contains guidance on the organization of marksmanship activities.

Some regions or detachments may have additional orders which amplify or clarify directives found in national documents.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS:

- Q1. Which documents contain a list of national policies that apply to the administration and training of cadets across the country?
- Q2. What document must be used when organizing an activity on the water?
- Q3. What type of information can be found in this document?

ANTICIPATED ANSWERS:

- A1. CATOs.
- A2. Water Safety Orders should be used when planning OTW activities.
- A3. Information on the activities and the various safety procedures to be followed can be found in this document.

Teaching Point 4

Explain how to write a proposal.

Time: 5 min

Method: Interactive Lecture

A proposal should tell how, when, by whom, and for how much. It needs to contain enough information for the supervisor to either accept or refuse the project.

By writing a proposal, it becomes clear to supervisors what the project will produce and the resources needed to carry it out.



Distribute the Create a Proposal worksheet to the cadets.

The proposal should include the following information:

- project title (type of exercise),
- activities selected,
- objective(s) of each activity, and
- limitations, such as:
 - policies,
 - schedule / time,
 - personnel,
 - finance, and
 - equipment.



Distribute the Create a Proposal Aide-Mémoire to the cadets.

Once the proposal is complete, it is submitted to the appropriate authority for approval.

CONFIRMATION OF TEACHING POINT 4**QUESTIONS:**

- Q1. What information should be included in a proposal?
- Q2. What are examples of limitations?
- Q3. What needs to be done when the proposal is complete?

ANTICIPATED ANSWERS:

- A1. A proposal should include the following information:
- project title (type of exercise),
 - activities selected,
 - objective(s) of each activity, and
 - limitations.
- A2. Some examples of limitations include:
- policies,
 - schedule / time,
 - personnel,
 - finance, and
 - equipment.
- A3. Once the proposal is complete, it is submitted to the appropriate authority for approval.

END OF LESSON CONFIRMATION

The cadets' creation of a proposal will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is evaluated IAW A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 3, Annex B, 503 PC.

CLOSING STATEMENT

Creating a proposal is an important step to making a project happen. The more thought put into the proposal, the more defined your ideas are, the easier the rest of the stages of the project should be. Creating a proposal clarifies the scope of the project and how much of a commitment is needed to make it happen.

INSTRUCTOR NOTES / REMARKS

Cadets will be given the opportunity to create a proposal, as a member of a group, as part of their OJT.

REFERENCES

A0-003 Director Cadets. (2006). *Cadet administrative and training orders index*. Retrieved May 25, 2006, from <http://www.cadets.ca/support/cato-oaic/intro.aspx>

A1-010 A-CR-CCP-030/PT-001 Director Cadets 4. (2008). *Water safety orders*. Ottawa, ON: Department of National Defence.

C0-452 Universite de Montréal. (2009). *Le remue-méninges*. Retrieved October 29, 2009, from http://www.ebsi.umontreal.ca/jetrouve/projet/etape1/brain_1.htm

C3-252 ISBN 978-0-470-04923-5 Portny, S. E. (2007). *Project management for dummies*. Hoboken, NJ: Wiley Publishing.

CREATE A PROPOSAL

Group members: _____

Date: _____

PROJECT:			
Selected Activities	Objectives	Limitations (Resources Required)	Others (Specify)

Approximate time needed for planning and preparation: _____

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Create a Proposal Aide-Mémoire

Steps to follow to create a proposal

1. Choose the project.
2. Choose the activity or activities.
3. Determine the goal of each activity.
4. Determine the limitations of each activity.

Questions to help you create a proposal and make a plan

Here is a list of questions to keep in mind when planning an activity. Some apply to the proposal planning stage and some need to be taken into consideration later in the process. Either way, it is good to be aware of these questions throughout the entire process.

- Are there policies that apply to this activity (eg, supervision)?
- Are there specific safety procedures to follow?
 - fire regulations,
 - medical / emergency situations,
 - weather,
 - equipment, and
 - specialist instructor.
- What are the requirements (if applicable) for:
 - transportation,
 - facilities,
 - supervision,
 - equipment,
 - food and water,
 - time,
 - specialist instructors, and
 - hygiene maintenance?
- What are the costs associated with the activity?
- Is there the potential for a Plan B (eg, bad weather, insufficient number of instructors)?
- Are there particular requirements for the cadets:
 - for dress / clothing,
 - to bringing lunch, and
 - to have a specific level of fitness, knowledge, or ability?

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COMMON TRAINING
PHASE FIVE
INSTRUCTIONAL GUIDE



SECTION 2

EO M503.02 – PREPARE AN EXERCISE

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-605/PG-001, *Phase Five 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.

Make OHPs of Figures A-1 and A-2 located at Attachment A.

Photocopy Exercise Plan Example located at Attachment B for each cadet.

Photocopy Exercise Plan Template located at Attachment C for each cadet.

Photocopy the Guided Discussion Worksheet located at Attachment D.

PRE-LESSON ASSIGNMENT

Have the cadets bring their Aide-Mémoire of EO M503.01 (Create a Proposal) to the class.

APPROACH

An interactive lecture was chosen for TPs 1, 2 and 4 to orient the cadets to the planning and preparation of an exercise.

An in-class activity was chosen for TP 3 as it is an interactive way to provoke thought and stimulate interest about plan format.

A guided discussion was chosen for TP 5 as it allows the cadets to discuss sustaining motivation during a project by sharing opinions, knowledge and experience with the group. The instructor, through a series of guided and follow-up questions, is able to stimulate the cadet's interest in sustaining motivation during an activity. The guided discussion contributes to the cadets' listening skills and team development.

INTRODUCTION

REVIEW

QUESTIONS:

- Q1. What is project management?
- Q2. What are the three basic operations included in project management?
- Q3. What are the five phases of project management?

ANTICIPATED ANSWERS:

- A1. Project management is the process of guiding a project from its beginning to its end.
- A2. Project management includes three basic operations:
- planning;
 - organizing; and
 - controlling.
- A3. The five phases of a project are:
- conceive: coming up with the idea;
 - define: developing a plan;
 - start: forming a team;
 - perform: doing the work; and
 - close: ending the project.

OBJECTIVES

By the end of this lesson the cadet shall be expected to prepare an exercise.

IMPORTANCE

It is important for cadets to know how to prepare an exercise, as it is not only a transferable skill, but it also gives them the tool to take initiative in organizing various events that will benefit cadets in their corps.

Teaching Point 1**Explain the concept of a project audience.**

Time: 5 min

Method: Interactive Lecture

A project audience is any person or group that supports, is affected by, or is interested in a project. A project audience can be inside or outside the organization.

Knowing your project's audience helps you to:

- plan whether, when and how to involve them; and
 - determine whether the scope of the project is bigger or smaller than you originally had thought.
-

ACTIVITY

Time: 4 min

OBJECTIVE

The objective of this activity is to have the cadets see the scope a project audience can take.

RESOURCES

- Paper, and
- Pen / Pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Have cadets take out a piece of paper and a pen / pencil.
2. Inform the cadets that you will read a question to which they will have two minutes to write as many answers as possible.
3. Read the following question: "The senior cadets from this unit have decided to organize a sports competition between this corps and two other corps in the area. They are hoping to hold the competition three months from now in a local school gym. The competition will start at 0800 hrs and end at 1600 hrs and lunch will be provided to the entire group (estimation 100 cadets). Who needs to be contacted or informed for this event to happen?"
4. Allow two minutes for cadets to write their answers.
5. Alternating, have each cadet share one answer from their list and why they believe that those people should be involved in or informed of the project.
6. Answers may include:
 - cadets from all corps,
 - officers from all corps,
 - parents from all corps,
 - corps parents committee from all corps,

- school authorities,
- equipment related personnel (supply officer or equipment rental agency),
- restaurant personnel (if planning on ordering food for the group),
- cleaners, and
- cadet detachment.



The list is not exhaustive. Cadets may have provided other answers that are correct. If they can correctly justify why certain people are involved, then their answer should be accepted as correct.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

Teaching Point 2

Time: 25 min

Explain defining the plan.

Method: Interactive Lecture

There are many steps that need to be taken when defining a plan. They are as follows:

1. developing a work-breakdown structure (WBS);
2. determining precedence;
3. developing a schedule;
4. determining team members' skills and knowledge;
5. defining team members' roles and responsibilities;
6. determining and planning non-personnel resources;
7. identifying risk;
8. preparing a tracking system; and
9. confirming team members' participation.

DEVELOPING A WORK BREAKDOWN STRUCTURE (WBS)

Psychologists say human brains can normally comprehend 7–9 items simultaneously. For that reason, a project with dozens or even thousands of tasks may often be overwhelming. Project managers can deal with such projects by organizing the numerous tasks into phases to make them more manageable.

The most important guideline when preparing an exercise is thinking in detail. Project managers often underestimate the time and resources they need because they do not recognize everything they have to do to complete their tasks.

The WBS is a representation of all the tasks that have to be completed. The WBS allows leaders to see all tasks in an organized manner.

Those representations may take various forms. They are often displayed in the form of a hierarchical tree, but they can also be in the form of a tabular list.

As examples, Figure 1 shows a WBS for a hypothetical banquet and Figure 2 shows a WBS for a report preparation.



Show the cadets the slide of Figure A-1 located at Attachment A.



Show the cadets the slide of Figure A-2 located at Attachment A.

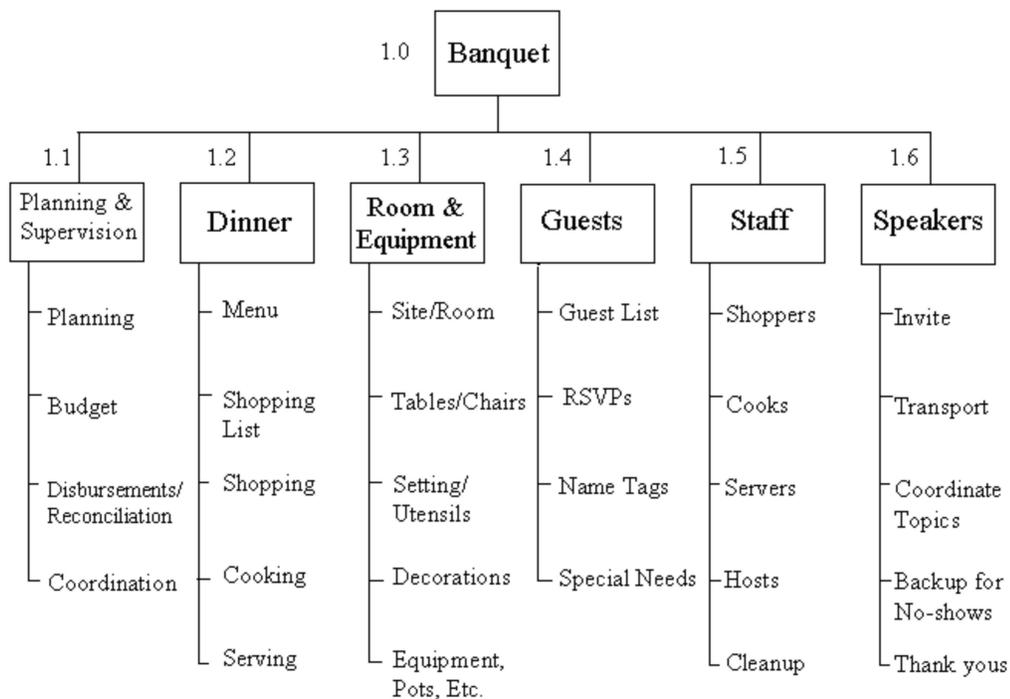


Figure 1 Banquet WBS

Note. From "Principle Based Project Management", 2007, *Work Breakdown Structure (WBS)*. Retrieved October 16, 2008, from http://www.hyperhot.com/pm_wbs.htm

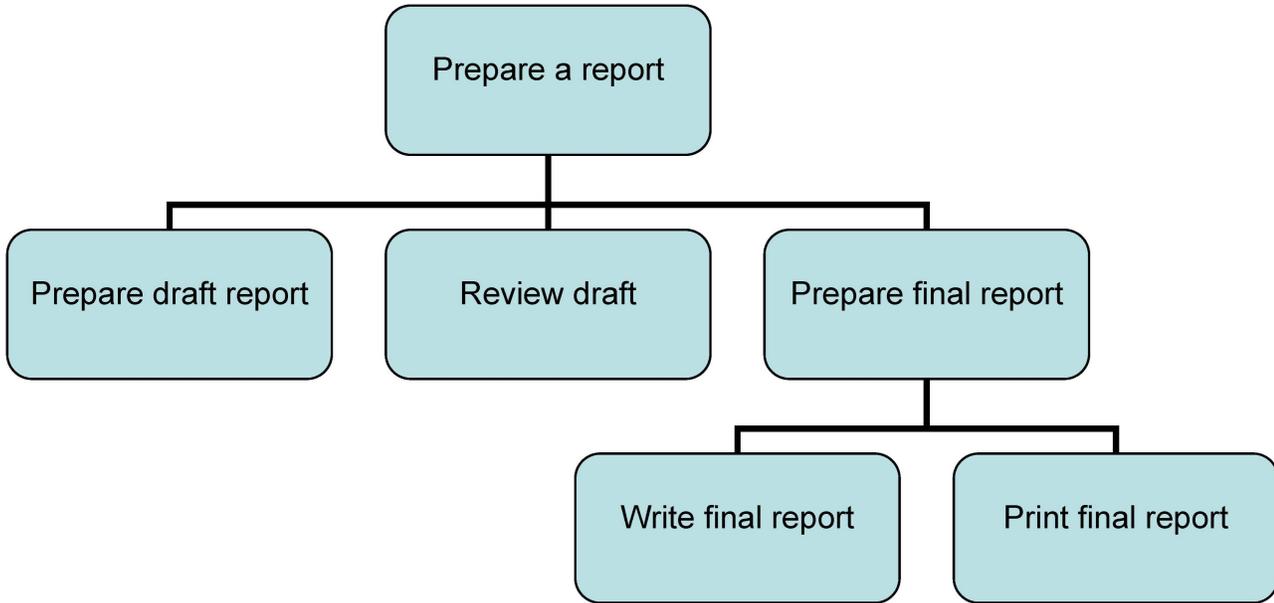


Figure 2 Report Preparation WBS

Note. From *Project Management for Dummies* (p.76), by S. E. Portny, 2007, Hoboken, NJ: Wiley Publishing.

Here is how to develop a WBS:

1. Brainstorm all the necessary tasks for the exercise.
2. Group the tasks into a few major categories with common characteristics.
3. Within each category, group together the tasks that have the same characteristics.

To determine if the work has been broken into small enough pieces, answer these questions:

- Can the resources needed for the exercise be accurately estimated (personnel, equipment, raw materials, money, facilities, information, etc.)?
- Can the time requirements for each activity be accurately estimated?
- If some tasks were to be assigned to a stranger, would that person have sufficient detail to understand exactly what to do?



Here are some tips to improve the quality of the WBS:

- Involve the people who will be doing the work.
- Review information from previous similar projects.
- Make assumptions when there is uncertainty about a certain activity. Do not forget to update the WBS (or the plan) when that uncertainty is clarified.

The WBS does not take into consideration the chronological order in which each event should be done.

At this stage, it can be beneficial to identify obstacles that may be encountered throughout the project, in order to generate some contingency plan ideas.

DETERMINING PRECEDENCE

Once all the tasks have been outlined, it has to be determined in which order they have to be completed. Also, it has to be determined which events do not depend on others because they may be able to get accomplished concurrently with other tasks.

DEVELOPING A SCHEDULE

Once the precedence of tasks has been determined, the duration of each task has to be estimated. This step allows leaders to visualize how much time is needed prior to the conduct of the exercise, during the exercise and after the exercise.

The information could be displayed as follows:

	Activity	Required Time	Comments
1			
2			
3			
4			
5			
6			

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

DETERMINING TEAM MEMBERS' SKILLS AND KNOWLEDGE

To accomplish the most with a minimum of time and resources, each task must be done in the correct order and each person must work at peak efficiency.

To ensure this happens, leaders should:

- determine which skills and knowledge they require to get the tasks done; and
- determine who is available and what skills they have to offer.

DEFINING TEAM MEMBERS' ROLES AND RESPONSIBILITIES

A leader may assign tasks for various reasons, such as:

- the assigned person is the most qualified or efficient at that task;
- the assigned person needs further practice at that task; or
- the assigned person has expressed an interest for that task.

No matter how the task is assigned, a leader's main focus should be to ensure the project is going to move along smoothly. If someone has been assigned a task in which they have little experience, then a leader should ensure the person receives sufficient support in accomplishing that task.

A leader may be able to delegate but that doesn't mean they have nothing to do with the task anymore. A leader may transfer the decision-making power to someone else, but they still need to ensure that the desired results are achieved.

Delegating is important for three reasons:

- to allow the leader to do other tasks;
- to have the most qualified person make decisions; and
- to develop subordinates' ability to handle additional assignments prudently and successfully.



Leaders should never assign other people tasks that they cannot clearly define themselves.

DETERMINING AND PLANNING NON-PERSONNEL RESOURCES

To determine and plan non-personnel resources, a leader should:

- look at every task outlined in the WBS and determine the requirements for each task; and
- determine how those requirements are going to be met.

IDENTIFYING RISK

The first step toward controlling risks is identifying them. Not all risks cause the same degree of concerns. Risk has to be managed throughout the duration of the project, from its beginning to its end.

Here is a list of possible risk factors that may arise during a project:

- insufficient time to prepare,
- missing parts to the plan (eg, wet weather plan),
- replacement of team member / leader, and
- a supporting activity (i.e. meals or transportation) has no assigned leader.

Leaders have to be aware of what may happen. In some cases, the risks are such that they create a requirement for a contingency plan (also referred to as Plan B).

PREPARING A TRACKING SYSTEM

Before the project starts, the desired results and the measures taken to ensure the desired results are achieved, have to be determined. Throughout the duration of the project, leaders need to maintain control, to ensure work is getting done. Monitoring performance makes it easier to detect problems.

Leaders should follow these procedures throughout a project's life:

- At the start of a project, reconfirm with people their commitments.
- At the start of a project, ensure people understand what is expected of them.
- Have people keep track of the work they perform.
- At agreed-upon intervals during the project, confirm with people the work they have completed.
- At intervals during the project, compare actual performance with planned performance, identify any problems, formulate, take corrective actions, and keep people informed.

CONFIRMING TEAM MEMBERS' PARTICIPATION

Starting a project off correctly is the key to ultimate success. As a project is about to start, here are things that should be done:

- Inform the people that the project is going to go ahead, that the plan is finalized.
- Confirm they are still available to support the project.
- Reconfirm the work expect from them.
- Advise them of the pre-exercise meeting. They should get a copy of the plan for review before the meeting. This will be when everyone becomes aware of what everyone's tasks are and that clarifications from the plan are made.



At this point, it is also important to start the groundwork for the post-project evaluation. Here are some guidelines to follow:

- Inform the team that there will be a post-exercise meeting at the end of the project.
- Encourage team members to record their problems, challenges, ideas and suggestions throughout the project.
- Clarify the criteria that define your project's success by reviewing the latest version of the project's objectives with team members.
- Maintain a own project log (project issues and occurrences) and encourage team members to do the same.



Before the pre-exercise meeting, leaders should meet with their supervisors to have the plan reviewed and approved. Leaders should be open minded to supervisors' feedback.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What are the steps to defining a plan?
- Q2. What is a WBS?
- Q3. What are some procedures that can be followed to ensure the work is getting done?

ANTICIPATED ANSWERS:

- A1. The steps to defining a plan are:
1. developing a WBS;
 2. determining precedence;
 3. developing a schedule;
 4. determining team members' skills and knowledge;
 5. defining team members' roles and responsibilities;

6. determining and planning non-personnel resources;
 7. identifying risk;
 8. preparing a tracking system; and
 9. confirming team members' participation.
- A2. The WBS is a representation of all the tasks that have to be done. The WBS allows leaders to see all tasks in an organized manner.
- A3. Some procedures that can be followed to ensure the work is getting done are:
- At the start of a project, reconfirm with people their commitments.
 - At the start of a project, ensure people understand what is expected of them.
 - Have people keep track of the work they perform.
 - At agreed-upon intervals during the project, confirm with people the work they have completed.
 - At intervals during the project, compare actual performance with planned performance, identify any problems, formulate, take corrective actions, and keep people informed.

Teaching Point 3

Have the cadets create an exercise plan template.

Time: 20 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets create an exercise plan template.

RESOURCES

- Exercise Plan Example located at Attachment B,
- Exercise Plan Template located at Attachment C,
- Paper,
- Pen / Pencil,
- Flip Chart paper, and
- Markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the cadets in groups of no more than three.
2. Distribute paper, pen / pencil, flip chart paper and markers to each group.

- Tell the cadets they have to create a plan template that included all the information to be included in a plan. It has to be a template they could use.



Encourage the cadets to use their Create a Proposal Aide-Mémoire (EO M503.01 Create a Proposal), as it contains information that may help.

- Allow the cadets 10 minutes to work in groups.
- Allow a total of five minutes for all the groups to present their final work to the class.
- Distribute the Exercise Plan Example located at Attachment B and the Exercise Plan Template located at Attachment C and discuss elements that differ from the ones they have created.

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 starting the team.

Time: 20 min

Method: Interactive Lecture

It is important for people (especially cadets) to be informed at the appropriate time.



Review the concept of project audience.

Ask the cadets if they believe everyone in the project audience needs to be informed at the same time. Why or why not?

ANNOUNCING THE EXERCISE

The people affected by the exercise need to be informed at various times depending on the tasks or impact they have on the exercise.

Before announcing an exercise to cadets, leaders need to ask themselves if the time is appropriate to make an announcement. They can ask themselves questions, such as "Are we ready to make this announcement?" or, "Is this going to allow sufficient time for the cadets to prepare for the exercise?"

There are many ways to announce the exercise to the cadets, such as:

- email,
- a written announcement in the corps's newsletter or monthly schedule,
- a verbal announcement at the end of a training session, or
- a formal meeting.

PLANNING A SUCCESSFUL PRE-EXERCISE MEETING

The information in a pre-exercise meeting must include:

- what has to be done;
- when it has to be done;
- how it has to be done;
- by whom it has to be done; and
- available resources.

To have a good meeting, there needs to be some preplanning. Here are some pointers:

Decide who needs to attend and why. People who have necessary information or the authority to make specific decisions should be in attendance.

Give plenty of notice of the meeting. This increases the chances that the people you want to attend will be available.

Let the people who should attend the meeting know its purpose. People are most likely to attend a meeting if they understand why their attendance is important.

Prepare a written agenda that includes topics and their allotted times. This document helps people see why attending the meeting is in their interests. It is also the guide to running the meeting.

Circulate the agenda and any necessary material (eg, plan) in advance. This gives everyone time to suggest changes to the agenda and to plan for the meeting.

Keep meetings to an hour or less. People can be forced to sit in a room for hours, but they cannot be forced to keep their minds on the activities and information. If necessary, several meetings of one hour or less to discuss complex issues or multiple topics can be scheduled.

Here are essentials for conducting a productive meeting:

Start on time, even if people are absent. When people see that a leader waits for latecomers, they have a tendency to show up late! When people see a leader that starts on time, they show up on time!

Assign a timekeeper. This person reminds the group when a topic has exceeded its allocated time.

Take detailed notes (minutes) of who attended, the items discussed, and the decisions and assignments the group made. This procedure allows people to review and clarify the information and serves as a reminder of actions to be taken after the meeting.

Keep a list of items that need further action (action list), and assign one person to be responsible for each item. This step helps ensure that when discussing these issues again, the right information and responsible people are present.

If you do not have the right information or the right people to resolve an issue, stop the discussion and put it on the action list. Discussing an item without having the necessary information or the right people present is just wasted time.

End on time. Meeting attendees may have other commitments that begin when the meeting is supposed to end. Not ending on time causes people to be late for their next commitments or to leave the meeting before it is over.

When a project runs over a long period of time, regularly scheduled meetings give members an opportunity to share progress and issues. Consulting with team members to develop a meeting schedule is a way to ensure meeting times are convenient for as many people as possible. For those meetings, it may be beneficial to create a progress report to give everyone a brief overview of how the project is coming together. That should be distributed beforehand with any other background information related to the topics on the agenda.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

- Q1. What are some ways to announce an exercise?
- Q2. What information must be included a pre-exercise meeting?
- Q3. What is a meeting agenda? Why is it important?

ANTICIPATED ANSWERS:

- A1. There are many ways to announce an exercise, such as:
- email,
 - written announcement in the corps's newsletter or monthly schedule,
 - verbal announcement at the end of a training session, or
 - formal meeting.
- A2. The information in a pre-exercise meeting must include:
- what has to be done;
 - when it has to be done;
 - how it has to be done;
 - by whom it has to be done; and
 - available resources.
- A3. A written agenda is a guide for running the meeting. It is important because it helps people see why attending the meeting is in their interests. Circulating it in advance gives everyone time to suggest changes to the agenda and to plan for the meeting.

Teaching Point 5

Have the cadets discuss sustaining motivation during a project.

Time: 10 min

Method: Guided Discussion



It is recommended that the facilitator review the instructional guide for EO M403.03 (Motivate Team Members) prior to conducting the guided discussion.

BACKGROUND KNOWLEDGE



The point of the guided discussion is to present the following information to the group using the tips for answering / facilitating discussion and the suggested questions provided.

The guided discussion is an instructional method where new material is presented to the group and specific learning objectives must be achieved. Unlike a group discussion, the group may not have any previous experience, opinion or training on the material.

The guided discussion focuses on the group determining the correct answers to specific questions through discussion as opposed to participating in a discussion to only voice an opinion or share an experience.

Facilitate the guided discussion and have an assistant record observations, comments and answers to focus on the discussion. The notes made by the assistant will then be used during the summary portion of the discussion to ensure that all learning objectives are met.

MOTIVATION

Even though motivation is a personal choice, leaders can create the opportunity for others to become motivated by giving them a sense of:

- desirability: giving value to achieving the goal;
- feasibility: having people believe the project can be done;
- progress: letting people know how they are doing; and
- recognition: recognizing work well done.

Desirability: Why should I want to do this project? How is this project beneficial to me?

When people feel a connection to the project, they are more inclined to work toward its accomplishment.

There are many ways for leaders to develop the notion that a project is personally beneficial. They can get team members to discuss:

- personal interests and goals and relating those to aspects of the project.
- past projects that they enjoyed and why they enjoyed them.
- some of the benefits that they hope to realize by working on the project and the value of those benefits.

Feasibility: Is this project even possible?

What seems impossible to one person can seem feasible to another. If a project does not seem possible, people are not going to give it their full effort.

The assessment of feasibility can become a self-fulfilling prophecy. If people think an assessment is feasible, they will work hard to complete it; if they encounter problems, they will try to work them out. However, if people really believe they have no chance of succeeding, they give up at the first sign of difficulty. Any problems just confirm what they already knew—the project was doomed from the start. Of course, as soon as they give up, they have no chance of succeeding, so their initial belief is that the project wasn't feasible has been confirmed. No matter how desirable people may feel a project is, they will give up more easily when they encounter any difficulties if they are convinced that nothing they do can cause it to succeed. People do not need a guarantee of success, but they must believe they have a chance.

To help people believe a project is feasible, leaders can:

- encourage members to identify potential concerns, so they can be addressed; or
- explain why they feel that targets and plans are feasible.

Progress: How I am doing so far?

People have to know how they are doing over time for various reasons, such as:

- achieving intermediate goals provides them personal satisfaction;
- recognizing their successes confirms they are on the right track; and
- successfully completing intermediate goals reinforces their beliefs that they can accomplish the final goals.



People tend to wait until the last minute when no other motivation comes their way.

To help keep people on track and excited about the project:

- establish meaningful and frequent intermediate goals;
- continually assess how people are doing;
- frequently share information with people about their performance; and
- continually reinforce the project's potential benefits.

Recognition: Am I being appreciated for all the hard work I have been doing?

People like to be recognized when they are working hard. However, leaders should be aware that there are guidelines to follow when formalizing that appreciation.

Rewards can take multiple forms, such as:

- talking with the person and expressing your appreciation;
- expressing appreciation in a written note or email;
- expressing appreciation in writing to the person's supervisor;
- issuing the person a certificate of appreciation; and
- taking the person out to lunch.

To make the rewards most effective:

- be sure that acknowledgment and appreciation is honest and sincere; and
- respect the person's personal style and preferences when giving the reward:
 - Some people enjoy receiving acknowledgments in front of their peers, while others prefer receiving them in private.
 - Some people appreciate receiving an individual award; others appreciate receiving an award presented to the entire team.

GUIDED 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.
- Additional questions should be prepared ahead of time.



Take time to introduce the material so the group is oriented for the discussion. The introduction can take the form of an introductory statement / paragraph or can be completed with an in-class activity or exercise prior to the guided discussion.

The introduction is only used to orient the group to the material and should not be used to issue control statements or set ground rules.



During the discussion, take notes on the Guided Discussion worksheet located at Attachment A.

INTRODUCTION

The aim of PO 503 is to provide the tools to take a project from its conception to its end, and that means through its execution. Since a project's success depends on the project manager's ability to organize, coordinate, and support a diverse team that is working toward a common goal, this lesson is going to allow discussing the execution of a plan, and specifically how to keep the members motivated throughout the duration of the project.



Develop other questions and answers throughout the guided discussion; however, it is important to use the prepared questions to ensure the learning objectives are met. Develop follow-up questions so knowledge can be confirmed or if time permits, deeper exploration of the topic can occur.



Reinforce those answers given and comments made during the guided discussion, ensuring each learning objective is achieved.

PREPARED QUESTION:

Q1. How is motivation created? Where does motivation come from?

ANTICIPATED ANSWER:

A1. Even though motivation is a personal choice, leaders can create the opportunity for others to become motivated by giving them a sense of:

- desirability: giving value to achieving the goal;
- feasibility: having people believe the project can be done;
- progress: letting people know how they are doing; and
- recognition: recognizing work well done.

Desirability

PREPARED QUESTION:

Q1. How do people react when they work on a project they believe is personally beneficial to them?

ANTICIPATED ANSWER:

A1. When people feel a connection to the project, they are more inclined to work toward its accomplishment.

Follow-Up Question if Required:

Q1. How can people develop the notion that a project is beneficial to them?

Follow-Up Answer if Required:

A1. There are many ways for leaders to develop the notion that a project is personally beneficial. They can get team members to discuss:

- personal interests and goals and relating those to aspects of the project.
- past projects that they enjoyed and why they enjoyed them.
- some of the benefits that they hope to realize by working on the project and the value of those benefits.

Feasibility

PREPARED QUESTIONS:

Q1. Do you believe feasibility is the same for everyone? How does it differ between individuals?

Q2. How does it affect the people's attitude towards a project? How do people react when they work on a project they believe is unfeasible in opposition to a project they believe is feasible?

ANTICIPATED ANSWERS:

- A1. Of course, feasibility is a subjective assessment. What seems impossible to one person can appear feasible to another.
- A2. Assessment of feasibility can become a self-fulfilling prophecy. If people think an assessment is feasible, they will work hard to complete it; if they encounter problems, they will try to work them out. However, if people really believe they have no chance of succeeding, they give up at the first sign of difficulty. Any problems just confirm what they already knew — the project was doomed from the start. Of course, as soon as they give up, they have no chance of succeeding, so their initial belief is that the project wasn't feasible has been confirmed. No matter how desirable people may feel a project is, they will give up more easily when they encounter any difficulties if they are convinced that nothing they do can cause it to succeed. People do not need a guarantee of success, but they must believe they have a chance.

Follow-Up Question if Required:

- Q1. How can people develop the notion that a project is feasible?

Follow-Up Answer if Required:

- A1. People can develop the notion that a project is feasible by:
- identifying potential concerns to the leader and getting them addressed; or
 - having the leader explain why they feel that targets and plans are feasible.

Progress

PREPARED QUESTION:

- Q1. Why should people be informed of how they are progressing?

ANTICIPATED ANSWER:

- A1. People have to know how they are doing over for various reasons, such as:
- achieving intermediate milestones provides personal satisfaction;
 - recognizing their successes confirms they are on the right track; and
 - successfully completing intermediate steps reinforces their beliefs that they can accomplish the final goals.

Follow-Up Questions if Required:

- Q1. How do you feel when someone takes some interest in the work you have done? That such and such an area needs improvement or that you have done a great job so far?
- Q2. Have you ever seen a three-month project where all the major milestones occur in the last 3–4 weeks? When do you think people get serious about the project?
- Q3. How could you have kept those people on track earlier in the process?

Follow-Up Answers if Required:

- A1. Answers will vary.
- A2. People tend to wait until the last minute, when no other motivation comes their way.

- A3. Do the following to help keep people on track and excited about the project:
- establish meaningful and frequent intermediate milestones;
 - continually assess how people are doing;
 - frequently share information with people about their performance; and
 - continually reinforce the project's potential benefits.

Recognition

PREPARED QUESTION:

Q1. What are forms of rewards that you can give people?

ANTICIPATED ANSWER:

- A1. Rewards can take multiple forms, such as:
- talking with the person and expressing your appreciation;
 - expressing appreciation in a written note or email;
 - expressing appreciation in writing to the person's supervisor;
 - issuing the person a certificate of appreciation; and
 - taking the person out to lunch.

Follow-Up Question if Required:

Q1. What are ways to make those rewards most effective?

Follow-Up Answer if Required:

- A1. To make the rewards most effective:
- be sure your acknowledgment and appreciation is honest and sincere.
 - respect the person's personal style and preferences when giving the reward:
 - Some people enjoy receiving acknowledgments in front of their peers, while others prefer receiving them in private.
 - Some people appreciate receiving an individual award; others appreciate receiving an award presented to the entire team.



As a confirmation question, you can ask: "What are ways to encourage motivation?"
Answers should include:

- desirability: giving value to achieving the goal;
- feasibility: having people believe the project can be done;
- progress: letting people know how they are doing; and
- recognition: recognizing work well done.

SUMMARY



The summary is used to cover all comments, answers, and discussion that developed throughout the guided discussion. The summary is not used as a confirmation of the material discussed. Use the notes from the Guided Discussion Worksheet to prepare the summary emphasizing points that support the learning objectives of the guided discussion.



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

CONFIRMATION OF TEACHING POINT 5

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

END OF LESSON CONFIRMATION

The cadets' preparation of an activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is evaluated IAW A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 3, Annex B, 503 PC.

CLOSING STATEMENT

Preparation is the key to success. A well thought plan allows operations to go smoothly. Being able to plan and prepare is a skill that may be used in many life opportunities, and is therefore a very important transferable skill set.

INSTRUCTOR NOTES / REMARKS

Cadets shall be given the opportunity to prepare a cadet exercise, as a member of a group, as part of their OJT.

REFERENCES

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C0-453 Doc Stoc. (2009). *Format for activity plan*. Retrieved November 1, 2009, from <http://www.docstoc.com/docs/4977554/FORMAT-FOR-ACTIVITY-PLAN>

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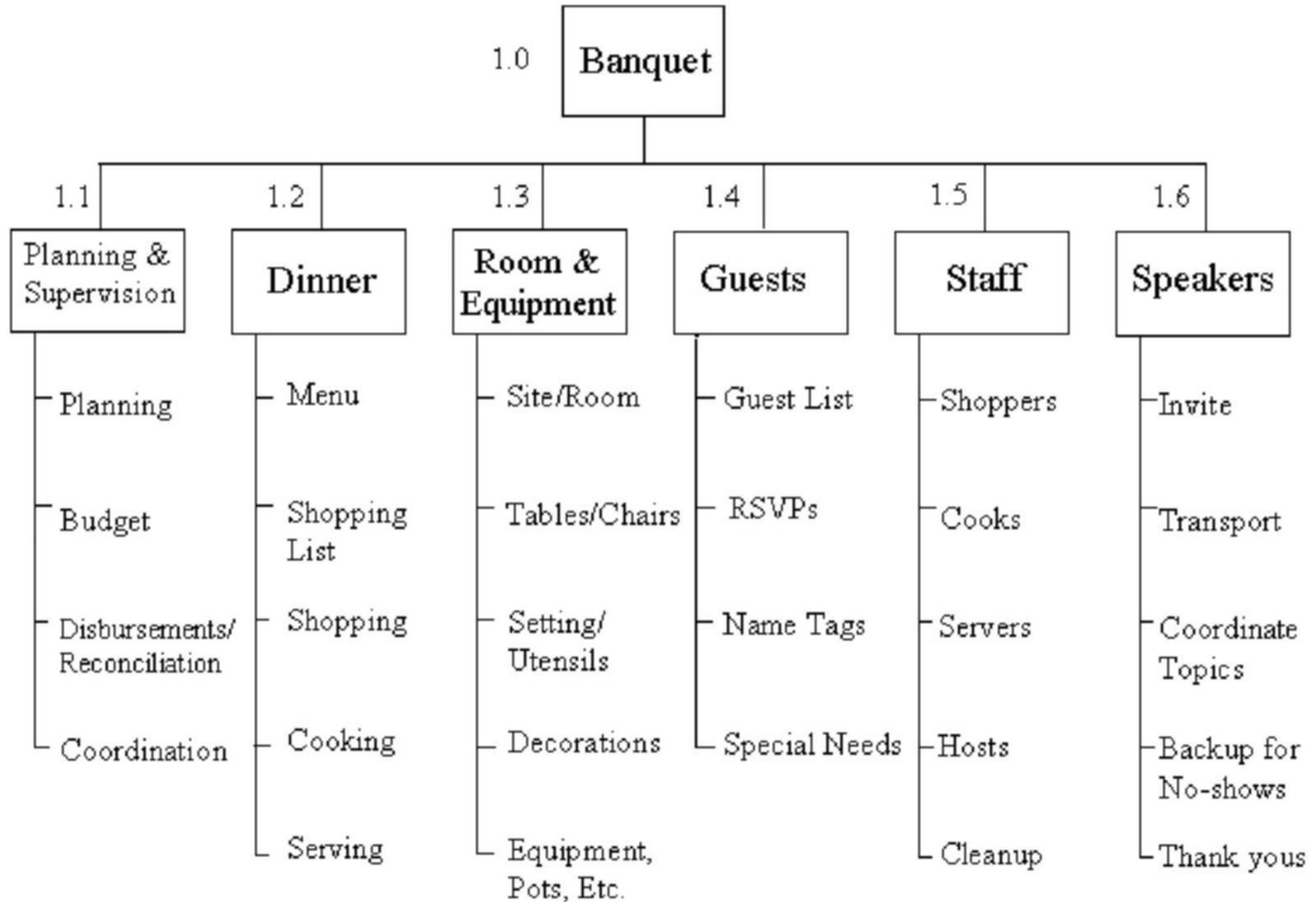


Figure A-1 Banquet WBS

Note. From "Principle Based Project Management", 2007, *Work Breakdown Structure (WBS)*. Retrieved October 16, 2008, from http://www.hyperhot.com/pm_wbs.html

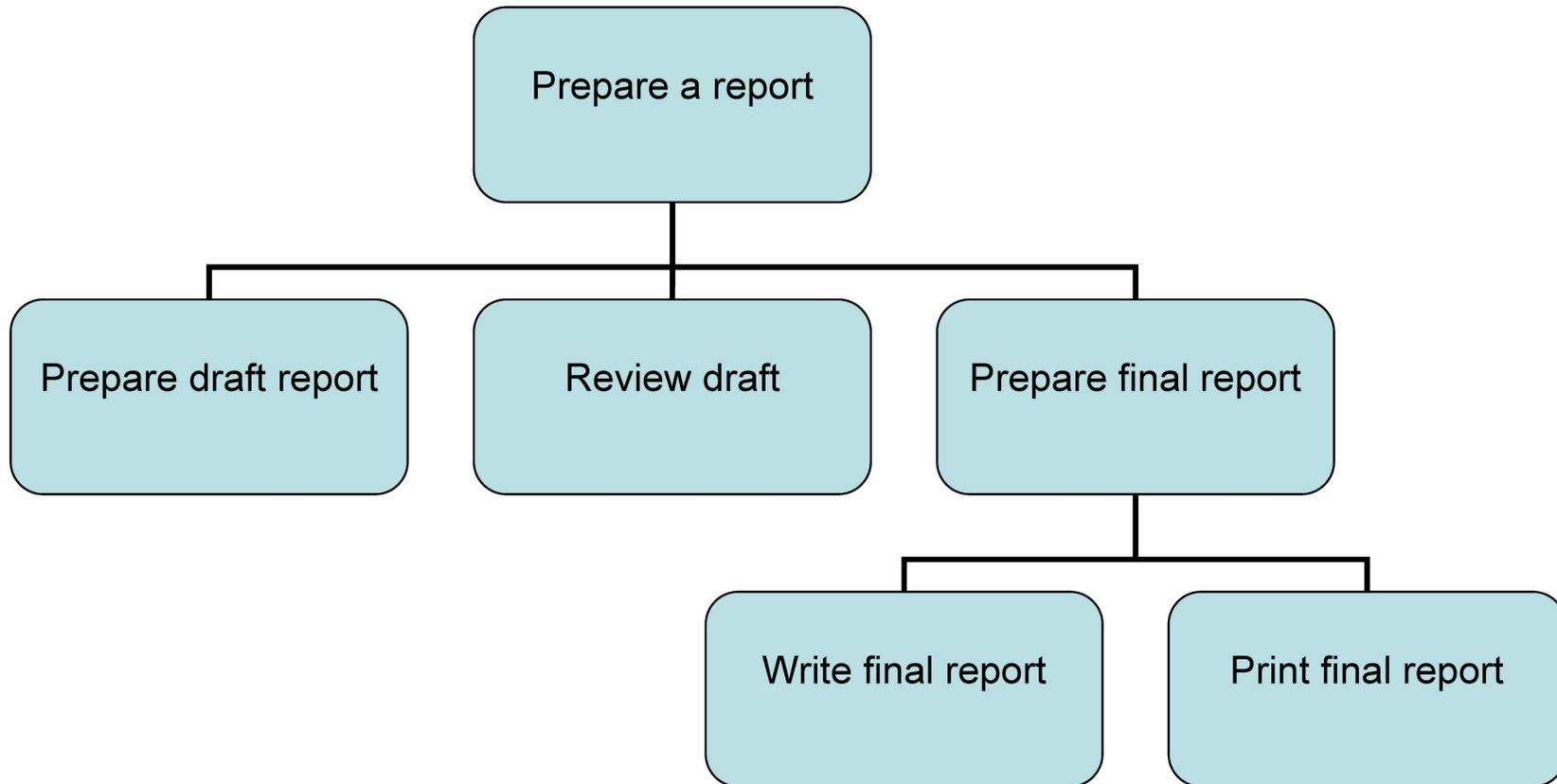


Figure A-2 Report Preparation WBS

Note. From *Project Management for Dummies* (p.76), by S. E. Portny, 2007, Hoboken, NJ: Wiley Publishing.

EXERCISE PLAN EXAMPLE

TITLE OF THE EXERCISE: SPORTS EVENT: OPERATION GET-YOUR-MOVE-ON

WHAT

Who is involved, what is going to happen, where and when?

Example: Unit 123 Moncton will participate in Operation GET-YOUR-MOVE-ON, a sports event to be conducted at the Moncton Everblue High School on 10 Mar 2012 from 0900 hrs–1600 hrs.

WHY

Why is this happening?

Example: Unit 123 Moncton will conduct the sports event to promote physical fitness amongst all cadets, to introduce them to various sports, and to develop leadership and refereeing skills in senior cadets. The event will take place over one day to allow the conduct of multiple sports.

HOW

A. General Outline

What are the main parts of the exercise?

Example: This exercise will be conducted in four phases:

1. Phase One – Administration

The pre-activity meeting will be conducted on 21 Feb 12 in the CO's office at 1730 hrs. All members will attend. Booking of facilities, administrative preparation and planning are being completed by the Training Officer.

2. Phase Two – Preparation of Facilities

Prior to the cadets' arrival, all sergeants are required to prepare the facilities. The equipment for all sports events is to be taken out of the supply room and placed in the appropriate area. Signs identifying bathrooms, water points, and safety points have to be put up. This should be completed NLT 0840 hrs.

3. Phase Three – Conduct of the Exercise

As per schedule. Will include safety briefing, warm-up, conduct of the sports, lunch, cool-down and activity debriefing. Cadets will be allowed to leave at 1600 hrs.

4. Phase Four– Return of Stores

Return of stores, clean-up of facilities.

5. Phase 5 - Post-exercise meeting

Post-exercise meeting will be conducted on Monday 11 Mar 2012 at the CO's office from 1700 hrs to 1830 hrs. All senior cadets and officers will attend.

B. Groupings

Are there particular groups you need created?

Example: Cadets will be divided upon arrival into four different sports teams. CPO1 Mackey will ensure this is done as soon as cadets are on ground.

C. Tasks

What are the tasks specific to each person?

WHO	TASKS
Lt(N) Malloy	<ul style="list-style-type: none"> • Plan the sports event. • Book school facilities. • Deliver the safety briefing upon arrival. • Deliver the event's debriefing.
SLt Nixon	<ul style="list-style-type: none"> • Responsible for meal arrangements. • Responsible for all medical emergencies. First-aider for the event.
CPO1 Mackey	<ul style="list-style-type: none"> • Responsible to ensure that equipment and signs are ready before 0840 hrs as per Annex C. • Responsible to ensure all activities are carried out safely and according to the timetable. • Responsible to have cadets divided into four sports teams.
CPO2 Landry	<ul style="list-style-type: none"> • Responsible for the training and evaluation of all activity referees. • Offer feedback to activity referees. • Complete and submit an individual evaluation of all referees to the Training Officer.
PO1 Gagnon	<ul style="list-style-type: none"> • Responsible for the evaluation all activity referees. • Offer feedback to activity referees. • Complete and submit an individual evaluation of all referees to the Training Officer.
PO2 Penny	<ul style="list-style-type: none"> • Responsible for equipment set-up and tear-down • Become familiar with and referee soccer. • Become familiar with and referee volleyball.
PO2 Randell	<ul style="list-style-type: none"> • Responsible for equipment set-up and tear-down. • Become familiar with and referee soccer. • Become familiar with and referee volleyball.
PO2 Picard	<ul style="list-style-type: none"> • Responsible for equipment set-up and tear-down. • Become familiar with and referee ball hockey. • Become familiar with and referee badminton.
PO2 Clark	<ul style="list-style-type: none"> • Responsible for equipment set-up and tear-down. • Become familiar with and referee ball hockey. • Become familiar with and referee badminton.
PO2 Belliveau	<ul style="list-style-type: none"> • Responsible for set-up and tear-down. • Responsible to carry out the warm-up and the cool-down. • Responsible for the tug-of-war event.
All members	<ul style="list-style-type: none"> • All members are to look after safety. • Anything deemed unsafe should be stopped right away and rectified.

D. Timings

What are the timings of this event?

Example: See timetable in Annex A.

E. Dress

What should people wear to the event?

Example: Dress for the event will be suitable sports gear. No outdoor footwear shall be worn inside.

WITH WHAT - RESOURCES

What else do people need to know to put the plan into action?

Example:

Rations

Rations will be arranged by SLt Nixon.

Accommodations

Arrangements for the school are to be made by Lt(N) Malloy.

Equipment

See Annex B for Equipment List.

See Annex C for Activity Layout.

Transport

Cadets are responsible for their own transportation to and from the school.

Emergency Procedures

All medical emergencies will be reported to SLt Nixon. First aid will be available on site, and will be given if necessary. Medical emergencies will be directed to 911.

Water

Water will be available at school fountains. All cadets are to bring a personal water bottle to have water on hand.

Hygiene

The school washrooms (toilets and showers) will be available.

CHAIN OF COMMAND

What is the chain of command in the event? Who is in charge of what?

Example:

Planning: Lt(N) Malloy

Conduct: CPO1 Mackey

Evaluation: CPO2 Landry, PO1 Gagnon

Rations: SLt Nixon

First-Aider: SLt Nixon

Referees: PO2 Penny, PO2 Randell, PO2 Picard, PO2 Clark and PO2 Belliveau

Lt(N) R. Malloy

TrgO

123 Moncton

Distribution List

Who needs to know about this plan?

Example:

CO

DCO

Lt(N) Malloy

SLt Nixon

CPO1 Mackey

CPO2 Landry

PO1 Gagnon

PO2 Penny

PO2 Randell

PO2 Picard

PO2 Clark

PO2 Belliveau

List of Annexes

What annexes does your plan require?

Example:

Annex A - Timetable

Annex B - Equipment

Annex C - Exercise Layout

Annex A

TIMETABLE

Period	Time	What	Who	Comments
1	0810–0840 hrs	Set-up	All Sergeants	
2	0840–0900 hrs	Cadets arrival	All senior cdts	
3	0900–0910 hrs	Attendance		
4	0910–0920 hrs	Safety briefing	Lt(N) Malloy	CPO1 to divide teams at this time.
5	0920–0930 hrs	Warm up	PO2 Belliveau	
6	0940–1010 hrs	Game 1	PO2 Randell PO2 Penny	Soccer (Teams 1 vs 2) Volleyball (Teams 3 vs 4)
7	1010–1030 hrs	Break		
8	1030–1100 hrs	Game 2	PO2 Penny PO2 Randell	Soccer (Teams 1 vs 3) Volleyball (Teams 2 vs 4)
9	1100–1120 hrs	Break		
10	1120–1200 hrs	Game 3	TBD*	Soccer (Teams 3 vs 4) Volleyball (Teams 1 vs 2)
11	1200–1300 hrs	Lunch		
12	1300–1330 hrs	Game 4	PO2 Picard PO2 Clark	Hockey (Teams 1 vs 2) Badminton (Teams 3 and 4)
13	1330–1350 hrs	Break		
14	1350–1420 hrs	Game 5	PO2 Clark PO2 Picard	Hockey (Teams 3 vs 4) Badminton (Teams 1 and 2)
15	1420–1440 hrs	Break		
16	1440–1510 hrs	Game 6	TBD*	Hockey (Teams 1 vs 4) Badminton (Teams 2 and 3)
17	1510–1535 hrs	Tug of war	PO2 Belliveau	
18	1535–1545 hrs	Cool down	PO2 Belliveau	
19	1545–1600 hrs	Debriefing	Lt(N) Malloy	
20	1600 hrs	Departure	All senior cdts	

* Based on previous experience of both sports, determine who may need more practice and assign as appropriate.

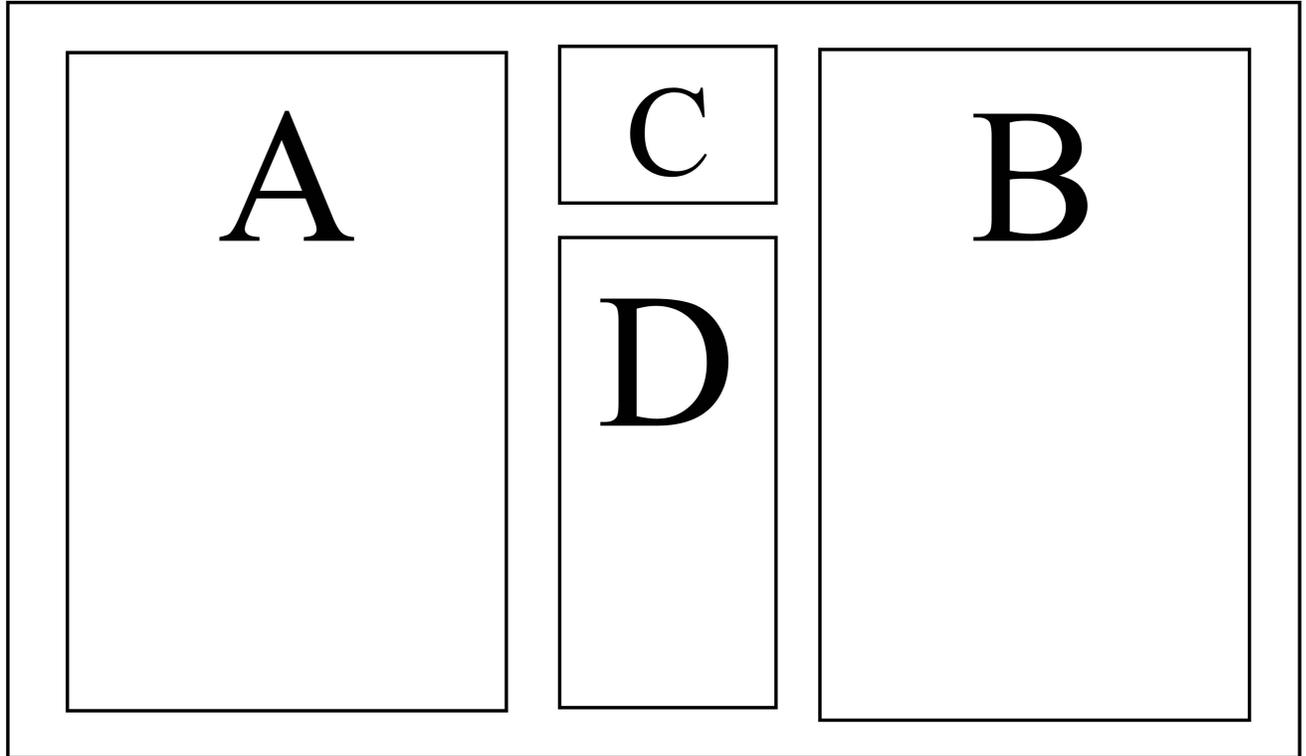
Annex B

EQUIPMENT LIST

- Hockey sticks x 20
- Hockey masks x 20
- Hockey gloves x 20
- Protective goggles x 20
- Hockey nets x 2
- Pucks x 2
- Badminton rackets x 20
- Badminton birds x 6
- Badminton sets (nets and poles) x 3
- Pinnies x 20 of each colour (2 colours)
- Volleyball set (nets and poles) x 1
- Volleyball ball x 2
- Large 18-m (60-foot) rope x 1
- First aid kit x 2

Annex C

EXERCISE LAYOUT



Legend:

- A: Soccer / Hockey
- B: Volleyball / Badminton
- C: First Aid Station
- D: Tug of War

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EXERCISE PLAN TEMPLATE

TITLE OF THE PROJECT: _____

WHAT

WHY

HOW

A. General Outline – Main Events

Phase ____ – _____

B. Groupings

C. Tasks

Who	Tasks	Comments

D. Timings

E. Dress

RESOURCES

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

GUIDED DISCUSSION WORKSHEET

TP 5: Discuss sustaining motivation during a project.

INTRODUCTION

The aim of PO 503 is to provide the tools to take a project from its conception to its end, and that means through its execution. Since a project's success depends on the project manager's ability to organize, coordinate, and support a diverse team that is working toward a common goal, this lesson is going to allow discussing the execution of a plan, and specifically how to keep the members motivated throughout the duration of the project.

GUIDED DISCUSSION

Prepared Content / Learning Objectives	Notes / Comments / Answers from the Guided Discussion for Summary
<p>Motivation</p> <p>PREPARED QUESTION:</p> <p>Q1. How is motivation created? Where does motivation come from?</p> <p>ANTICIPATED ANSWER:</p> <p>A1. Even though motivation is a personal choice, leaders can create the opportunity for others to become motivated by giving them a sense of:</p> <ul style="list-style-type: none"> • desirability: giving value to achieving the goal; • feasibility: having people believe the project can be done; • progress: letting people know how they are doing; and • recognition: recognizing work well done. 	
<p>Desirability</p> <p>PREPARED QUESTION:</p> <p>Q1. How do people react when they work on a project they believe is personally beneficial to them?</p> <p>ANTICIPATED ANSWER:</p> <p>A1. When people feel a connection to the project, they are more inclined to work toward its accomplishment.</p>	

Prepared Content / Learning Objectives	Notes / Comments / Answers from the Guided Discussion for Summary
<p>Follow-Up Question if Required:</p> <p>Q1. How can people develop the notion that a project is beneficial to them?</p>	
<p>Follow-Up Answer if Required:</p> <p>A1. There are many ways for leaders to develop the notion that a project is personally beneficial. They can get team members to discuss:</p> <ul style="list-style-type: none"> • personal interests and goals and relating those to aspects of the project. • past projects that they enjoyed and why they enjoyed them. • some of the benefits that they hope to realize by working on the project and the value of those benefits. 	
<p>Feasibility</p>	
<p>PREPARED QUESTIONS:</p> <p>Q1. Do you believe feasibility is the same for everyone? How does it differ between individuals?</p> <p>Q2. How does it affect the people's attitude towards a project? How do people react when they work on a project they believe is unfeasible in opposition to a project they believe is feasible?</p>	
<p>ANTICIPATED ANSWERS:</p> <p>A1. Of course, feasibility is a subjective assessment. What seems impossible to one person can appear feasible to another.</p> <p>A2. Assessment of feasibility can become a self-fulfilling prophecy. If people think an assessment is feasible, they will work hard to complete it; if they encounter problems, they will try to work them out. However, if people really believe they have no chance of succeeding, they give up at the first sign of difficulty. Any problems just confirm what they already knew — the project was doomed from the start. Of course, as soon as they give up, they have no chance of succeeding, so their initial belief is that the project wasn't feasible has been confirmed. No matter how desirable people may feel a project is, they will give up more easily when they encounter any difficulties if they are convinced that nothing they do can cause it</p>	

Prepared Content / Learning Objectives	Notes / Comments / Answers from the Guided Discussion for Summary
<p>to succeed. People do not need a guarantee of success, but they must believe they have a chance.</p>	
<p>Follow-Up Question if Required: Q1. How can people develop the notion that a project is feasible?</p>	
<p>Follow-Up Answer if Required: A1. People can develop the notion that a project is feasible by:</p> <ul style="list-style-type: none"> • identifying potential concerns to the leader and getting them addressed; or • having the leader explain why they feel that targets and plans are feasible. 	
<p>Progress</p>	
<p>PREPARED QUESTION: Q1. Why should people be informed of how they are progressing?</p>	
<p>ANTICIPATED ANSWER: A1. People have to know how they are doing over time for various reasons, such as:</p> <ul style="list-style-type: none"> • achieving intermediate milestones provides personal satisfaction; • recognizing their successes confirms they are on the right track; and • successfully completing intermediate steps reinforces their beliefs that they can accomplish the final goals. 	
<p>Follow-Up Questions if Required: Q1. How do you feel when someone takes some interest in the work you have done? That such and such an area needs improvement or that you have done a great job so far? Q2. Have you ever seen a three-month project where all the major milestones occur in the last 3–4 weeks? When do you think people get serious about the project? Q3. How could you have kept those people on track earlier in the process?</p>	

Prepared Content / Learning Objectives	Notes / Comments / Answers from the Guided Discussion for Summary
<p>Follow-Up Answers if Required:</p> <p>A1. Answers will vary.</p> <p>A2. People tend to wait until the last minute, when no other motivation comes their way.</p> <p>A3. Do the following to help keep people on track and excited about the project:</p> <ul style="list-style-type: none"> • establish meaningful and frequent intermediate milestones; • continually assess how people are doing; • frequently share information with people about their performance; and • continually reinforce the project's potential benefits. 	
<p>Recognition</p>	
<p>PREPARED QUESTION:</p> <p>Q1. What are forms of rewards that you can give people?</p>	
<p>ANTICIPATED ANSWER:</p> <p>A1. Rewards can take multiple forms, such as:</p> <ul style="list-style-type: none"> • talking with the person and expressing your appreciation; • expressing appreciation in a written note or email; • expressing appreciation in writing to the person's supervisor; • issuing the person a certificate of appreciation; and • taking the person out to lunch. 	
<p>Follow-Up Question if Required:</p> <p>Q1. What are ways to make those rewards most effective?</p>	
<p>Follow-Up Answers if Required:</p> <p>A1. To make the rewards most effective:</p> <ul style="list-style-type: none"> • be sure your acknowledgment and appreciation is honest and sincere. 	

Prepared Content / Learning Objectives	Notes / Comments / Answers from the Guided Discussion for Summary
<ul style="list-style-type: none">• respect the person's personal style and preferences when giving the reward:<ul style="list-style-type: none">○ Some people enjoy receiving acknowledgments in front of their peers, while others prefer receiving them in private.○ Some people appreciate receiving an individual award; others appreciate receiving an award presented to the entire team.	

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**COMMON TRAINING
PHASE FIVE
INSTRUCTIONAL GUIDE**



SECTION 3

EO M503.03 – CONDUCT AN EXERCISE

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-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A group discussion was chosen for TPs 1 and 3 as it allows the cadets to interact with their peers and share their knowledge, experiences, and opinions about beginning and ending activities and supervision an activity.

An interactive lecture was chosen for TPs 2 and 4 to orient the cadets to how to begin and end an exercise and how to supervise an exercise.

INTRODUCTION

REVIEW

QUESTIONS:

- Q1. What is a project audience?
- Q2. What is the approach of dividing an item into its component parts to describe the details of a project?
- Q3. What is an important guideline to follow when assigning people tasks?
- Q4. What information needs to be included in a pre-exercise meeting?
- Q5. What are ways to encourage motivation?

ANTICIPATED ANSWERS:

- A1. A project audience is any person or group that supports, is affected by, or is interested in a project.
- A2. A work-breakdown-structure (WBS) is the approach of dividing an item into its component parts to describe the details of a project.
- A3. An important guideline to follow when assigning tasks is "Leaders should never assign other people tasks that they cannot clearly define themselves."
- A4. The information in a pre-activity meeting must include:
- what has to be done;
 - when it has to be done;
 - how it has to be done;
 - by whom it has to be done; and
 - available resources.
- A5. Motivation can be encouraged through:
- desirability,
 - feasibility,
 - progress, and
 - recognition.

OBJECTIVES

By the end of this lesson the cadet shall be expected to conduct an exercise.

IMPORTANCE

It is important for cadets to know how to conduct an exercise because monitoring and making changes as necessary are important steps in ensuring an exercise meets its goals. Also, announcing the activity at the appropriate time and holding a successful pre-exercise meeting allows people to prepare for the exercise.

Teaching Point 1**Have the cadets discuss how to begin and end an activity.**

Time: 10 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.

ELEMENTS OF AN INTRODUCTION

Always have the area set up, including placement of resources, prior to the arrival of participants. Ask the following questions before participants arrive:

- Are all the required resources in place?
- Does everyone involved in conducting the activity have a clear understanding of their responsibilities?
- Is there sufficient space?
- If applicable, can the weather be relied on? If not, is the backup plan ready and achievable?

Getting the team's attention. To introduce an activity, the leader first gets the attention of the team. The leader gets the team's attention before continuing to introduce the activity. If one cadet is not paying attention, they could miss an important point that could affect their participation in the activity or the activity's outcome.

Explaining the goal of the activity. The goal of the activity should be explained to the team in general terms of what will be learned or accomplished. The context of the activity should be explained so the cadets know why their participation is essential and why the activity is a part of the day's agenda. It is important not to give too much detail at this point, as the leader should draw some points on the purpose of the activity from the cadets after the activity's completion.

Explaining the activity. The activity must be explained to the team prior to participating in the activity. The rules of the activity must be clearly outlined and understood by all cadets prior to commencement. The leader should ensure the activity is clearly understood.

Assigning tasks as necessary. If any specific tasks need to be performed throughout the activity, the leader should assign cadets to these tasks during the introduction of the activity.

Setting time limits. The leader is to set a time limit for the cadets to participate in the activity. The leader must factor in time for debriefing the cadets after completion of the activity.

Relaying safety concerns as necessary. If there are any safety concerns, the leader must pass these on to the team prior to the start of the activity.

Motivating the team. Prior to the start of the activity, the leader must motivate the team. The leader should be enthusiastic and share this enthusiasm with the cadets. The goal of the activity is important and there is a reason the activity is being performed. The cadets should be informed of this reason and be motivated toward achieving the goal.

ELEMENTS OF A DEBRIEFING

Reviewing the goal. After the completion of an activity, it is important to review what the goal of that activity was with the cadets. Cadets always want to know why they had to participate in an activity or learn about a specific topic, so reinforce why the learning was important.

Providing feedback. The leader should first ask for feedback from the group on the activity. This can be done through some preset questions, specifically about the activity. It is important to find out how the cadets felt about the activity (eg, did they feel it was useful, did they learn anything from participating in the activity, etc). The leader gains valuable insight from the cadets on the activity itself (eg, if they would use it again, how it could be conducted differently, what elements of the activity they would not change if they did the activity again, etc). The most important information to elicit from the cadets is if they felt the activity was worthwhile. The leader must also give feedback to the cadets. Whether the goal was met is an important point to focus on during this stage. Why was the goal met or why not? Was the activity completed and did this have an effect on the goal being met? The leader should also give and get feedback on how the group interacted throughout the duration of the activity. The leader tells the cadets how they viewed the groups' interactions and ask how the cadets felt they interacted with each other.

Re-motivating the team. The final step in debriefing a group after an activity has been completed is to re-motivate the cadets.

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 first thing you should do when starting an activity? Why?
- Q2. Should the goal of the activity be explained prior to commencing the activity? Why or why not? How will the activity be affected if the goal is not explained?
- Q3. What other considerations should be passed on during an introduction? Should safety concerns be passed on to the team or should they be left to figure them out as they proceed through the activity?
- Q4. What is the purpose of reviewing the goal of the activity after the completion of the activity?
- Q5. What feedback should be given from the group to the leader? How can this information be obtained? What feedback should the leader give to the group?



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

Explain how to begin and end an exercise.

Time: 5 min

Method: Interactive Lecture

Beginning and ending an exercise is very similar to beginning and ending an activity.



Ask the cadets to list actions that should be taken before cadets arrive.

Before cadets arrive, leaders should:

- inspect the exercise area for any damage or safety concerns;
- set up the exercise area; and
- ensure everyone involved has a clear understanding of their responsibilities.

When cadets arrive on grounds, leaders should hold an introductory meeting with the entire group to cover information that will be important throughout the exercise.



Ask the cadets to list information that should be included in an introductory meeting.

The introductory meeting should include information, such as:

- welcome to the participants,
- introduction of staff members,
- general outline of the exercise,
- safety concerns (eg, slippery floor, out-of bound areas, etc.),
- location of facilities (eg, washrooms, canteen, classes, gym, etc.),
- muster area in case of emergency, and
- first aid station.

At the end of the exercise, leaders should hold a conclusion meeting with the entire group to cover information that was relevant to the exercise.



Ask the cadets what information could be included in a conclusion meeting.

The conclusion meeting should include information, such as:

- conduct of the exercise (eg, competition winners);
- feedback from the instructors;
- feedback from the cadets; and
- recognition to individual or group contribution.



If leaders want more detailed feedback, they could get the cadets to write their feedback and submit it at the next training session.

After the cadets have left, leaders should:

- inspect the exercise area for any damage or safety concerns;
- tear down the exercise area;
- return stores.

Any damage to the exercise area or to the equipment need to be reported to the appropriate authority (eg, Training Officer, Commanding Officer, building management, Supply Officer, school administration, etc.).



One way to simplify the conclusion of an exercise is to include it in the WBS because it allows people to observe the importance of the final steps and maintain focus to the tasks that need to be carried out. It also ensures sufficient time and resources have been allocated for those activities to be performed.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What are things that should be completed prior to the cadets' arrival?
- Q2. What information should be included in an introductory meeting?
- Q3. What information could be included in a conclusion meeting?

ANTICIPATED ANSWERS:

- A1. Prior to the cadets' arrival, leaders should:
- inspect the exercise area has for any damage or safety concerns;
 - set up the exercise area; and
 - ensure everyone involved has a clear understanding of their responsibilities.
- A2. The introductory meeting should include information, such as:
- welcome to the participants,
 - introduction of staff members,
 - general outline of the exercise,
 - safety concerns (eg, slippery floor, out-of bound areas, etc.),
 - location of facilities (eg, washrooms, canteen, classes, gym, etc.),
 - muster area in case of emergency, and
 - first aid station.
- A3. The conclusion meeting should include information, such as:
- conduct of the exercise (eg, competition winners);
 - feedback from the instructors;
 - feedback from the cadets; and
 - recognition to individual or group contribution.

Teaching Point 3**Have the cadets review supervising an activity.**

Time: 5 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.



Cadets should have previous knowledge on the subject as this was taught in EO M303.05 (Supervise Cadets).

THE PURPOSES OF SUPERVISION

There are three main purposes of supervision.

To provide protection. Supervision ensures the safety and well-being of personnel. Safety is the number one issue in every aspect of the Cadet Program. When situations are not safe, they are stopped immediately. CATO 14-31, *Director Cadets and Junior Canadian Rangers General Safety Program*, outlines the requirements for a general safety program that must be incorporated in every aspect of cadet activities.

To provide support. Supervision ensures that all members of the team are assisted, provided for and encouraged during tasks. If cadets are not practicing intrapersonal management, interpersonal management, teamwork and effective communication, the supervisor must act on the situation.

To provide quality assurance. Supervision ensures the outcomes of a task meet expectations for that task. If cadets are not meeting their responsibilities in completing the task, the supervisor must act on the situation. No one likes to be over-supervised. It is important not to micromanage the team.

HOW TO SUPERVISE

As leaders, cadets are expected to supervise others. Supervision takes place during the entire task, not just at the beginning or end of the task. Although each situation where supervision takes place is unique, there are some common responsibilities that must be fulfilled. Leaders shall meet these responsibilities by:

Ensuring safety. Ensuring that every situation in the Cadet Program is carried out in a safe manner is the primary concern of all members involved.

Ensuring the well-being of cadets. The welfare of cadets within the Cadet Program is a primary concern in the execution of all training and administrative tasks.

Encouraging cadets. Encourage cadets to produce satisfactory work because they want to. Inspiring results through praise creates a positive outcome.

Adjusting responsibilities as required. Being able to adjust a cadet's responsibilities during tasks is important. Cadets with experience may need less supervision and may be given extra responsibilities.

Maintaining control of cadets. Keep cadets on task while they are producing satisfactory work. An effective supervisor is able to keep cadets focused.

Correcting errors as required. If mistakes are made, effective supervisors communicate this. They revise what and how it needs to be done and remedy errors.

Reporting misconduct as required. When cadets behave in a manner that is inconsistent with the core leadership qualities of a cadet, these behaviours should be reported up the chain of command.

Ensuring completion of responsibilities assigned to cadets as required. When supervisors delegate or assign tasks to others, it is the supervisor's responsibility to ensure all delegated tasks are completed.



Successful supervisors are usually successful leaders.

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 the purposes of supervision? When does supervision take place?
- Q2. What do you think the responsibilities of an effective supervisor are?
- Q3. Which responsibility do you find the most important? Why?
- Q4. Which responsibility do you find the most difficult to apply? Why?
- Q5. List some examples where you have seen leaders use various responsibilities.



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.

Teaching Point 4

Explain how to supervise an exercise.

Time: 5 min

Method: Interactive Lecture

Supervising an exercise is very similar to supervising an activity.



Ask the cadets to list the three main purposes of supervision.

There are three main purposes to supervision:

- to provide protection;
- to provide support; and
- to provide quality assurance.

The same way cadets are supervised by activity leaders, activity leaders should be supervised by exercise leaders. When exercise leaders are supervising, they should:

- ensure completion of tasks;
- ensure the activity leaders are providing challenging, fun and safe training;
- stop an activity when it is deemed unsafe; and
- provide guidance to activity leaders.

PROVIDING FEEDBACK

Guidance should be provided to activity leaders at the appropriate time and in an appropriate manner.



Ask the cadets to list the principles of effective feedback. The material was taught in more details during EO M403.04 (Provide Feedback to Team Members).

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. When giving feedback, it should be:

- frequent,
- accurate,
- specific,
- timely.



Ask cadets to list the ground rules for providing feedback. The material was taught in more details during EO M403.04 (Provide feedback to Team Members).

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.

The ground rules are:

- focusing on what is observed;
- focusing on behaviour;
- keeping it neutral;
- using it to inform;
- making it supportive; and
- keeping it simple.



Ask cadets to list the steps for providing feedback. The material was taught in more details during EO M403.04 (Provide feedback to Team Members).

The purpose for providing feedback is to let team members know how they are doing and when they are not meeting expectations. 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;
- providing examples of behaviours;
- allowing time for feedback;

- motivating; and
- setting a timeline for action and follow-up.

CONFIRMATION OF TEACHING POINT 4

QUESTIONS:

- Q1. What are the three main purposes to supervision?
- Q2. What should exercise leaders do when supervising?
- Q3. What are the ground rules to providing feedback?

ANTICIPATED ANSWERS:

- A1. There are three main purposes to supervision:
- to provide protection;
 - to provide support; and
 - to provide quality assurance.
- A2. When exercise leaders are supervising, they should:
- ensure completion of tasks;
 - ensure the activity leaders are providing challenging, fun and safe training;
 - stop an activity when it is deemed unsafe; and
 - provide guidance to activity leaders.
- A3. The ground rules are:
- focusing on what is observed;
 - focusing on behaviour;
 - keeping it neutral;
 - using it to inform;
 - making it supportive; and
 - keeping it simple.

END OF LESSON CONFIRMATION

QUESTIONS:

- Q1. What elements should be included in an activity introduction?
- Q2. What are actions leaders should take prior to cadets' arrival on an exercise?
- Q3. What are the five steps for providing feedback?

ANTICIPATED ANSWERS:

A1. Elements that should be included in an activity introduction are:

- getting the team's attention;
- explaining the goal of the activity;
- explaining the activity;
- assigning tasks as necessary;
- setting time limits;
- relaying safety concerns as necessary; and
- motivating the team.

A2. Prior to cadets' arrival, leaders should:

- inspect the exercise area for any damage or safety concerns;
- set up the exercise area; and
- ensure everyone involved has a clear understanding of their responsibilities.

A3. The five steps for providing feedback are:

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

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is evaluated IAW A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 3, Annex B, 503 PC.

CLOSING STATEMENT

Once an exercise begins, there may be changes that need to be made. It is important for cadets to recognize the importance of supervising the activity to ensure it reaches its goals, goes as planned, and if not, that the appropriate changes are made.

INSTRUCTOR NOTES / REMARKS

Cadets shall be given the opportunity to conduct an exercise, as a member of a group, as part of their OJT.

REFERENCES

Nil.



**COMMON TRAINING
PHASE FIVE
INSTRUCTIONAL GUIDE**



SECTION 4

EO M503.04 – CONCLUDE AN EXERCISE

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-605/PG-001, *Phase Five 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.

Make an OHP of Attachment A.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TP 1 to orient the cadets to the conclusion of an exercise, the content of an after action report and the conduct of a debriefing.

An in-class activity was chosen for TP 2 as it is an interactive way to provoke thought and stimulate interest about after action report.

INTRODUCTION

REVIEW

QUESTIONS:

- Q1. What are the elements in an activity debriefing?
- Q2. What actions have to be completed by exercise leaders after the cadets' departure?
- Q3. List the supervision responsibilities that a leader should meet.

ANTICIPATED ANSWERS:

A1. The elements in an activity debriefing should include:

- reviewing the goal;
- providing feedback; and
- re-motivating the team.

A2. After the cadets have left, leaders should:

- inspect the exercise area for any damage or safety concerns;
- tear down the exercise area;
- return stores.

A3. The supervision responsibilities that a leader should meet are:

- ensuring safety;
- ensuring the well-being of cadets;
- encouraging cadets;
- adjusting responsibilities as required;
- maintaining control of cadets;
- correcting errors as required;
- reporting misconduct as required; and
- ensuring completion of responsibilities assigned to cadets as required.

OBJECTIVES

By the end of this lesson the cadet shall be expected to conclude an exercise.

IMPORTANCE

It is important for cadets to conclude an exercise as it is an important step in project management. Recognizing areas for improvement and successes will allow people to take this knowledge into their next project and improve its chances for success.

Teaching Point 1**Explain the steps in the conclusion of an exercise.**

Time: 10 min

Method: Interactive Lecture

CONDUCTING A DEBRIEFING

Having a debriefing with the personnel involved in the exercise is a crucial step in identifying the practices to keep and the practices to avoid in future projects from the experience gained during the current project. The people involved in the project can, by sharing their experiences, observations and suggestions, help a leader recognize the achievements and areas for improvement encountered during the various planning and conducting stages of the exercise.

Like any meeting, the debriefing should be preceded by an agenda that may include:

- purpose of the debriefing,
- goals of the activity or activities,
- highlights, such as:
 - results, schedules, and resources,
 - tracking systems and procedures,
 - communications, and
 - practices and effectiveness;
- discussion and recognition of special achievements,
- review of reactions to the activity (cadets or supervisors),
- discussion of problems and issues, or
- discussion of how to reflect experiences from this project in future efforts.

During the debriefing, the following issues should be discussed:

- what was accomplished and individuals' contributions;
- techniques and approaches that worked to ensure they will be used in the future;
- techniques and approaches that did not work to ensure they are not used in the future, or they are used only following appropriate adjustments.

Here are a few things to keep in mind when planning a debriefing:

Invite the right people. Invite people that were involved. If the list is too long, decide to meet with the subgroups, then hold a general session where everyone reviews the results of the smaller meetings and where final comments and suggestions are made.

Ensure everyone understands the purpose of the meeting is to learn, not to blame. The post project evaluation is a means to examine what has been done to improve it.

If anyone starts to attack or criticize other participants, the discussion needs to be brought back to order. This can be done by asking questions, such as:

- What can you yourself do in the future to deal more effectively with such situations?
- What can we do in the future to prevent such situations from occurring?

It can also be done by having personnel:

- identify what others did well; or
- examine their own performance and see how they could have handled situations differently.



Be sure to assign a person to take notes during the debriefing. Those notes will be useful when writing the after action report (AAR).

CREATING AN AFTER ACTION REPORT (AAR)

As soon as possible after the debriefing, prepare and distribute an AAR based on notes from the briefing.

The AAR should include the following information:

- practices to incorporate in future projects,
- steps to take to encourage these practices,
- practices to avoid on future projects, and
- steps to be taken to avoid these practices.



After (and during if possible) the completion of a project, recognize the individuals or groups who helped "make it happen". Whether it be announcements or a thank you to who made it possible, recognizing those who worked hard is important.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What has to be accomplished after the conduct of an exercise?
- Q2. What is the importance of the debriefing?
- Q3. What elements are found in an AAR?

ANTICIPATED ANSWERS:

- A1. After the conduct of an exercise, ensure the following tasks are completed:
 - a tear down of the area,
 - return of resources,

- debriefing, and
 - AAR.
- A2. Having a debriefing with the people involved in the exercise is a crucial step in identifying the practices to keep and the practices to avoid in future projects from the experience gained during the current project.
- A3. The following elements are found in an AAR:
- practices to incorporate in future projects,
 - steps to take to encourage these practices,
 - practices to avoid on future projects, and
 - steps to be taken to avoid these practices.

Teaching Point 2

Conduct an activity where the cadets develop an after action report format.

Time: 15 min

Method: In-Class Activity

ACTIVITY

Time: 15 min

OBJECTIVE

The objective of this activity is to have the cadets develop their own AAR format.

RESOURCES

- Flip chart paper, and
- Markers.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Divide the class into two groups.
2. Distribute a flip chart paper and markers to each group.
3. Tell the cadets they have to create a template for an AAR that must contain all the necessary information.
4. Allow the cadets eight minutes to work on the assignment.
5. Allow each group two minutes to present their work.
6. Have the cadets reflect on which format they prefer.

SAFETY

Nil.



Show the cadets Attachment A for an example of an AAR format that could be used.

CONFIRMATION OF TEACHING POINT 2

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

END OF LESSON CONFIRMATION

The cadets' conclusion of an activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is evaluated IAW A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 3, Annex B, 503 PC.

CLOSING STATEMENT

It is important to properly close out an activity as the mistakes and success of an activity can be used when planning the next one. Leaders have to recognize the importance of taking a few moments to reflect on the learning experience from the activities they prepare and conduct.

INSTRUCTOR NOTES / REMARKS

Cadets shall be given the opportunity to conclude an exercise, as a member of a group, as part of their OJT.

REFERENCES

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AFTER ACTION REPORT

EVENT: _____

	SITUATION	SOLUTIONS & RECOMMENDATIONS
1. Training		
a. Time allocation	The time allocated for EO MXXX.XX was insufficient. Instructors did not have time to complete the class and had to leave out the last TP.	The class may be completed during a regular training night. Allow two periods for this class in next year's training schedule.
b.
2. Support		
a. Transportation
b. Facilities	The facilities were great. There was a sufficient number of classrooms for the number of lessons to be carried out. Having showers available was very useful. The fact that cadets had a chance to freshen up after the sports event was very appreciated by all.	Keep the same facilities for a similar event in the future.
3. Other		
a.
b. ...		
c.
4. Other		
a.
b.

By: _____

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**COMMON TRAINING
PHASE FIVE
INSTRUCTIONAL GUIDE**



SECTION 5

EO C503.01 – EXAMINE MEETING PROCEDURES

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-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

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

Photocopy the self study package located at Attachment A for the cadet.

Photocopy the answer key located at Attachment B but do not provide it to the cadet.

For the final exercise located at the end of the self study package, obtain a copy of an actual exercise plan or operations order (ops order) used by the corps or photocopy the sample exercise located at Attachment C for the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine meeting procedures at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have examined meeting procedures.

IMPORTANCE

It is important for cadets to examine meeting procedures as the corps will be participating in meetings to create proposals and prepare / conduct / conclude exercises.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet examine meeting procedures.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the self study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

By examining meeting procedures, you will have a better understanding of the benefits of meetings and on how to facilitate them to ensure their success.

INSTRUCTOR NOTES / REMARKS

This self study shall only be completed after the mandatory component of PO 503 (Lead Cadet Activities).

REFERENCES

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Examine Meeting Procedures



SECTION: 1 IDENTIFY TYPES OF MEETINGS
SECTION: 2 EXAMINE HOW TO ORGANIZE MEETINGS
SECTION: 3 EXAMINE HOW TO FACILITATE MEETINGS

SECTION 1

IDENTIFY TYPES OF MEETINGS

TYPES OF MEETINGS

There are many types of meetings, such as two friends meeting over coffee or a session of the House of Commons. The two types of meetings that will be described here are the ones used most often within the Cadet Program: briefings and committee meetings.

BRIEFING

A briefing is a type of meeting used to convey what needs to be done during an exercise or to inform the participants of an activity and of the necessary details. There is little input from the group except asking clarifying questions.

Briefing. A meeting for delivering information or instructions.



As a cadet, a briefing is the most common type of meeting you would be expected to facilitate.

As a cadet, there are two types of briefings you may be asked to facilitate:

- **Information briefing.** The information briefing is intended to inform the listeners and to gain their understanding. The briefing deals primarily with facts. The briefer provides a brief introduction to define the subject and to orient the listener and then presents the information.
- **Staff briefing.** The staff briefing is intended to secure a coordinated or unified effort. This may involve the exchange of information, the making / announcement of decisions, the issuance of directives, or the presentation of guidance. The staff briefing may include characteristics of an information briefing.

Functions of a Briefing

A briefing needs to be clear, concise, and complete. It needs to be tailored to its audience; a briefing for the activity leaders of an exercise is different from the one you would give to the cadets participating in the exercise.

- **Communicating the overall plan.** Explain how the exercise will be carried out. Always include safety details that affect the whole exercise (eg, fire orders, muster points, first aid personnel, and boundaries). All team members should know what is involved. This may include identifying various stages and phases.
- **Communicating the tasks involved in the leadership appointment.** Explain the tasks involved within the exercise.
- **Assigning tasks to team members as applicable.** Assign team members tasks that must be completed within the scope of the exercise. Every team member should be actively engaged in a meaningful activity.
- **Ensuring the team members understand their tasks.** Confirm team members understand their tasks and ask the team members if they have any questions. The team leader should also ask questions of various team members to ensure comprehension. When team members are assigned specific tasks, it is important they understand what is expected of them.



Think about questions you could ask or actions you could take to ensure everyone has understood their tasks.

COMMITTEE MEETING

A committee meeting is used to plan and organize an exercise. Members' participation is necessary for this type of meeting to be successful.

Committee meeting. A group of people, nominally up to 12 members, headed by a chairperson, meeting for discussion and debate on subjects relevant to its members.



Now that you know that members' participation is necessary in a committee meeting, how would you ensure maximum participation in your meeting?

During your time in cadets, most of the meetings you have attended were briefings. Younger cadets have little input in the planning and organization of the activities in which they participate. As you have progressed through the Cadet Program, the tasks that you have been assigned to complete have progressed from leading a small group of cadets in setting up a classroom to leading a division on parade.

Functions of a Committee Meeting

Meetings fulfill many functions for the team. The functions of a meeting include:

- defining the team;
- providing an opportunity where the team revises, updates, and adds to what it knows as a team;
- helping everyone to understand the collective aim of the team and the way in which their work contributes to the team's success;
- creating a commitment to the decisions it makes and the objectives it pursues; and
- creating an occasion where the team physically exists and works **as a group**, and the only time when the leader is the leader of the team and not just a person to whom individuals are responsible to.

Objective(s) of a Meeting

There are many reasons to have meetings. As part of Phase Five you will participate in meetings to create proposals and prepare / conduct / conclude exercises as part of PO 503 (Lead Cadet Activities). Here are some meeting objectives:

- **Legislative framework.** The objective of the meeting is to clarify the organizational makeup of the team; its rules, routines and procedures (eg, who is responsible to whom, how problems should be addressed, what tasks need to be completed) through which all action takes place.
- **Executive responsibilities.** The objective of the meeting is to determine who will be responsible for what tasks. Each member sees what others are doing and also understands how their roles / responsibilities fit into the whole project / exercise.
- **Constructive / originative.** The objective of the meeting is to guide a discussion where the knowledge, experience, judgment and ideas of the team are used to come up with or think through a proposal, project, exercise, etc.
- **Informative / digestive.** The objective of the meeting includes progress reports—to keep the team up-to-date on the current status of the tasks—and a review of the completed project to see what can be learned for the next time (eg, a meeting used to determine details of an After Action Report).

SECTION 2

EXAMINE HOW TO ORGANIZE MEETINGS

HOW TO ORGANIZE A BRIEFING

To organize your briefing, you will need the complete activity or exercise plan. It should state the who, what, where and when of the briefing.



Tell them what **they** need to know, **not** all **you** know!

Organizing a briefing requires four steps:

1. **Analyze the situation.** This includes analyzing the audience and the occasion by determining:
 - Who is to be briefed and why?
 - How much knowledge of the subject does the audience have?
 - What is expected of the briefer?
2. **Construct the briefing.** The construction of the briefing will vary with its type and purpose. The analysis provides the basis for this determination. The following are the major steps in preparing a briefing:
 - a. Know the subject thoroughly.
 - b. Isolate the key points.
 - c. Arrange the key points in logical order.
 - d. Select visual aids, if required.
 - e. Establish the wording.
 - f. Rehearse before a knowledgeable person who can critique the briefing.
3. **Deliver the briefing.** A successful briefing is dependent on how it is presented. A confident delivery, clearly enunciated and obviously based on full knowledge of the subject helps convince the audience. The briefer maintains a relaxed, but professional bearing using natural gestures and movement, but avoiding distracting mannerisms. The delivery is characterized by conciseness, objectivity, and accuracy. The briefer must be aware of the following:
 - The basic purpose is to present the subject as directed and to ensure that it is understood by the audience.
 - Brevity precludes a lengthy introduction or summary.
 - Interruptions and questions may occur at any point. If these interruptions occur, the briefer answers questions before proceeding or should indicate that questions will be answered later in the briefing. Do not permit questions to distract you from your planned briefing. If the question will be answered later in the briefing, the briefer should make specific reference to the earlier question when introducing that material. The briefer should anticipate possible questions and be prepared to answer them.
4. **Follow-up.** Ensure an understanding of the material. When the briefing is over, the briefer should elicit the opinion of a peer or superior for a critique.

HOW TO WRITE A BRIEFING

The following is a format used when writing an information briefing.

The Information Briefing

The information briefing should follow this format:

1. The introduction, to include:
 - a. greeting,
 - b. purpose and scope, to include:
 - (1) giving the big picture first; and
 - (2) explaining the purpose and scope of your briefing; and
 - c. outline or procedure, to include:
 - (1) summarizing the key points and your general approach; and
 - (2) explaining any special procedures (eg, demonstrations).
2. The body, to include:
 - a. arranging the main points in a logical sequence;
 - b. using visual aids to emphasize your main points;
 - c. planning effective transitions from one main point to the next; and
 - d. being prepared to answer questions at any time.
3. The closing, to include:
 - a. asking for questions;
 - b. summarizing the key points and making a concluding statement; and
 - c. announcing what will be happening next.

What to Consider When Writing a Staff Briefing

The staff briefing should include:

1. **General.** The staff briefing is an information briefing presented to the staff who are leading the activities or responsible for completing tasks for the exercise.
2. **Purposes of a staff briefing.** Give specific instructions, if required. The staff briefing serves to:
 - issue or elaborate on the exercise plan;
 - instil a general appreciation of the exercise;
 - review the key points of the exercise plan; and
 - ensure participants know the exercise's objective(s), problems that may arise, and ways to overcome them.
3. **Format.** A staff briefing is normally informal and has no set format.



Activate Your Brain #1:

What are the four steps when organizing a briefing?

HOW TO ORGANIZE A MEETING

During EO M503.02 (Prepare an Exercise), a basic procedure on how to plan a pre-exercise meeting was described. The following (more formal and detailed) procedures on how to organize and facilitate a meeting are from *Robert's Rules of Order: Newly Revised in Brief*, more commonly known as Robert's Rules of Order.



Did you know?

When Henry Martyn Robert (an officer in the United States Army) was asked to preside over a church meeting, he realized he did not know how. He tried anyway and his embarrassment was supreme. This event, which may seem familiar to many, left him determined never to attend another meeting until he knew something about parliamentary law. He studied the books that were available on the subject, but soon realized that every part of the United States had differing ideas of the correct procedure. To bring order to the chaos, he decided to write Robert's Rules of Order (first published in 1876) which quickly became the most commonly used procedures for facilitating meetings in the country.

Duties of the Chairperson

It is the responsibility of the chairperson for all planning for a meeting, which includes:

- setting the timings for the meeting;
- creating the agenda;
- running the meeting;
- supervising debate;
- conducting any voting; and
- creating the minutes.

Setting the Timings for the Meeting

Team members shall be notified of meetings as soon as possible to allow the meeting to be more productive and allow all members to express their concerns.

Creating the Agenda

Every meeting must first be convened. This process should begin with an agenda. The most critical priority for a meeting must always be to avoid wasting members' time. An effective agenda is the best tool for that purpose.

The agenda structures the order of business for a meeting and is a guide for attendees to follow. When setting the agenda, think of it as a set of rules for a good meeting.

The agenda must provide the organization's name, the date, time and place of the meeting. It should also give a finish time and, where possible, an approximate time for each item, so that the chairperson can keep an effective rein on the meeting by using the time framework.

Standard agenda items and their suggested order are:

1. confirmation of the minutes from the previous meeting;
2. matters arising from the previous minutes (any matter that was raised at the previous meeting which needed follow-up action on a carried motion);
3. correspondence in and out;
4. reports (these could be from the team's various departments); and
5. general business (brief background information on agenda topics as required).

The chairperson can vary the order of business at the meeting if the meeting members agree.



An agenda is more effective if given to the members before the meeting rather than at the meeting.

Running the Meeting

All business is brought before the assembly in the form of a motion. Before members can make a motion or address the assembly they must obtain the floor using the following protocol:

1. The members will raise their hand and wait to be recognized.
2. The chairperson is addressed by title, "Mr. Speaker" or "Madame Speaker".
3. The member introducing a motion has the first right to the floor.
4. Members who have not spoken to a motion shall have precedence over those who have.
5. The chairperson must recognize any member who seeks the floor while entitled to it.
6. Before a motion is open to debate it must (if required) be seconded and stated by the Speaker after which it is open to debate.
7. All important motions and amendments shall be in writing.
8. After the Speaker has stated a motion it is the property of the assembly and can only be withdrawn with unanimous consent or permission of the assembly.

Debate

Speeches shall conform to the following rules:

- Maximum speech length, as determined by assembly, will be respected.
- Decorum in debate will be maintained, to include:
 - remarks must be confined to the merits of the pending question;
 - attacks on a member's motives are not allowed;
 - all remarks must be addressed through the chairperson;

- the use of members' names will be avoided;
 - refrain from speaking against one's own motion;
 - stop speaking during an interruption by the chairperson; and
 - refrain from disturbing the assembly.
- The chairperson is not to take part in the debate.
 - When possible, the chairperson shall alternate the debate between those for and those against the motion.

Voting

Voting, if required, shall conform to the following rules:

- Procedures for voting shall be as the chairperson suggests.
- A member can change their vote until the time that the result is announced.
- A straw poll (an unofficial ballot taken as a test of opinion) is not in order for official purposes; a formal vote is required.



Did you know?

For a vote to be valid, a quorum must exist.

Quorum. The fixed minimum number of members that must be present to make the proceedings of an assembly, society, or meeting valid.

Creating the Minutes

Minutes. A brief summary of the proceedings of a meeting.

Minutes should be taken by someone other than the chairperson. This allows the chairperson to concentrate on facilitating the meeting. Minutes shall contain enough information to:

- maintain an accurate historical account of a meeting held; and
- allow for a clear understanding of the business that was conducted for those present and not present.

As a guideline, minutes should contain the following information:

- name of body, associated office, department or organization;
- date, time and location of the meeting;
- the list of attendees, guests and regrets (including the chairperson, and recording secretary);



Regrets. Expressing polite apologies for not being able to attend a meeting.

Members who cannot attend the meeting contact the chairperson with their reasons. The chairperson informs the recording secretary of those members who have sent regrets to distinguish them from members who did not contact the chairperson about their absence.

- a record of all motions that were presented;
- a clear distinction between open and closed sections of the meeting;
- consecutively numbered pages (use a header with meeting name, date, and page number);
- time of adjournment; and
- list of titles of any reports presented during the meeting.



Principles for effective minute-taking:

- BEFORE the meeting:
 - If possible, meet with the chairperson to set the agenda.
 - Learn what is expected to be included in the meeting minutes.
 - Use the agenda to make an outline for recording purposes.
 - Make sure there is a backup recording tool (eg, if taking minutes using a laptop, having pen and paper available if there are problems).
 - Make an extra copy of the agenda and / or materials to bring to the meeting.
 - Read and review all meeting materials.
 - Prepare an attendance sheet (know who is expected to attend and who sent regrets).
- DURING the meeting:
 - When possible, sit next to the meeting chairperson.
 - Follow the sequence of the meeting using the agenda.
 - Listen actively.
 - Focus on documenting the main ideas, processes and outcomes.
 - Record all motions and results (if not clear on the wording, ask for the motion to be repeated).
- AFTER the meeting, compose the minutes as follows:
 - If needed, ask the chairperson for clarification on any issues discussed.
 - Draft the minutes as soon as possible, while everything is still fresh.
 - Include only factual and concise statements about each issue discussed.
 - Omit unnecessary details.
 - Record in the past tense and in the third person.
 - Proofread, and then have the chairperson proofread.
 - Ensure the minutes, and amendments if required, are available for approval at the next meeting.



Activate Your Brain #2:

What are the duties of the chairperson?

SECTION 3 EXAMINE HOW TO FACILITATE MEETINGS

FACILITATING THE MEETING

Remember the objective of the meeting and stay on track. The two most important things for this to happen are the agenda (for dealing with the subject) and the actions of the chairperson (for dealing with the people).

Dealing With the Subject

When planning the agenda, the placement or order of items to be discussed can be very helpful for dealing with the subject of the meeting.

For example, you could:

- place smaller items first on the agenda to build up a sense of success before dealing with the main item;
- place the main item first to ensure it is discussed, leaving the smaller items to be decided after or at another meeting; or
- place a contentious item last so it can not potentially disrupt the entire meeting.

Dealing With the People

Dealing with people is an important skill, especially when you are in a position of leadership. Chairpersons need to build trust between themselves and their followers. There are six critical areas:

- **Communication.** Must always be a two-way street.
- **Support.** Being approachable, helpful, and concerned, especially when things are not going well.
- **Respect.** A question of delegating authority and listening to what subordinates have to say.
- **Fairness.** Giving credit and assessing blame where they are due.
- **Predictability.** Being dependable and keeping promises.
- **Competence.** Knowing your own job and doing it well.

Leadership is influence and influence is exercised through communication. Like any skill, competent communication must be learned and developed over a lifetime. Communication skills permit the flow of ideas from one individual to another or to a group, and vice versa. The process of communication can include both verbal and non-verbal messages. Understanding the three styles of communication aids you when facilitating a meeting by knowing who to watch out for (aggressive), who to draw out (passive) and who to support (assertive).

The ability of the team to work during a meeting is determined by their ability to work together. This is the primary task of the chairperson. Your conduct, both verbal and non-verbal, will set the tone for the meeting.

LEADERSHIP APPROACHES

There are three main leadership approaches discussed in the Cadet Program. 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 goal(s) of the meeting.

All leadership approaches may be required when facilitating a meeting. You have to rely on your training and experience to help you decide which approach is best for a given situation.



As a chairperson, this can be the most difficult part in running a meeting. Often, getting everyone to participate can be a challenge.

MEETINGS: WHAT CAN GO WRONG AND WHY

When you have a group of people together at a meeting, anything can happen. A **poorly** facilitated meeting quickly reinforces the idea that meetings are a waste of time. The following definitions describe how members may act / feel during meetings.

Passivity. The members are only attending because they have to. They feel that they have little to no input into the overall plan.

Boring. Most of the meeting has nothing to do with most of the members, so why are they here? The only part of the meeting that interests the member is theirs!

People don't listen. Listening is a skill and many people are poor listeners. This is understandable as people think faster than they can talk, creating down time for their brain; when listening to others the brain "fills" this down time between the speaker's words with their own thoughts. Another reason people don't listen is the subject; other members' ideas are not as good as theirs so why listen?

Grandstanding. Sometimes one or two members seem to dominate the discussion. This grandstanding has the effect of overwhelming the younger, less experienced and less aggressive members.

The power of the leader. It's hard to disagree with the leader. If you, as the chairperson, are seen as favouring one idea, the members are less likely to challenge / disagree with it.

Foregone conclusions. Members feel that a meeting is a waste of time if it appears the chairperson has already made a decision.

Not useful. Members' past experiences of finishing a meeting left them not sure exactly what was decided and what they are to do next. This gives them the opinion that the meeting was a waste of time.

Fear of exposure. If members talk about their ideas or express opinions, they expose themselves to public criticism. This can be devastating to a young person, especially when such criticism is done by someone they respect.

Potential conflict. Most people prefer to get along with others. When you disagree with someone, there is the potential for conflict. Members who disagree may feel isolated or unpopular and opt instead for the safety of silence. Also, some people enjoy provoking conflict and these people need to be watched out for.

Prior relationships brought to the meeting. Members who associate together are seen by other members as a clique. Such cliques are seen as supporting their own members, even over the good of the team. If there is more than one clique, there is a potential for rivalry to overshadow the meeting.

Concern about consequences. What will be required of the members when an idea is accepted? Will some members have to do more than others? What are the consequences of not being able to do my part? This anxiety can make attending a meeting a very unpleasant experience for some members.



Have you experienced any of the situations described above? What is your opinion about attending a meeting?

MEETINGS: WHY THEY ARE IMPORTANT

With all these problems is it even worth the effort to have meetings? Before you can make this decision, here are some of the reasons why meetings are important.

Getting a sense of the whole. So much work is done by individuals or small groups that it becomes vital for the team to see the big picture. This gives everyone a sense that their work is part of the plan, helping build morale and esprit de corps.

Comparing notes. By comparing notes, problems affecting one member may be solved by another member who had a similar problem.

Sharing information. Learning what others have done, hearing ways similar problems were solved, and being able to share something learned all builds toward a positive outcome for the meeting and the team.

Being visible to each other. Much of the team's work is done by individuals or small groups, so it can be difficult to actually be a team. Being together in a meeting allows the energy of the members to synergize the members into a team. It also allows the leader to be seen as a leader and not just someone that you report to.

Comfort of hearing others' opinions openly. It can be very uncomfortable discussing ideas and opinions one-on-one with the leader. However, if this is done by everyone as a team, there is less anxiety due to the fact that everyone is in the same boat. Such openness also create a norm of acceptable discussion.

Looking for solutions jointly. The saying "two heads are better than one" emphasizes the concept that there is usually more than one way to do something. Sometimes members get so caught up in their own thoughts and ideas that they don't see all the ways something can be done.

Group self-critique. If problems are aired by self-critique (eg, you talk about problems **you** are having), and everyone is doing it, it is easier to discuss the problems in a non-conflictive manner. By bringing up your own problems, you are trusting in the team to help you solve them. This also builds morale and esprit de corps.

Developing consensus. If there is consensus, the team as a whole gains a sense of ownership to the exercise. If everyone is in agreement, conflicts are resolved through solving the problem, not attacking the one who saw the problem.

Stimulating ideas. The atmosphere of the team focusing on one idea brings the creative level up for all the members. Discussing possible solutions stimulates other members to add to the idea to make it better.



In your opinion, why are meetings important?

THINGS TO WATCH OUT FOR DURING THE MEETING

As you have read, facilitating a meeting draws heavily on leadership principles and skills. The following are things to watch out for during the meeting.

Control the talkative. Some people can take a very long time to say very little. Remember, your meeting needs to stay on track. First try non-verbal cues (eg, staring the speaker in the eye) and, if necessary, verbal ones (eg, taking over the conversation by moving the discussion on) to control the talkative speaker.

Draw out the silent. Everyone's input is important, otherwise why are they at the meeting? However, for various reasons, most people remain silent throughout a meeting. People who are included in the planning / preparation of the project will usually work to make it successful.



Activate Your Brain #3:

For the following phrases, which style of communication (aggressive / passive / assertive) do they most resemble?

Control the talkative

Draw out the silent

Protect the timid. The input of the younger / less experienced members of the group may provoke disagreement with their seniors, which is reasonable. However, if the disagreement escalates to personal attacks or suggestions that the younger / less experienced members should not contribute ideas, the morale of the team will quickly deteriorate. Successful participation in a productive meeting builds confidence for all, especially the younger / less experienced members.

Encourage the clash of ideas. If the goal is to have the best outcome, then all ideas need to be thoroughly discussed. However, this may become a clash of personalities (between those whose ideas are being discussed) instead of the ideas. As chairperson, you need to keep the tone of the discussion professional. Keep the discussion on the ideas, not the people promoting them.

Watch out for the suggestion-squashing reflex. If people feel that making a suggestion will provoke the negative reaction of being laughed at or squashed, they will soon stop suggesting ideas. This can be most destructive if it is done by the chairperson! Instead, take notice of all suggestions, especially if it is suggested by a younger / less experienced member of the team.

Come to the most senior people last. This serves several purposes. It allows the younger / less experienced members of the team the experience of participating in the discussion. It also allows these younger / less experienced members to present their ideas before hearing the ideas of the older / more experienced members.



Remember when you were the younger / less experienced member of a team? Did you experience anxiety when you were teamed with older / more experienced cadets?

Close on a note of achievement. Making a meeting worth the effort means ensuring that it is seen as a success. At the end of the meeting, make it a point of emphasizing all that was accomplished. Remember, as chairperson, it is your responsibility to ensure the meeting was a success!



Congratulations, you have completed your self study package on EO C503.01 (Examine Meeting Procedures). Complete the following exercise and hand the completed package to the Training / Crse Officer and have them record the completion in your Phase Five logbook.

FINAL EXERCISE
PREPARE A BRIEFING

Using the information briefing format, create a briefing for the provided exercise plan (Item #4 on the timetable).

Note. If there are more than five key points, use blank paper to complete.

INTRODUCTION

Greeting: _____

Purpose and Scope:

Give the big picture first. _____

Explain the purpose and scope of your briefing. _____

Outline or Procedure:

Briefly summarize the key points and your general approach. _____

Explain any special procedures (eg, demonstrations). _____

BODY

Point #1: _____

Visual Aid? No Yes Description: _____

Possible Questions: _____

Transition: _____

Point #2: _____

Visual Aid? No Yes Description: _____

Possible Questions: _____

Transition: _____

Point #3: _____

Visual Aid? No Yes **Description:** _____

Possible Questions: _____

Transition: _____

Point #4: _____

Visual Aid? No Yes **Description:** _____

Possible Questions: _____

Transition: _____

Point #5: _____

Visual Aid? No Yes **Description:** _____

Possible Questions: _____

Transition: _____

CLOSING

Ask for Questions

Briefly recap key points:

Point #1: _____

Point #2: _____

Point #3: _____

Point #4: _____

Point #5: _____

Make a Concluding Statement:

Announce What Will Be Happening Next:

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ACTIVATE YOUR BRAIN ANSWER KEY



Activate Your Brain #1:

What are the four steps when organizing a briefing?

Analyze the situation.

Construct the briefing.

Deliver the briefing.

Follow-up.



Activate Your Brain #2:

What are the duties of the chairperson?

- **setting the timings for the meeting**
- **creating the agenda**
- **running the meeting**
- **supervising debate**
- **conducting any voting**
- **creating the minutes**



Activate Your Brain #3:

For the following phrases, which style of communication (aggressive / passive / assertive) do they most resemble?

Control the talkative **aggressive**

Draw out the silent **passive**

GUIDELINES FOR MARKING THE FINAL EXERCISE

When marking the final exercise, the following points should be considered:

- Is it legible?
- Are all sections complete?
- Could another person use this briefing effectively?

INTRODUCTION

- Did the cadet state their name in the greeting?
- Is the purpose and scope of the briefing explained?

BODY

- Are all key points of the exercise plan covered?
- Are all points organized in a logical order?
- Are all points clear and concise?
- Are visual aids planned?
 - If no, should a visual aid(s) have been planned?
 - If yes, was it appropriate?
- Are possible questions prepared for?
 - If no, have the cadet explain why not?
 - If yes, are they appropriate?
- Are transitions planned between points?

CLOSING

- Are all points recapped?
- Is the concluding statement motivational?
- Is the happening next announcement correct?

EXERCISE PLAN EXAMPLE

TITLE OF THE EXERCISE: SPORTS EVENT: OPERATION GET-YOUR-MOVE-ON

WHAT

Unit 123 Moncton will participate in Operation GET-YOUR-MOVE-ON, a sports event to be conducted at the Moncton Everblue High School on Saturday, 10 Mar 2012 from 0900 hrs–1600 hrs.

WHY

Unit 123 Moncton will conduct the sports event to promote physical fitness amongst all cadets, to introduce them to various sports, and to develop leadership and refereeing skills in senior cadets. The event will take place over one day to allow the conduct of multiple sports.

HOW

A. General Outline

This exercise will be conducted in four phases:

1. Phase One – Administration

The pre-activity meeting will be conducted on 21 Feb 12 in the CO's office at 1730 hrs. All members will attend. Booking of facilities, administrative preparation and planning are being completed by the Training Officer.

2. Phase Two – Preparation of Facilities

Prior to the cadets' arrival, all sergeants are required to prepare the facilities. The equipment for all sports events is to be taken out of the supply room and placed in the appropriate area. Signs identifying bathrooms, water points, and safety points have to be put up. This should be completed NLT 0840 hrs.

3. Phase Three – Conduct of the Exercise

As per schedule. Will include exercise / safety briefing, warm-up, conduct of the sports, lunch, cool-down and activity debriefing. Cadets will be allowed to leave at 1600 hrs.

4. Phase Four– Return of Stores

Return of stores, clean-up of facilities.

5. Phase 5 - Post-exercise meeting

Post-exercise meeting will be conducted on Sunday 11 Mar 2012 at the CO's office from 1700 hrs to 1830 hrs. All senior cadets and officers will attend.

B. Groupings

Cadets will be divided upon arrival into four different sports teams. CWO Mackey will ensure this is done as soon as cadets are on ground.

C. Tasks

WHO	TASKS
Lt(N) Malloy	<ul style="list-style-type: none"> • Plan the sports event. • Book school facilities. • Deliver the safety briefing upon arrival. • Deliver the event's debriefing.
SLt Nixon	<ul style="list-style-type: none"> • Responsible for meal arrangements. • Responsible for all medical emergencies. First-aider for the event.
CPO1 Mackey	<ul style="list-style-type: none"> • Responsible to ensure that equipment and signs are ready before 0840 hrs as per Annex C. • Responsible to ensure all activities are carried out safely and according to the timetable. • Responsible to have cadets divided into four sports teams.
CPO2 Landry	<ul style="list-style-type: none"> • Responsible for the training and evaluation of all activity referees. • Offer feedback to activity referees. • Complete and submit an individual evaluation of all referees to the Training Officer.
PO1 Gagnon	<ul style="list-style-type: none"> • Responsible for the evaluation all activity referees. • Offer feedback to activity referees. • Complete and submit an individual evaluation of all referees to the Training Officer.
PO2 Penny	<ul style="list-style-type: none"> • Responsible for equipment set-up and tear-down • Become familiar with and referee soccer. • Become familiar with and referee volleyball.
PO2 Randell	<ul style="list-style-type: none"> • Responsible for equipment set-up and tear-down. • Become familiar with and referee soccer. • Become familiar with and referee volleyball.
PO2 Picard	<ul style="list-style-type: none"> • Responsible for equipment set-up and tear-down. • Become familiar with and referee ball hockey. • Become familiar with and referee badminton.
PO2 Clark	<ul style="list-style-type: none"> • Responsible for equipment set-up and tear-down. • Become familiar with and referee ball hockey. • Become familiar with and referee badminton.
PO2 Belliveau	<ul style="list-style-type: none"> • Responsible for set-up and tear-down. • Responsible to carry out the warm-up and the cool-down. • Responsible for the tug-of-war event.
All members	<ul style="list-style-type: none"> • All members are to look after safety. • Anything deemed unsafe should be stopped right away and rectified.

D. Timings

See timetable in Annex A.

E. Dress

Dress for the event will be suitable sports gear. No outdoor footwear shall be worn inside.

F. Rations

Rations will be arranged by SLt Nixon.

G. Accommodations

Arrangements for the school are to be made by Lt(N) Malloy.

H. Equipment

See Annex B for Equipment List.

See Annex C for Activity Layout.

I. Transport

Cadets are responsible for their own transportation to and from the school.

J. Emergency Procedures

All medical emergencies will be reported to SLt Nixon. First aid will be available on site, and will be given if necessary. Medical emergencies will be directed to 911.

K. Water

Water will be available at school fountains. All cadets are to bring a personal water bottle to have water on hand.

L. Hygiene

The school washrooms (toilets and showers) will be available.

CHAIN OF COMMAND

Planning: Lt(N) Malloy

Conduct: CPO1 Mackey

Evaluation: CPO2 Landry, PO1 Gagnon

Rations: SLt Nixon

First-Aider: SLt Nixon

Referees: PO2 Penny, PO2 Randell, PO2 Picard, PO2 Clark and PO2 Belliveau

Lt(N) R Malloy

TrgO

123 Moncton

Distribution List

CO
XO
Lt(N) Malloy
SLt Nixon
CPO1 Mackey
CPO2 Landry
PO1 Gagnon
PO2 Penny
PO2 Randell
PO2 Picard
PO2 Clark
PO2 Belliveau

List of Annexes

Annex A - Timetable
Annex B - Equipment
Annex C - Exercise Layout

Annex A

TIMETABLE

Period	Time	What	Who	Comments
1	0810–0840 hrs	Set-up	All PO2s	
2	0840–0900 hrs	Cadets arrival	All senior cdts	
3	0900–0905 hrs	Attendance		
4	0905–0920 hrs	Exercise briefing	**YOU**	CPO1 to divide teams at this time.
5	0920–0930 hrs	Warm up	PO2 Belliveau	
6	0940–1010 hrs	Game 1	PO2 Randell PO2 Penny	Soccer (Teams 1 vs 2) Volleyball (Teams 3 vs 4)
7	1010–1030 hrs	Break		
8	1030–1100 hrs	Game 2	PO2 Penny PO2 Randell	Soccer (Teams 1 vs 3) Volleyball (Teams 2 vs 4)
9	1100–1120 hrs	Break		
10	1120–1200 hrs	Game 3	TBD*	Soccer (Teams 3 vs 4) Volleyball (Teams 1 vs 2)
11	1200–1300 hrs	Lunch		
12	1300–1330 hrs	Game 4	PO2 Picard PO2 Clark	Hockey (Teams 1 vs 2) Badminton (Teams 3 and 4)
13	1330–1350 hrs	Break		
14	1350–1420 hrs	Game 5	PO2 Clark PO2 Picard	Hockey (Teams 3 vs 4) Badminton (Teams 1 and 2)
15	1420–1440 hrs	Break		
16	1440–1510 hrs	Game 6	TBD*	Hockey (Teams 1 vs 4) Badminton (Teams 2 and 3)
17	1510–1535 hrs	Tug of war	PO2 Belliveau	
18	1535–1545 hrs	Cool down	PO2 Belliveau	
19	1545–1600 hrs	Debriefing	Lt(N) Malloy	
20	1600 hrs	Departure	All senior cdts	

* Based on previous experience of both sports, determine who may need more practice and assign as appropriate.

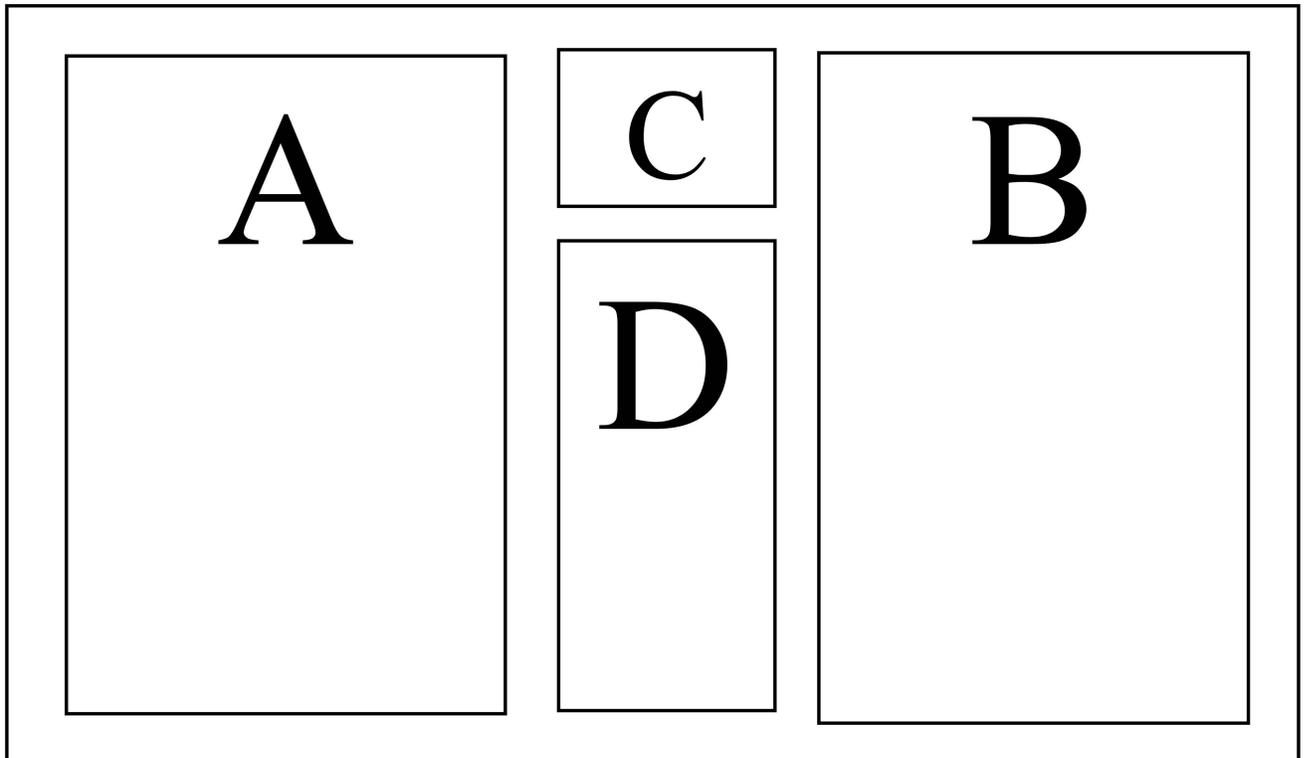
Annex B

EQUIPMENT LIST

- Hockey sticks x 20
- Hockey masks x 20
- Hockey gloves x 20
- Protective goggles x 20
- Hockey nets x 2
- Pucks x 2
- Badminton rackets x 20
- Badminton birds x 6
- Badminton sets (nets and poles) x 3
- Pinnies x 20 of each colour (2 colours)
- Volleyball set (nets and poles) x 1
- Volleyball ball x 2
- Large 18-m (60-foot) rope x 1
- First aid kit x 2

Annex C

EXERCISE LAYOUT



Legend:

- A: Soccer / Hockey
- B: Volleyball / Badminton
- C: First Aid Station
- D: Tug of War

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COMMON TRAINING
PHASE FIVE
INSTRUCTIONAL GUIDE



SECTION 1

EO M504.01 – PARTICIPATE IN THE CADET FITNESS ASSESSMENT

Total Time:

2 x 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-605/PG-001, *Phase Five 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 CATO 14-18, *Cadet Fitness Assessment and Incentive Program* and become familiar with the material prior to delivering the lesson.

Photocopy the *Individual Score Sheet for the 20-m Shuttle Run Test* located at CATO 14-18, Annex A, Appendix 1 and the *Cadet Fitness Assessment and Incentive Level Results* located at CATO 14-18, Annex B, Appendix 3 for each cadet.

The cadets will complete the Cadet Fitness Assessment in pairs. The 20-m Shuttle Run Test will be conducted first, with the remaining stations run as a circuit.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it allows the cadets to participate in the Cadet Fitness Assessment in a safe and controlled environment.

INTRODUCTION

REVIEW

Review how to conduct the components of the Cadet Fitness Assessment.

OBJECTIVES

By the end of this lesson the cadet shall have participated in the Cadet Fitness Assessment.

IMPORTANCE

It is important for the cadets to participate in the Cadet Fitness Assessment to determine their personal fitness level. When conducted multiple times over the course of the year, the Cadet Fitness Assessment allows progress to be tracked. Determining personal fitness level will also allow the cadets to create personal goals and will assist with updating a personal activity plan.

Teaching Point 1**Conduct a warm-up session composed of light cardiovascular exercises.**

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the warm-up session.

PURPOSE OF A WARM-UP

A warm-up session is composed of stretches and light cardiovascular exercises designed to:

- stretch the muscles;
- gradually increase respiratory action and heart rate;
- expand the muscles' capillaries to accommodate the increase in blood circulation which occurs during physical activity; and
- raise the muscle temperature to facilitate reactions in muscle tissue.

GUIDELINES FOR STRETCHING

The following guidelines should be followed while stretching to prepare for physical activity and to help prevent injury:

- Stretch all major muscle groups, including the back, chest, legs, and shoulders.
- Never bounce while stretching.
- Hold each stretch for 10–30 seconds to let the muscles release fully.
- Repeat each stretch two to three times.
- When holding a stretch, support the limb at the joint.
- Static stretching, which is stretching a muscle and holding it in position without discomfort for 10–30 seconds, is considered the safest method.
- Stretching helps to relax the muscles and improve flexibility, which is the range of motion in the joints.
- As a guide, allow 10 minutes to warm up for every hour of physical activity.



The stretches chosen should focus on the areas of the body that will be used the most during the physical activity.

ACTIVITY

OBJECTIVE

The objective of this warm-up activity is to stretch the muscles and perform light cardiovascular exercises to prepare the body for physical activity and to help prevent injuries.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 1 and 2).

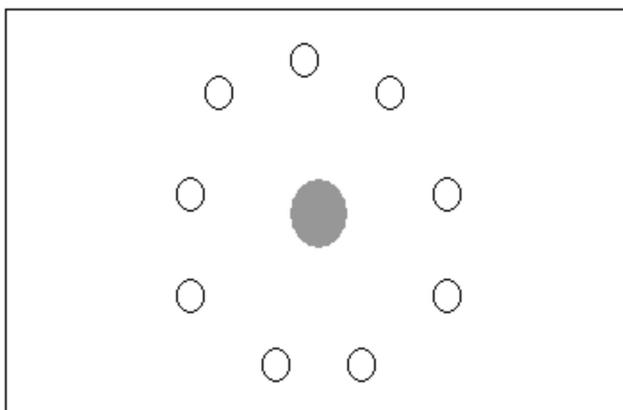


Figure 1 Instructor in the Centre of a Warm-Up Circle

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

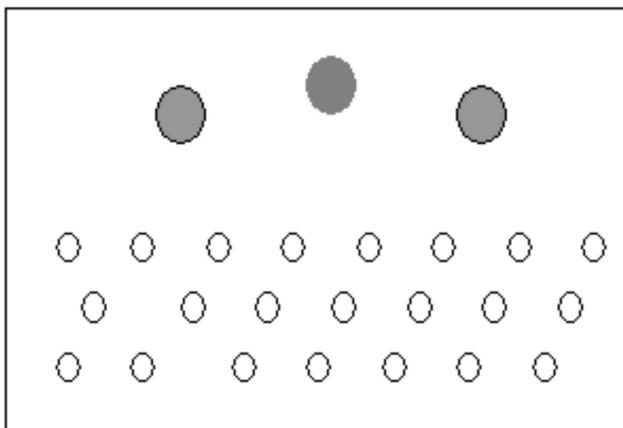


Figure 2 Instructor at the Front with Two Assistant Instructors

Note. Created by Director Cadets 3, 2006, Ottawa, ON: Department of National Defence.

2. Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.

3. Assistant instructors may help demonstrate the exercises and ensure the cadets are performing them correctly.
4. Have cadets perform each stretch / light cardiovascular exercise.



Light cardiovascular exercises should be done to warm up the muscles prior to stretching to avoid injury to or tearing of the muscles. For example, running on the spot for 30 seconds or performing jumping jacks should be performed prior to conducting the stretches located at Attachment A.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in this TP.

CONFIRMATION OF TEACHING POINT 1

The cadets' participation in the warm-up session will serve as the confirmation of this TP.

Teaching Point 2

Supervise while the cadets perform and score the Cadet Fitness Assessment.

Time: 15 min

Method: Practical Activity



The cadets will participate in the Cadet Fitness Assessment in pairs.

The 20-m Shuttle Run Test will be conducted before the other assessments.

The remaining fitness-area tests will be conducted as a circuit and are as follows:

1. the curl-up,
2. the push-up, and
3. choose two of the following:
 - a. the trunk lift,
 - b. the shoulder stretch, or
 - c. the back-saver sit and reach.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets perform and score the Cadet Fitness Assessment.

RESOURCES

- CATO 14-18, *Cadet Fitness Assessment and Incentive Program*,
- Leger 20-m Shuttle Run Test CD,
- Measuring tape,
- CD player,
- Pylons,
- Gym mats,
- 12-cm measuring strips,
- Paper,
- Metre sticks,
- Coins,
- Back-saver sit and reach test apparatuses,
- *Individual Score Sheet for the 20-m Shuttle Run Test*, and
- *Cadet Fitness Assessment and Incentive Level Results*.

ACTIVITY LAYOUT

IAW CATO 14-18, Annex A.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into pairs.



The cadets will remain in pairs throughout the Cadet Fitness Assessment.

2. Distribute the *Individual Score Sheet for the 20-m Shuttle Run Test*, the *Cadet Fitness Assessment and Incentive Level Results*, and pens / pencils to one cadet from each pair.
3. Have the cadets with the score sheet print their partner's name on the score sheet and sit behind the starting line ready to record results.
4. Conduct the 20-m Shuttle Run Test IAW CATO 14-18, Annex A, Appendix 1.
5. Once completed, have the cadets who completed the 20-m Shuttle Run Test become the scorekeepers and the scorekeepers become the runners; and repeat Steps 2–4.

6. Conduct the remaining fitness-area tests as a circuit IAW CATO 14-18, Annex A.

SAFETY

- Ensure a designated first-aider and first aid kit are available.
- Ensure water is available for the cadets after they complete the 20-m Shuttle Run Test.
- Ensure that the curl-up and push-up are conducted using the proper position / form.
- The cadets shall not bounce or hyperextend their backs while performing the trunk lift.

CONFIRMATION OF TEACHING POINT 2

The cadets' participation in the Cadet Fitness Assessment will serve as the confirmation of this TP.

Teaching Point 3

Conduct a cool-down session composed of light cardiovascular exercises.

Time: 5 min

Method: Practical Activity



The following information will be explained to the cadets during the cool-down session.

PURPOSE OF A COOL-DOWN

A cool-down is composed of stretches and light cardiovascular exercises designed to:

- allow the body time to slowly recover from physical activity and to help prevent injury;
- prepare the respiratory system to return to its normal state; and
- stretch the muscles to help relax and restore them to their resting length.



The stretches chosen should focus on the areas of the body that were used the most during the sports activity.

ACTIVITY

OBJECTIVE

The objective of the cool-down is to stretch the muscles and perform light cardiovascular exercises that allow the body time to recover from physical activity, and to prevent injury.

RESOURCES

Nil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Arrange the cadets in either a warm-up circle or in rows (as illustrated in Figures 1 and 2 of TP 1).
2. Demonstrate before having the cadets attempt each stretch / light cardiovascular exercise.
3. Assistant instructors may help demonstrate the movements and ensure the cadets are performing them correctly.
4. Have cadets perform each stretch / light cardiovascular exercise.

SAFETY

- Ensure there are at least two arm lengths between the cadets so they can move freely.
- Ensure the cadets perform the stretches and light cardiovascular exercises in a safe manner, following the guidelines for stretching listed in TP 1.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the cool-down session will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the Cadet Fitness Assessment will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

The Cadet Fitness Assessment determines personal fitness level, and is an excellent tool for tracking progress in personal fitness.

INSTRUCTOR NOTES / REMARKS

The Cadet Fitness Assessment is an individual assessment used to set personal fitness goals. Results from this assessment shall not be used for competition or classification among cadets.

The Cadet Fitness Assessment shall be set up prior to conducting this EO.

This EO shall be conducted at the start and the end of the training year.

REFERENCES

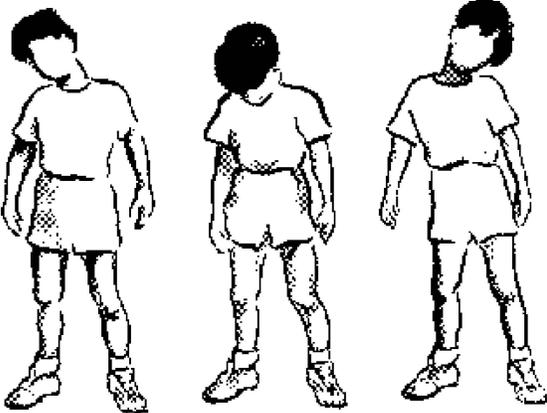
C0-095 ISBN 0-7360-5962-8 The Cooper Institute. (n.d.). *Fitnessgram / activitygram test administration kit: Fitnessgram 8.0 stand-alone test kit*. Windsor, ON: Human Kinetics.

C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.

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SAMPLE STRETCHES

a. Neck:

 <p data-bbox="363 802 680 833">Figure A-1 Neck Stretch</p> <p data-bbox="228 850 818 953"><i>Note.</i> From <i>Moving on the Spot: A Collection of 5 Minute Stretch and Movement Sessions</i>, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#11</p>	<p data-bbox="992 585 1403 682">Slowly roll your head across your chest from shoulder to shoulder. Do not roll your head backwards.</p>
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b. Shoulders:

 <p style="text-align: center;">Figure A-2 Shoulder Push</p> <p><i>Note.</i> From <i>Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions</i>, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#1</p>	<p>Stand and extend your arms behind you, interlocking your fingers. Push up and back with your shoulders.</p> <p>Hold this position for a minimum of 10 seconds.</p>
 <p style="text-align: center;">Figure A-3 Shoulder Shrug</p> <p><i>Note.</i> From <i>Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions</i>, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved October 26, 2006, from http://www.lin.ca/resource/html/dn3.htm#1</p>	<p>Stand and raise your shoulders as high as possible and then lower your shoulders, stretching your neck up.</p> <p>Pull your shoulders back as far as possible and then round your shoulders forward by pushing your shoulders forward as far as possible.</p> <p>Hold each position for a minimum of 10 seconds.</p>
 <p style="text-align: center;">Figure A-4 Arm Circles</p> <p><i>Note.</i> From <i>Warm Ups</i>, by Martha Jefferson Hospital, Copyright 2001 by Martha Jefferson Hospital. Retrieved October 26, 2006, from http://www.marthajefferson.org/warmup.php</p>	<p>Hold your arms straight out, palms up. Make small circles with your arms, gradually increasing the size.</p> <p>Reverse the direction of your circles.</p>
 <p style="text-align: center;">Figure A-5 Shoulder Stretch</p> <p><i>Note.</i> From <i>Smart Start: A Flexible Way to Get Fit</i>. Retrieved October 26, 2006, from http://www.in-motion.ca/walkingworkout/plan/flexibility/</p>	<p>Either standing or sitting, take your right arm in your left hand and bring it across your chest, supporting the joint by holding it behind the elbow. Pull the elbow lightly towards your chest. You should feel the stretch in your right shoulder.</p> <p>Hold this position for a minimum of 10 seconds and repeat on the opposite side.</p>

c. Arms:



Figure A-6 Wrist Rotations

Note. From *Exercises*. Copyright 1998 by Impacto Protective Products Inc. Retrieved October 26, 2006, from <http://www.2protect.com/home.htm>

Rotate your hands in circular motions at the wrist.

Change direction and repeat on both sides.



Figure A-7 Triceps Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Stand and bring your right arm over your head, bent at the elbow. Use your left hand to gently pull your arm down.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Figure A-8 Forearm Stretch

Note. From *Exercise Programme for Squash, Tennis, Softball, Handball*. Retrieved October 26, 2006, from <http://www.physionline.co.za/conditions/article.asp?id=49>

In a kneeling position, place your hands on the floor in front of you with your fingers pointing toward your knees, and your thumbs pointing out. Keeping your hands flat on the floor, lean back.

Hold this position for a minimum of 10 seconds.

d. Chest and Abdominals:



Figure A-9 Chest Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Stand facing a wall. With your right arm bent and your elbow at shoulder height, place your palm against the wall. Turn your body away from your right arm. You should feel the stretch on the front side of your armpit and across the front of your chest.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Figure A-10 Side Stretch

Note. From *Moving on the Spot: A Collection of 5 minute Stretch and Movement Sessions*, by B. Hanson, 1999, Toronto, Ontario: Toronto Public Health. Retrieved October 26, 2006, from <http://www.lin.ca/resource/html/dn3.htm#1>

Stand with your left arm up over your head. Bend at the waist towards the right side of your body.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

e. Back:

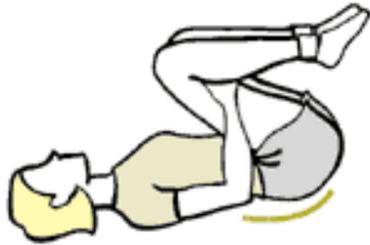


Figure A-11 Lower Back Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Lie on your back and bring your knees toward your chest. Grasp the back of your knees.

Hold this position for a minimum of 10 seconds.

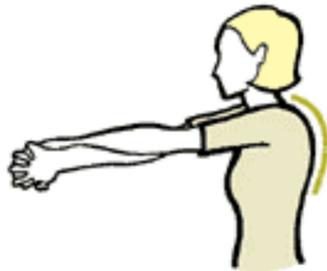


Figure A-12 Upper Back Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Extend your arms straight in front of you at shoulder height crossing one arm over the other. With the palms facing each other, intertwine your fingers and press out through your arms. Let your chin fall to your chest as you exhale. You should feel the stretch in the upper back.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

f. Legs:



Figure A-13 Hamstring Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Lie flat on the floor with your knees bent and your back flat on the floor. Slowly raise and straighten one leg, grasping it behind your thigh with both hands.

Hold this position for a minimum of 10 seconds.



Figure A-14 Inner Thigh Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Sit on the floor with your knees bent and the soles of your feet together. Grab your toes and pull yourself forward while keeping your back and neck straight.

Hold this position for a minimum of 10 seconds.

Grab your ankles and push your knees down toward the floor with your elbows.

Hold this position for a minimum of 10 seconds.



Figure A-15 Hip Flexor

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Kneel on your right knee. Position your left foot in front of you, bending your knee and placing your left hand on that leg for stability. Keep your back straight and abdominal muscles tight. Lean forward, shifting more body weight onto your front leg. You should feel the stretch in the front of your hip and the thigh of the leg you are kneeling on. Cushion your kneecap with a folded towel if necessary.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

f. Legs Continued:

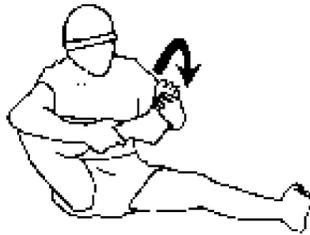


Figure A-16 Ankle Rotations

Note. From *Running Exercises*. Retrieved October 26, 2006, <http://www.physionline.co.za/conditions/article.asp?id=46>

From a sitting position, rotate your foot in a clockwise, and then a counter-clockwise, direction.

Switch and repeat on the opposite side.



Figure A-17 Calf Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Stand three steps away from and facing a wall. Step in towards the wall with your right leg, bending your right knee and keeping your left leg straight. Extending your arms with your palms forward, reach out to the wall and let your body fall toward the wall. Keep your toes forward and your heels down. Lean your body into the wall with your left leg straight behind your body. You should feel the stretch in your left calf.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.



Figure A-18 Quadriceps Stretch

Note. From *Smart Start: A Flexible Way to Get Fit*. Retrieved October 26, 2006, from <http://www.in-motion.ca/walkingworkout/plan/flexibility/>

Stand with your hand against a wall for balance. Lift your left foot off the ground, bending your knee as if you are trying to kick your bottom with your heel. Do not lean forward at the hips. Grab and hold your ankle with your left hand. You should feel the stretch in your left thigh.

Hold this position for a minimum of 10 seconds and repeat on the opposite side.

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SECTION 2

EO M504.02 – UPDATE PERSONAL ACTIVITY PLAN

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

Photocopy Attachment A (Sample Personal Activity Plan) and Attachment B (Personal Activity Plan) for each cadet.

Photocopy this instructional guide for each cadet.

Physical fitness resources can be printed or ordered from <http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html>, through the Public Health Agency of Canada to be given as handouts to the cadets.

PRE-LESSON ASSIGNMENT

Ensure the cadets have a copy of their Phase Four Personal Activity Plan and their Cadet Fitness Assessment results to bring to this lesson.

APPROACH

A practical activity was chosen for this lesson as it is an interactive way to allow the cadets to update their Personal Activity Plan. This activity contributes to the development of personal fitness goals in a fun and challenging setting.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have updated their Personal Activity Plan (from Phase Four) for the current training year.

IMPORTANCE

In order to help achieve success in physical fitness, it is important to know how to set personal fitness goals and to create an activity plan that will help to achieve those goals. This is important as physical fitness is one of the aims of the cadet program.

Teaching Point 1**Have the cadets update their Personal Activity Plan from Phase Four.**

Time: 25 min

Method: Practical Activity



Describe the terms used in the Personal Activity Plan before having the cadets update their plan. Distribute the sample Personal Activity Plan handout located at Attachment A to each cadet.

A Personal Activity Plan is designed to identify current personal fitness level and to create individual goals to increase fitness level. There are a number of terms used within a Personal Activity Plan to describe type and intensity of activities.

TYPES OF ACTIVITIES

Rest activities. Activities that involve minimal physical effort (eg, homework, computer games and reading).

Lifestyle activities. Activities that are a part of a normal day (eg, walking, household chores and garbage sweeps).

Aerobic activities. Activities that improve aerobic fitness (eg, jogging, swimming and dancing).

Aerobic sports. Sports that involve a great deal of movement (eg, baseball, basketball and soccer).

Muscular activities. Activities that require strength (eg, weightlifting, wrestling and track and field sports).

Flexibility activities. Activities that involve stretching the muscles (eg, martial arts, stretching and yoga).

INTENSITY OF ACTIVITIES

Rest. Activities that involve sitting or standing, and little motion.

Light. Activities that involve slow movements, and are not tiring.

Moderate. Activities that are fairly intense (fall between light and vigorous).

Vigorous. Activities that involve quick movements or running, and increased respiration.

ACTIVITY**OBJECTIVE**

The objective of this activity is to have the cadets update their Phase Four Personal Activity Plan.

RESOURCES

- Personal Activity Plan handout located at Attachment B,
- Cadet Fitness Assessment results, and
- Pens / pencils.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Discuss how the results of the Cadet Fitness Assessment can be used to create goals.



The Cadet Fitness Assessment determines personal fitness level through raw scores.

A cadet who scored 5 on the push-up and 10 on the curl-up assessments, may wish to set a long-term goal to improve muscular fitness. Their short-term goal may be to complete 8 push-ups and 12 curl-ups on the next assessment.

2. Distribute the Personal Activity Plan handout, located at Attachment B, to each cadet.
3. Supervise and provide assistance while the cadets update their Personal Activity Plans for the current training year by:
 - a. reviewing their Phase Four Personal Activity Plan;
 - b. reviewing their Cadet Fitness Assessment results;
 - c. listing current fitness and sports activities;
 - d. identifying areas that need improvement;
 - e. creating goals; and
 - f. listing planned fitness and sports activities.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

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

END OF LESSON CONFIRMATION

The cadets' updating their Personal Activity Plan will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

The cadets should follow their Personal Activity Plan throughout the training year. The Personal Activity Plan will be evaluated by the cadet each time they complete the Cadet Fitness Assessment.

METHOD OF EVALUATION

This EO is evaluated IAW A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 3, Annex B, 504 PC.

CLOSING STATEMENT

One of the aims of the cadet program is physical fitness. A Personal Activity Plan is an important tool for creating and achieving goals, and will help to track progress in physical fitness.

INSTRUCTOR NOTES / REMARKS

This lesson shall follow the start of year Cadet Fitness Assessment (EO M504.01 [Participate in the Cadet Fitness Assessment]).

No time has been allocated for this EO. Cadets will update their personal activity plan independently during a training session.

Physical fitness resources can be printed or ordered from <http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html>, through the Public Health Agency of Canada to be given as handouts to the cadets.

REFERENCES

C0-104 ISBN 0-662-26628-5 Public Health Agency of Canada. (1998). *Handbook for Canada's physical activity guide to healthy active living*. Ottawa, ON: Public Health Agency of Canada.

C0-105 ISBN 0-662-32897-3 Public Health Agency of Canada. (2002). *Teacher's guide to physical activity for youth 10–14 years of age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

C0-106 ISBN 0-662-32899-X Public Health Agency of Canada. (2002). *Let's get active! Magazine for youth 10–14 years of age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

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SAMPLE PERSONAL ACTIVITY PLAN

Name: Shepherd, John

Date: 10 Sept

START OF YEAR

CADET FITNESS ASSESSMENT #1 RESULTS

Assessment	Score
Cardiovascular	
20-m Shuttle Run Test	8
Muscular Strength	
Curl-up	20
Push-up	6
Muscular Flexibility	
Trunk Lift	6 inches
Shoulder Stretch	Right: Y
	Left: N
Back-Saver Sit and Reach	Right: 4 inches
	Left: 3 inches

CURRENT ACTIVITIES

List the activities that you participated in over the past week.

Date	Activity	Duration	Type of Activity	Intensity of Activity
Wednesday 3 Sept	Computer Games	3 hrs	Rest Activity	Rest
	Soccer	1 hr	Aerobic Sports	Moderate
	Stretching	15 min	Flexibility Activity	Light
Thursday 4 Sept	Soccer	1 hr	Aerobic Sports	Moderate
	Stretching	15 min	Flexibility Activity	Light
	Reading	2 hrs	Rest Activity	Rest
Friday 5 Sept	Yard Work	1 hr	Lifestyle Activity	Moderate
	Bike Riding	1 hr	Aerobic Activity	Moderate
	Watching Television	4 hrs	Rest Activity	Rest
Saturday 6 Sept	Bike Riding	1 hr	Aerobic Activity	Moderate
	Packing	3 hrs	Lifestyle Activity	Light
	Reading	1 hr	Rest Activity	Rest

Date	Activity	Duration	Type of Activity	Intensity of Activity
Sunday 7 Sept	Playing Video Games	2 hrs	Rest Activity	Rest
	Walking	30 min	Lifestyle Activity	Light
	Reading	1 hr	Rest Activity	Rest
Monday 8 Sept	Watching TV	3 hrs	Rest Activity	Rest
	Walking	1 hr	Lifestyle Activity	Light
	Reading	1 hr	Rest Activity	Rest
Tuesday 9 Sept	Sitting in Class	4 hrs	Rest Activity	Rest
	Reading	1 hr	Rest Activity	Rest
	Walking	1 hr	Lifestyle Activity	Light

Areas That Need Improvement:

1. 20-m Shuttle Run Test score is low. Need to improve cardiovascular fitness.
2. Need to participate in more activities at a vigorous intensity.
3. Cut back on rest activities.

GOALS

Remember that goals must be:

- Specific,
- Measurable,
- Achievable,
- Relevant, and
- Timed.

Long-term goal for the training year: To increase personal fitness level.

Short-term Goals:

Goal	Date to Achieve By	Date Achieved
Score 15 on the 20-m Shuttle Run Test	Next Cadet Fitness Assessment	
Score 10 on the push-up assessment	Next Cadet Fitness Assessment	
Participate in five aerobic sports in the next week	17 Sept	

PLANNED ACTIVITIES

List the activities that you plan to participate in.

Week	Activity	Was the activity completed?	Why was the activity not completed?
11 Sept- 17 Sept	Soccer for 2 hrs		
	Walking for 30 min / day		
	Biking for 2 hrs / twice a week		
18 Sept- 24 Sept	Run for 1 hrs		
	Recreational Sports for 1 hr		
	Walking for 30 min / day		
25 Sept- 1 Oct	Soccer for 2 hrs		
	Walking for 30 min / day		
	Swimming for 1.5 hrs		
2 Oct- 8 Oct	Biking for 2 hrs / twice a week		
	Recreational Sports for 1 hr / twice a week		
	Walking for 30 min / day		
9 Oct- 15 Oct	Recreational Sports for 1 hr / twice a week		
	Running / Walking for 30 min / day		
	Biking for 2 hrs / twice a week		
16 Oct- 22 Oct	Recreational Sports for 1 hr / twice a week		
	Running / Walking for 30 min / day		
	Biking for 2 hrs / twice a week		
23 Oct- 29 Oct	Recreational Sports for 1 hr / twice a week		
	Running / Walking for 30 min / day		
	Biking for 2 hrs / twice a week		

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

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PERSONAL ACTIVITY PLAN

Name: _____

Date: _____

START OF YEAR

CADET FITNESS ASSESSMENT RESULTS

Assessment	Score
Cardiovascular	
20-m Shuttle Run Test	
Muscular Strength	
Curl-up	
Push-up	
Muscular Flexibility	
Trunk Lift	
Shoulder Stretch	Right:
	Left:
Back-Saver Sit and Reach	Right:
	Left:

CURRENT ACTIVITIES

List the activities that you participated in over the past week.

Date	Activity	Duration	Type of Activity	Intensity of Activity

Date	Activity	Duration	Type of Activity	Intensity of Activity

Areas That Need Improvement:

1. _____
2. _____
3. _____

GOALS

Remember that goals must be:

- Specific,
- Measurable,
- Achievable,
- Relevant, and
- Timed.

Long-term goal for the training year: _____

Short-term Goals:

Goal	Date to Achieve By	Date Achieved

END OF YEAR

CADET FITNESS ASSESSMENT RESULTS

Assessment	Score
Cardiovascular	
20-m Shuttle Run Test	
Muscular	
Curl-up	
Push-up	
Flexibility	
Trunk Lift	
Shoulder Stretch	Right:
	Left:
Back-saver Sit and Reach	Right:
	Left:

Areas That Need Improvement:

1. _____
2. _____
3. _____

Short-term Goals:

Goal	Date to Achieve By	Date Achieved

REFLECTION

Was your long-term goal for the training year met? _____

If applicable, why was your long-term goal not met? _____

What is your long-term goal following the completion of this training year? _____

List some short-term goals that will help you achieve your long-term goal:

Goal	Date to Achieve By	Date Achieved

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.



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SECTION 3

EO M504.03 – EVALUATE PERSONAL ACTIVITY PLAN

Total Time:

30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

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

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A practical activity was chosen for this lesson as it allows the cadets to evaluate their Personal Activity Plan in a safe and controlled environment.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have evaluated their Personal Activity Plan.

IMPORTANCE

It is important for cadets to evaluate their Personal Activity Plan to determine if goals were met and to track progress in personal fitness.

Teaching Point 1

Have the cadets evaluate their Personal Activity Plan.

Time: 25 min

Method: Practical Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets evaluate their Personal Activity Plan.

RESOURCES

- Cadet Fitness Assessment results, and
- Personal Activity Plan from the start of the training year.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Distribute the cadet's Personal Activity Plan and Cadet Fitness Assessment results.
2. Have the cadets compare their start of year and end of year Cadet Fitness Assessment results.
3. Have the cadets compare their actual and planned fitness and sports activities.
4. Have the cadets complete the reflection portion of the Personal Activity Plan.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 1

The cadet's evaluation of their Personal Activity Plan will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadet's evaluation of their Personal Activity Plan will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

This EO is evaluated IAW A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 3, Annex B, 504 PC.

CLOSING STATEMENT

Evaluating a Personal Activity Plan will help determine if goals were met and track progress in personal fitness. This lesson promotes physical fitness, meeting one of the aims of the cadet program.

INSTRUCTOR NOTES / REMARKS

This lesson shall follow the end of year Cadet Fitness Assessment (EO M504.02 [Participate in the Cadet Fitness Assessment]).

No time has been allocated for this EO. Cadets will evaluate their personal activity plan independently during a training session.

Physical fitness resources can be printed or ordered from <http://www.phac-aspc.gc.ca/pau-uap/fitness/downloads.html>, through the Public Health Agency of Canada to be given as handouts to the cadets.

REFERENCES

C0-104 ISBN 0-662-26628-5 Public Health Agency of Canada. (1998). *Handbook for Canada's physical activity guide to healthy active living*. Ottawa, ON: Public Health Agency of Canada.

C0-105 ISBN 0-662-32897-3 Public Health Agency of Canada. (2002). *Teacher's guide to physical activity for youth 10–14 years of age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

C0-106 ISBN 0-662-32899-X Public Health Agency of Canada. (2002). *Let's get active! Magazine for youth 10–14 years of age*. Ottawa, ON: Her Majesty the Queen in Right of Canada.

C0-167 ISBN 0-7360-5866-4 Meredith, M., & Welk, G. (Eds.). (2005). *Fitnessgram / activitygram: Test administration manual* (3rd ed.). Windsor, ON: Human Kinetics.

C0-174 ISBN 978-0-7360-6828-4 Masurier, G., Lambdin, D., & Corbin, C. (2007). *Fitness for life: Middle school: Teacher's guide*. Windsor, ON: Human Kinetics.

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SECTION 1

EO C504.01 – EXAMINE THE USE OF TECHNOLOGY IN PHYSICAL FITNESS ACTIVITIES

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-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the forward and preface.

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

Photocopy the self study package located at Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail the use of technology in physical fitness activities at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have examined the use of technology in physical fitness activities.

IMPORTANCE

It is important for cadets to examine the use of technology in physical fitness activities so they know about the advancement of technology, numerous programs and equipment and its use in physical activities.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet examine the use of technology in physical fitness activities.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Review the self study package with the cadet.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

As cadets move from organized activities provided by cadet training to future education and / or work, the planning and scheduling of leisure time for fitness activities become the individual's responsibility. With the

advancement of technology and its use in the applications reviewed in the self study package, motivators and technical assistance is available for the individual wishing to continue their fitness activities.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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Technology in Physical Fitness

- Section 1: Physical Fitness Equipment***
- Section 2: Online and Software-Based Fitness Tools***
- Section 3: Video Games That Promote Physical Fitness***

SECTION 1 PHYSICAL FITNESS EQUIPMENT

To support and encourage continuous fitness activity, technology provides numerous avenues to record and monitor physical activity. High caloric intake and low physical activity are recognized as key contributors of obesity, diabetes and other chronic health conditions.

Whether you use physical activity devices, online monitoring tools or video games that promote physical fitness, each has benefits to assist the user to achieve a level of fitness. How you monitor your physical activity can vary from using basic to complex equipment or a simple and enjoyable interactive personal computer (PC) program you use alone or with friends.



Let's unlock the information about the different types of equipment available for increasing one's physical activity.

EXERCISE EQUIPMENT

Machines available include full size equipment, such as:

- treadmills,
- elliptical machines,
- rowing machines, and
- bicycles.

To intensify the workout, most equipment comes with electronic controls and built-in exercise programs that vary speed and intensity over a workout.



60 minutes of exercise burns varying amounts of calories depending on the exercise program. For more information, visit <http://www.health-and-fitness-source.com/burning-calories.html>

Treadmill



Figure A-1 Treadmill

Note. From "Exercise Equipment", 2009, *Smoothfitness*. Retrieved November 6, 2009, from <http://www.smoothfitness.ca/treadmills>

This is the most popular piece of exercise equipment used in North America. The treadmill is the most natural form of exercise as it allows you to walk or run at your own pace.

Machines may have:

- motion control hands-free speed adjustment,
- wireless heart rate control,
- various levels of incline,
- iFit® workout technology,
- iPod® / MP3 connections, and
- LCD flat-screen television.

Treadmills are more versatile for home gyms as some can be folded for storage.

Elliptical Trainer

The elliptical machine provides exercise workouts similar to combining biking, stair-climbing and cross-country skiing workouts.

This machine provides moderate to intense low-impact workouts for your legs and to a lesser degree, your arms. If the machine has reverse motion, you then exercise your buttock muscles.

This multipurpose machine is gaining popularity.

Machines may have:

- pre-set programs,
- heart rate controlled workout programs,
- varying levels of resistance change automatically,
- allows for forward and reverse motion,
- iPod® / MP3 docking station with speakers, and
- multi-color LCD display.



Figure A-2 Elliptical Trainer

Note. From "Exercise Equipment", 2009, *Smoothfitness*. Retrieved November 6, 2009, from <http://www.smoothfitness.ca/ellipticaltrainer>

An elliptical trainer provides:

- low-impact workouts,
- upper-body workouts, and
- lower-body workouts.

An elliptical trainer can not be folded for storage.



For calorie burning workouts, the treadmill and elliptical trainer are your best choices.

Exercise Bike

Exercise bikes can come with ports may have:

- iFit® workout technology,
- iPod® / MP3 connections,
- heart rate technology, and
- Gamefit™ interactive fitness games.



Figure A-3 Exercise Bike

Note. From "Exercise Equipment", 2009, *Smoothfitness*. Retrieved November 6, 2009, from <http://www.smoothfitness.ca/exercisebike>

Exercise bikes have been a popular form of exercise as they are simple to operate. They come with preprogrammed biking routines to provide various exercise workouts.

Some equipment can be plugged into televisions and video games to let you interactively pedal through the visual courses.



A variation to the standard exercise bike is the recumbent bike. It is best suited for individuals with lower back pain. This form of bike allows you to multi-task (take phone calls, read, etc.) during your exercise workout.

Rowing Machine

A rowing machine allows you to burn calories in a low-impact workout. The areas exercised include:

- arms,
- legs, and
- torso.

Machines can have a built-in PC interface to support software accessories.



Figure A-4 Rowing Machine

Note. From Concept Rowing, 2009, *Concept2: The World's Best Rowing Machine*. Retrieved November 12, 2009, from <http://www.concept2.com/us/default.asp>

PERSONAL DEVICES

Personal devices can be as small as a pedometer, accelerometer and multi-sensor activity tracking devices. The mechanisms can be as basic as counting footsteps to recording steps and the force of the stride while monitoring the heart rate.

Basic Pedometer

The pedometer is used to count steps while an individual walks or runs during an exercise period. People use this type of equipment for counting the number of steps during a day.

Modern day pedometers can be divided into five categories:

- spring-suspended lever arm with metal-on-metal contact,
- magnetic reed proximity switch,
- pendulum,
- accelerometer, and
- Global positioning system (GPS).



Figure A-5 Pedometer

Note. From "Amazon.com", 2009, *SportLine 340 Strider Pedometer: Sports & Outdoors*. Retrieved November 13, 2009, from <http://www.amazon.com/SportLine-SP2795BK-340-Strider-Pedometer/dp/B0006VWRX6>

The pedometer works by pendulum movement as the balanced weight activates to vertical motion which records steps and shows a digital record.

Most pedometers are clipped to the belt to be used during a low-impact exercise such as walking.



10,000 steps a day is the magic number recommended to achieve an active lifestyle.
-www.physiotherapy.ca

Pedometer Watches

Pedometer watches come in three different varieties, which include:

- separate sensor to detect your steps and send data to a watch,
- GPS to measure the distance and speed you are travelling. It has a separate sensor. This system does not record the step count, only the distance travelled, and
- watch sensor to detect the arm motion rather than the steps.

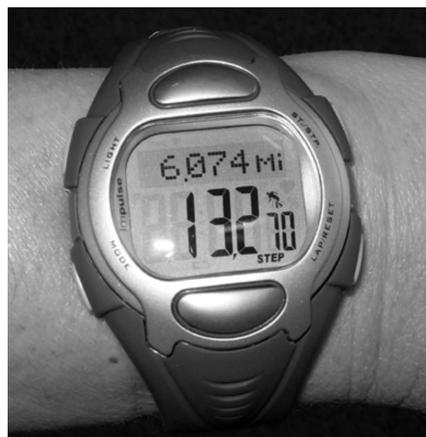


Figure A-6 Watch Pedometer

Note. From "Which Pedometer Design is Best?", by W. Bumgardner, 2009, *Heart Rate Monitor Pedometer Watch*. Copyright 2009 by W. Bumgardner. Retrieved November 13, 2009, from http://www.walking.about.com/od/pedometer1/ss/pedometerdesign_7htm?p=1

Accelerometer

Accelerometers are more than a pedometer because they use a precision motion sensor to measure calories burned during physical movement.



Figure A-7 Accelerometer

Note. From "thisnext", 2009, *Accelerometer—Measures Calories Burned From Physical Movement*. Retrieved November 13, 2009, from <http://www.thisnext.com/item/75297326/6ECC67A9/Accelerometer-Measures-Calories>

An accelerometer provides a quantitative measurement which counts:

- steps, and
- the force of a person's strides, providing more complex and precise measurements to analysis energy expended.



Did you know you can use your cell phone, iPod® and similar devices to record your exercise data?

List any device(s) you have.

Advanced pedometers and accelerometers have been incorporated into modern cellular telephones and everyday devices including watches. These require you to stream the data to other sources.

The Nike+iPod® sport kit uses a small shoe sensor to record:

- steps,
- distance,
- time,
- pace, and
- calories expended.

The software is downloaded into an iPod® Touch or iPhone®. This sensor is placed in a special shoe or in your sock.



Figure A-8 Nike + iPod® Sports Kit Sensor

Note. From "Apple-Nike+iPod", 2008, *Nike+iPod*. Retrieved November 12, 2009, from <http://www.apple.com/ipod/nike/>



Figure A-9 Nike + iPod® Sports Kit
Receiver Attached to iPod® Nano

Note. From "Apple-Nike+iPod", 2008, *Nike+iPod*. Retrieved November 12, 2009, from <http://www.apple.com/ipod/nike/>

The iPod® Sports Kit sensor works with an iPod® Nano with a wireless receiver attached to the iPod® Nano. This receiver records the same functions as the iPhone® and iTouch®.

You can download pedometer software to your iPhone®. The built-in accelerometer counts your steps.

The Nokia Sports® phone is more advanced in that it will record:

- steps,
- distance,
- pace, and
- calories expended.



More devices are being created to allow people to exercise and record their progress on electronic devices. List other devices similar to those presented that you have seen that have similar functions?

_____	_____
_____	_____
_____	_____

MULTI-SENSOR ACTIVITY TRACKING DEVICES

These devices record physical activities. Sensors are placed on various parts of the body and are exclusive to record different physiological measurements to provide a record of physical activities.

SenseWear Armband

The armband is a multi-sensor device, which is part of weight measurement and body monitoring solutions. It measures:

- skin temperature;
- physical movement;
- skin impedance, which reflects water content on body surface and constriction or dilation of vascular surface; and
- the rate at which heat is dissipated from the body.

This data can be used to calculate and report energy expenditure and physical activity.

BioTrainer Activity Monitor

This accelerometer-based device records both vertical and horizontal physical movement, recording the duration, intensity and frequency of physical activity.

Heart Rate Monitor



Figure A-10 Heart Rate Belt

Note. From "Vernier", 2009, *Exercise Heart Rate Monitor*. Retrieved November 16, 2009, from <http://www.vernier.com/probes/her-bta.html>

The exercise heart rate belt is used for an active individual to monitor the heart rate during exercise. The belt has a sensor but is not a stand alone device. The wireless transmitter sends information to a receiver plugged into the interface box on the machine being used.



It is important to collect activity data over multiple days and even weeks to get an accurate record of your exercise program and results.

SECTION 2 ONLINE AND SOFTWARE-BASED FITNESS TOOLS



If you are planning to document and analyze your daily physical activity, first check the device you are using for online support or software compatibility with your PC.

Most equipment can be linked to online or software programs which allow you to monitor your exercise program on a PC. The end result of the exercise program depends on the program you are using. The programs come in various workouts for all fitness levels and goals including:

- cardio,
- strength training,
- circuit training,
- fitness journals, and
- activity calorie calculators.

Many exercise machines have built-in workout technology. The level of exercise can be controlled by the machine depending on the program selected during the workout. A treadmill for example, has various levels of incline and the exercise bike has varying tension settings to simulate hills.



Figure A-11 Treadmill

Note. From "Exercise Equipment", 2009, *Smoothfitness*. Retrieved November 6, 2009, from <http://www.smoothfitness.ca/treadmills>

Many people use music to assist them during their fitness program. Using various types of music, a faster or slower pace can be maintained. When using equipment, an iPod® or MP3 can be connected to the machine with built-in speakers or just attached by an arm strap and headphones.



Fitness music programs can be obtained from online suppliers such as iTunes® or cadencerevolution.com. Other sources can be found online.



Want to learn more?

Visit www.cadencerevolution.com/index.php/2009/11/weekly-workout-142/. You will see a cycling workout with music.

Machines which use the iFit® workout technology, provide more variations of fitness workouts. Equipment comes with the port to insert the program required. The SD card with the program can be purchased from various companies. While a personal trainer verbally coaches you, the card controls the machine, to include adjusting:

- the speed and incline of the treadmill,
- the resistance of the elliptical, and
- the resistance of the bicycle.



Figure A-11 Card Reader

Note. From "iFit", 2009, *ifit.com*.—*Workout Sample Downloads*. Retrieved November 16, 2009, from <http://www.ifit.com/workouts/downloads>

Most software programs, including iFitness®, provide prepared workouts for beginners and more experienced individuals but you can create your own workout.

Varying routines are available to assist with:

- weight loss,
- strength,
- ab definition,
- golf program, or
- others.

The program logs, graphs and tracks progress. This type of program includes screens showing images of people doing over 230 exercises and includes full text instructions. Some programs include videos to show proper exercise execution. Timers are included to monitor the exercise and rest timings.

To track and store the exercise data, these types of programs include backup and restoration to the server.

Fitness programs are available for most equipment that have a built-in PC interface. This program can be ordered from companies and downloaded to a PC online or from a DVD. The range of data provided is similar to the SD card format. With video and audio capability, a personal trainer guides you through varying fitness programs.



Some commercially available software allows you to exercise in distance countries. Have you wanted:

- to walk,
- to run,
- to bike up the Alps; or
- to row:
 - distance waterways,
 - against others, or
 - with Olympic medalists?



Did you know?

Apps are program applications available from online resources such as iStore®.

The opportunity for personal fitness training continues to grow with the development of more Apps for the personal devices and DVDs. With continued development, the consumer options and needs provide more choices.

With a simple search on the Internet, numerous programs are available online. Whether you want to store the information with the organization or get assistance with your fitness activity, this information is found online.

Online services include:

- exercise workout online,
- workout training,
- fitness training,
- weight loss training,
- calories burned training,
- fitness calculator, and
- diet tracker.



The program you want to use may vary from those discussed here. Review fitness Apps online and choose the program best suited for your requirements. Some workouts are free and some require you to purchase the program.

SECTION 3
VIDEO GAMES THAT PROMOTE PHYSICAL FITNESS

	<p>Do you play video games? What are some of your favourite video games?</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Computer games have been around for some time. From the comfort of a chair or couch, individuals have been able to play against a PC in various single player or team sports or adventure activities. However, little exertion of energy is involved in standard arcade games.

The newer generation of wireless-based computer platforms provides more elaborate and realistic games and activities. Computer games, like TV shows, come in various ratings, depending on the age of the user.

	<p>Do you know the rating of your computer games? Mark the rating (s) appropriate for you and then rate the games you listed at the start of this section.</p>
<p>EC Early childhood, suitable for children age 3 and over. _____</p>	
<p>E Everyone, suitable for children older than 6 and may contain a minimal amount of cartoon violence and / or mild language. _____</p>	
<p>E 10+ Everyone 10+, suitable for children over 10 and may contain fantasy violence and increased mild language and some suggestive themes. _____</p>	
<p>T Teen, suitable for teenagers and may contain some blood and violence, crude humour, strong language and simulated gambling. _____</p>	
<p>M Mature, not meant for children and should only be played by people older than 17. Contain greater amounts of violence, blood and gore, sexual content and stronger language. _____</p>	
<p>AO Adult only and contains prolonged scenes of violence and / or sex. _____</p>	

A system that makes advances using educational, physical and cognitive fitness games is being introduced into business and organizations. Although more research and development is needed to focus on using video games to provide specific cognitive, motor and educational goals, some off the shelf programs have been introduced and show progress in these areas.

With opportunities to de-stress using activity promoting computer games during lunch and work breaks, workers are showing more productivity and creativity. The gaming system has the user moving and exercising.

	<p>By combining video games with exercise, young people may be more active.</p>
---	---

GAMING PLATFORMS

The Nintendo Wii™ has provided individuals with the opportunity to exercise with its use of interactive exergames. Wii Sports™ and Wii Fit™ have the player actively participating in sports as if playing real games including:

- boxing,
- tennis,
- baseball,
- golf,
- yoga,
- strength training,
 - push-ups,
 - stretches, and
 - ab exercises;
- aerobatics, and
- balance games,
 - skiing,
 - snowboard, and
 - walking a tightrope.

The intensity of the fitness workout depends on the game level achieved. Beginners start with the strength training exercise and graduate to the more demanding cardio exercises which include:

- running on a track;
- punching targets / a heavy bag;
- inline skating with jumps; and
- playing tennis.



Wii Fit™ shows your body age. As you progress, the body age and the chronological age should synchronize and you may even show a younger age.

As a motivator, Wii™ has the player create their own avatar. The avatar has customized hair colour, face shape, eye colour and more. The body shape represents the player's own. If the balance board is being used, it measures the weight and the player enters their own height. The game calculates their body mass index (BMI) and as weight is lost, the game adjusts the body shape.



Business executives, who use gaming platforms for exercise at work, create their own avatar for the program being used. Do you have your avatar created?

The PlayStation Xbox™ and Wii™ have young people up and moving to Dance Dance Revolution. The individuals move their feet as required on the dance pad while watching the actions of a character on a screen.

Stationary bikes have been connected to gaming systems such as PlayStation2™ requiring the player to peddle and stir with the handles to activate a car in the game.



Does activity promoting computer games make a difference in the energy (kj) expended? A study made by the Research Institute for Sport and Exercise Sciences in Liverpool, England, found the type of activity completed over a 60-minute period showed varying results. Baseline resting energy expenditure is 300 kj (72 cal).

<u>Sports and Activities</u>	<u>Gaming Sports and Activities</u>
<ul style="list-style-type: none"> • Sitting playing board games—400 kj (96 cal) • bowling—800 kj (191 cal) • tennis (doubles)—1330 kj (318 cal) • boxing (punching bag)—1600 kj (382 cal) • boxing (sparring)—2410 kj (575 cal) 	<ul style="list-style-type: none"> • Xbox 360™ games—450 kj (107 cal) • Wii Sports™ bowling—700 kj (167 cal) • Wii Sports™ tennis—750 kj (179 cal) • Wii Sports™ boxing—730 kj (174 cal)



The energy expended playing gaming sports and activities is noticeably lower than participating in the real activity.

The enhanced interactive effects of active gaming produces varying degrees of energy expended. The more active and fit an individual is, the more progress and advancement to the next level.



Many corps and squadrons are purchasing gaming consoles which use the active gaming platforms. Does your corps offer any type of gaming programs? If so, describe the games and purpose and if not, what would you like to see at your corps?

CONCLUSION

As you move to future education and / or work from organized activities provided by cadet training, the planning and scheduling of leisure time for fitness activities becomes your responsibility. With the advancement of technology and its use in the applications reviewed in this self study package, motivation and technical assistance is available for the individual wishing to continue their fitness activities.

Whether the individual uses exercise equipment, small devices, online and software-based fitness tools or interactive exergames, it is the individual's responsibility to monitor and participate in their own program. Individuals can use the services of a fitness gym, YMCA, and personal gym to access numerous exercise equipment. Something as simple as walking and running using the smaller devices can be completed routinely without membership fees to a gym.

As you progress into future training and education, the benefits of continued fitness activity will assist you to maintain a healthy lifestyle.



Congratulations, you have completed your self study package on EO C504.01 (Examine the Use of Technology in Physical Fitness Activities). Complete the following exercise and hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

FINAL EXERCISE

What is your fitness activity? Do you use any device or program discussed in this self study package? Mark an X in the box beside the equipment or program you use. If you do not presently use any of these pieces of equipment, mark an X in those boxes that interests you.



Use

Interest

Figure A-12 Treadmill

Note. From "Exercise Equipment", 2009, *Smoothfitness*. Retrieved November 6, 2009, from <http://www.smoothfitness.ca/treadmills>



Figure A-13 Elliptical Trainer

Note. From "Exercise Equipment", 2009, *Smoothfitness*. Retrieved November 6, 2009, from <http://www.smoothfitness.ca/ellipticaltrainer>

Use

Interest



Figure A-14 Exercise Bike

Note. From "Exercise Equipment", 2009, *Smoothfitness*. Retrieved November 6, 2009, from <http://www.smoothfitness.ca/exercisebike>



Figure A-15 Rowing Machine

Note. From Concept Rowing, 2009, *Concept2: The World's Best Rowing Machine*. Retrieved November 12, 2009, from <http://www.concept2.com/us/default.asp>

Use

Interest



Figure A-16 Pedometer

Note. From "Amazon.com", 2009, *SportLine 340 Strider Pedometer: Sports & Outdoors*. Retrieved November 13, 2009, from <http://www.amazon.com/SportLine-SP2795BK-340-Strider-Pedometer/dp/B0006VWRX6>



Figure A-17 Watch Pedometer

Note. From "Which Pedometer Design is Best?", by W. Bumgardner, 2009, *Heart Rate Monitor Pedometer Watch*. Copyright 2009 by W. Bumgardner. Retrieved November 13, 2009, from http://www.walking.about.com/od/pedometer1/ss/pedometerdesign_7htm?p=1



Use

Interest

Figure A-18 Accelerometer

Note. From "thisnext", 2009, *Accelerometer—Measures Calories Burned From Physical Movement*. Retrieved November 13, 2009, from <http://www.thisnext.com/item/75297326/6ECC67A9/Accelerometer-Measures-Calories>



Figure A-19 Nike + iPod® Sports Kit Sensor

Note. From "Apple-Nike+iPod", 2008, *Nike+iPod*. Retrieved November 12, 2009, from <http://www.apple.com/ipod/nike/>



Figure A-20 Nintendo Wii™ Gaming Platform

Note. From "Sears", 2009, *Nintendo Wii Game System Console*. Retrieved November 12, 2009, from <http://www..sears.ca/product/wii-8482-bundle/57542790?ptag=1>

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**COMMON TRAINING
PHASE FIVE
INSTRUCTIONAL GUIDE**



SECTION 1

EO M507.01 – DEVELOP A PERSONALIZED SCHEDULE

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-605/PG-001, *Phase Five 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.

Photocopy Attachment A for each cadet.

PRE-LESSON ASSIGNMENT

Nil

APPROACH

An interactive lecture was chosen for TPs 1, 2 and 5 to orient the cadets to and generate interest in Phase Five mandatory and complementary training opportunities as well as the On-the Job Practical Requirements (OJPR) and OJPR Logbook.

A group discussion was chosen for TPs 3 and 4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about summer training opportunities, leadership assignments and leadership appointments at the corps.

An in-class activity was chosen for TP 6 as it is an interactive way to provoke thought and stimulate interest among the cadets as they develop a personalized schedule.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified the training opportunities in Phase Five and have developed a personalized schedule for the training year(s).

IMPORTANCE

It is important for cadets to know what training will be conducted during Phase Five to give them an overview of what the training year(s) will entail. This lesson will help generate interest in the topics and provide a basis on which the cadet will balance school, work, personal and cadet commitments to establish a personalized schedule.

Teaching Point 1**Identify Phase Five mandatory training common to the sea, army and air elements of the CCO.**

Time: 10 min

Method: Interactive Lecture

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. Phase Five also sees the addition of two new topic areas, Professional Development and Personal Development.

MANDATORY TRAINING

Mandatory training encompasses the EOs that all cadets must complete throughout the training year(s). Phase Five mandatory training is common for sea, army and air cadets. The number of periods allocated for mandatory training is minimal, to allow cadets more free time to tailor their training year(s) to suit their individual circumstances.

Citizenship – PO 501 (Explain Global Citizenship)

The aim of Phase Five citizenship is to introduce the cadet to their roles and responsibilities as a citizen in a globalized world.

Community Service – PO 502 (Perform Community Service)

The aim of Phase Five community service is to encourage the cadet to be an active citizen through participation in local community service activities. Cadets are expected to complete a prescribed number of hours of community service to satisfy the requirements of this PO.

Leadership – PO 503 (Lead Cadet Activities)

The aim of Phase Five leadership is to provide the cadet with knowledge and skills to practice leadership during naturally occurring leadership assignments, structured leadership appointments, and a team leadership project. The cadet, as a member of a team, will:

- propose an exercise;
- plan an exercise;
- conduct an exercise; and
- conclude an exercise.

Personal Fitness and Healthy Living – PO 504 (Adopt an Active Lifestyle)

The aim of Phase Five personal fitness and healthy living is to encourage the cadet to set and pursue personal goals that contribute to an active lifestyle. No structured time has been allocated for PO 504. Phase Five cadets may choose to complete the Cadet Fitness Assessment during another Phase level's scheduled periods. They may also choose to complete it independently on free time during a training session. The cadet will:

- participate in the Cadet Fitness Assessment,
- update Personal Activity Plan, and
- evaluate Personal Activity Plan.

Cadets are expected to complete a prescribed number of hours of physical fitness to satisfy the requirements of this PO.

General Cadet Knowledge – PO 507 (Serve in a Sea Cadet Corps)

The aim of Phase Five general cadet knowledge is to provide the cadet with information on the opportunities inherent in the Sea Cadet Program and prepare the cadet for Phase Five assessment of learning requirements. Cadets will identify the training opportunities available in Phase Five.

Instructional Techniques – PO 509 (Instruct Cadets)

The aim of Phase Five instructional techniques is to refine the cadet's skills in instructing a 30-minute lesson. Cadets are required to be successful on at least one assessment of their instructional skills during Phase Five. Since Phase Five cadets will normally be the primary instructors at the local corps, many opportunities exist for them to develop their skills. Lessons instructed at other locations, such as at Cadet Summer Training Centres (CSTCs), sail centres, etc.

Professional Development – PO 513 (Attend a Workshop)

The aim of PO 513 (Attend a Workshop) is to provide the cadet with professional development to enhance common training skills. Workshops are intended to be tri-service and provide the opportunity for cadets to participate in consolidated training with peers from different corps and squadrons on a variety of topics related primarily to leadership and instructional techniques. Phase Five cadets are expected to complete two days of workshops to successfully complete this PO.

Personal Development – PO 514 (Pursue Individual Learning)

The aim of PO 514 (Pursue Individual Learning) is to provide the cadet an opportunity to pursue a Sea Cadet Program topic area using a personal learning plan to develop specialist skills. The participation and / or performance requirements are defined through an individual learning plan (ILP) that outlines a series of objectives to be met within the cadet's area of interest. The ILP is developed by the cadet in consultation with the Course Officer and Corps Training Officer and approved by the Commanding Officer (CO). The provision of a goal setting opportunity allows the cadet to pursue an area of personal interest related to the CP.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What is the aim of Phase Five citizenship training?
- Q2. When may Phase Five cadets complete the Cadet Fitness Assessment?
- Q3. Will workshops be elemental or tri-service?

ANTICIPATED ANSWERS:

- A1. The aim of Phase Five citizenship is to introduce the cadet to their roles and responsibilities as a citizen in a globalized world.
- A2. Phase Five cadets may choose to complete the Cadet Fitness Assessment during another Phase level's scheduled periods. They may also choose to complete it independently on free time during a training session.
- A3. Workshops are intended to be tri-service and provide the opportunity for cadets to participate in consolidated training with peers from different corps / squadrons on a variety of topics related primarily to leadership and instructional techniques.

Teaching Point 2**Identify Phase Five complementary training opportunities.**

Time: 10 min

Method: Interactive Lecture

PHASE FIVE COMPLEMENTARY TRAINING

Phase Five complementary training has been designed to be self-directed, self study and three periods (90 minutes) in length. The cadet will complete a minimum of three complementary packages. At least one package shall be elementally-specific. While the packages are self study, they are not intended to be treated as take home assignments. Instead, cadets shall be given time during a regular training session or day to complete the packages (eg, on a parade night when the cadet is not scheduled to instruct or lead an activity). However, there is nothing precluding a cadet from completing additional self study packages at any time, should they choose to do so.

COMMON COMPLEMENTARY TRAINING

Common complementary training self study packages are available in four topic areas.

Citizenship – PO 501 (Explain Global Citizenship)

C501.01 (Reflect on Individual Global Citizenship) examines the impact of globalization on the lives of young people today and the unique perspective they have on the world

C501.02 (Analyze a Global Issue) provides the cadets with an opportunity to develop their critical thinking / reading skills.

Personal Fitness and Healthy Living – PO 504 (Adopt an Active Lifestyle)

C504.01 (Examine the Use of Technology in Physical Fitness Activities) provides the cadets a chance to examine how new forms of technology has changed the way fitness is maintained in today's world.

General Cadet Knowledge – PO 507 (Serve in a Sea Cadet Corps)

C507.01 (Identify Service Opportunities as a Cadet Instructors Cadre (CIC) Officer) examines the choices available to a senior cadet who, upon leaving the CP, chooses to enroll as a member of the CIC. Service opportunities range from local corps / squadron participation to supervising national activities.

C507.02 (Identify Volunteer Opportunities With the Navy League of Canada [NLC]) examines the options available to a senior cadet who, upon leaving the CP, chooses to support it by volunteering with the NLC. This option may suit youth who cannot or do not wish to enroll in the CIC. This self study package includes the opportunity to meet with a member of the corps' local branch / sponsoring body.

C507.03 (Reflect on the Cadet Experience) provides the tools for a cadet to discover the skills and experience the CP has provided them. It also examines the need to set goals, both short and long term and how to achieve them using an action plan.

Instructional Techniques – PO 509 (Instruct Cadets)

C509.01 (Monitor Instruction) provides cadets with the knowledge and tools to evaluate instruction. This is accomplished through self study and the practical observation of a class.

ELEMENTAL COMPLEMENTARY TRAINING

Elemental training self study packages are available in four topic areas.

Canadian Navy and Maritime Community – PO 520 (Describe Aspects of the Canadian Naval and Maritime Community)

C520.01 (Examine Canadian Naval and Maritime Educational and Career Opportunities) provides guidance to cadets who may be contemplating a career in the Canadian Navy, Canadian Coast Guard or other maritime sector. It also outlines the subsidized educational opportunities some employers offer for maritime careers.

Ropework – PO 521 (Complete a Ropework Project)

C521.01 (Complete a Ropework Project) provides cadets with an opportunity to add new decorative knotwork patterns to their skills. Cadets are presented the opportunity to weave a prolong mat or tie the challenging star knot.

Ship's Operations – PO 523 (Serve in a Naval Environment)

C523.01 (Examine Naval Customs and Traditions) provides cadets with an opportunity to discover historical aspects of naval ranks, superstitions and punishments.

C523.02A (Plot a Fix) is intended to provide a Phase Five cadet, who has not completed Phase Four complementary navigation EOs with a practical exercise to develop basic coastal navigation skills.

C523.02A (Complete a Fixing Paper) is intended to provide a Phase Five cadet, who has completed all Phase Four complementary navigation EOs with a practical exercise to further develop basic coastal navigation skills.

Sailing – PO 524 (Identify Sailing Opportunities)

C524.01 (Identify Sailing Opportunities) examines the opportunities for sailing outside the CP. With a focus on competitive racing, it also examines several high profile professional regattas.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. How is Phase Five complementary training designed?
- Q2. Describe C507.01 (Identify Service Opportunities as a Cadet Instructors Cadre [CIC] Officer).
- Q3. Describe C523.02A (Plot a Fix).

ANTICIPATED ANSWERS:

- A1. Phase Five complementary training has been designed to be self-directed, self study and three periods (90 minutes) in length.
- A2. C507.01 (Identify Service Opportunities as a Cadet Instructors Cadre [CIC] Officer) examines the choices available to a senior cadet who, upon leaving the CP, chooses to enroll as a member of the CIC. Service opportunities range from local corps / squadron participation to supervising national activities.
- A3. C523.02A (Plot a Fix) is intended to provide a Phase Five cadet, who has not completed Phase Four complementary navigation EOs with a practical exercise to develop basic coastal navigation skills.

Teaching Point 3**Review summer training opportunities.**

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE

The point of the group discussion is to review summer training opportunities using the tips for answering / facilitating discussion and the suggested questions provided.

STAFF CADET ADVANCED TRAINING

The information below provides a brief introduction of what a staff cadet is and the types of opportunities that exist for them. 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 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*.

Staff cadet classifications are divided into two distinct categories:

- Type 1—provide direct training to cadets (eg, divisional petty officer (DPO) and instructor), and
- Type 2—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.



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

CADET SUMMER TRAINING CENTRE (CSTC) COURSES

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 and basic powerboat operation. Cadets are required to achieve Canadian Yachting Association (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 and safety boat operation. Cadets are required to achieve CYA Bronze Sail Level V and become trained CYA Learn To Sail (LTS) Coaches. In addition, cadets 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 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 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 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 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 and basic racing. Cadets are required to achieve CYA Silver Sail Level VI. Silver Sail is considered a national course and is conducted in two locations: HMCS Quadra and HMCS Quebec.

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 age requirement for staff cadet advanced training?
- Q2. Where is the Shipwright course offered?
- Q3. What common CSTC courses are available to Phase Five cadets?



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 for this TP.

Teaching Point 4

Review leadership assignment and leadership appointment opportunities at the corps.

Time: 5 min

Method: Group Discussion

BACKGROUND KNOWLEDGE



The point of the group discussion is to review leadership assignment and appointment opportunities in the corps 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 Phase Five may be the same as Phase Three or of longer duration / complexity. Each cadet should have already completed at least three leadership assignments during Phase Three and Phase Four.

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 Phase Five cadet (eg, Drill Team Commander) or 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 Phase Five training, each cadet will be assessed at least once on a leadership assignment and once while fulfilling 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 PHASE FIVE LEADERSHIP APPOINTMENTS

Organizational Appointments include:

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

Training Appointments include:

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

Supplementary Appointments include:

- 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 Five cadets will typically be assigned the leadership appointments of Divisional Petty Officer or supplementary appointments. As required, Phase Five cadets may be assigned various other organizational and training appointments.



For the purposes of PO 503 (Lead Cadets), Phase Five cadets will be required to fulfill a leadership appointment that meets the criteria defined above. This requires that the appointment involves an assigned, established team of cadets outside the Phase Five 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.

CONFIRMATION OF TEACHING POINT 4

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

Teaching Point 5

Explain the OJPR and Phase Five Logbook.

Time: 20 min

Method: Interactive Lecture

On-the-Job Training (OJT)

To provide a suitably flexible and dynamic structure to OJT, the traditional period allocation and scheduling employed in previous levels of the CP cannot apply. The cadet participates in authorized sessions and training days / weekends with the cadet corps. Within the 30 sessions and 10-day construct of the Corps Program, all time beyond that required to complete mandatory and complementary training is allocated to OJT and completion of the different components of the Assessment of Learning Plan.

Under the supervision of the Crse O, or designated representative, the cadet completing OJT is responsible for performing a variety of leadership appointments, leadership assignments, leadership projects and instructional responsibilities. Cadets may also be assigned general administrative, support and supervision roles and responsibilities. While the unique nature of each cadet corps dictates the exact OJT experience a cadet will have, at a minimum the cadet shall be provided with suitable assessment for learning and assessment of learning opportunities as outlined in the Assessment of Learning Plan.

On-the-Job Practical Requirements (OJPR)

OJPR are the set of practical requirements needed to satisfy the assessment of learning plan. Practical requirements are a component of the following POs.

PO 502 (Perform Community Service)

The cadet is required to develop a community service plan describing how they will perform community service over the training year(s). The assessment of learning requires that cadets complete at least 45 hours of community service to complete this practical requirement without difficulty. If cadets complete 70 hours or more of community service, they have exceeded the standard.

PO 503 (Lead Cadet Activities)

The cadet is required to complete at least one leadership assignment, leadership appointment and leadership project during the training year(s). The assessment of learning provides details on how each task is evaluated. In addition to the three formal assessments, cadets are provided additional leadership assignments, appointments and projects through the course of their normal duties at the corps.

PO 504 (Adopt an Active Lifestyle)

The cadet is required to develop a physical activity plan describing how they will participate in physical activities throughout the training year(s). The assessment of learning requires that cadets complete an average of 7 hours of physical activity per week over 16 consecutive weeks to complete this practical requirement without difficulty. If the hours of physical activity are met but the time frame is exceeded the cadet will be assessed as completed with difficulty. If cadets complete an average of 7 hours of physical activity per week over 24 consecutive weeks, they have exceeded the standard.

PO 509 (Instruct Cadets)

The cadet is required to complete at least one formally assessed period of instruction during Phase Five. The assessment of learning provides details on evaluation. In addition to this formal assessment, cadets will be provided many additional opportunities to instruct through the course of their normal duties at the corps.

PO 513 (Attend a Workshop)

The cadet will complete 18 periods of regionally facilitated workshops conducted during two full days, four half days or other equivalent combination of training.

PO 514 (Pursue Individual Learning)

Cadets are required to complete a minimum of one ILP over the course of the training year(s). The assessment of learning provides details on evaluation. The cadet's ILP must meet the criteria set out within the assessment activity instructions by identifying learning needs, learning activities, target dates, learning resources, measures of success and a final report description.

OJPR Logbook

A-CR-CCP-605/PW-001, *Royal Canadian Sea Cadets Phase Five Logbook*, is provided to the cadet as a tool to help guide and track their progress. This tool serves as both an aide-memoire and personal log. The content of the Phase Five Logbook consists of a summary of pertinent information regarding OJT, OJPR, and requirements of the Assessment of Learning Plan and Assessment Instruments. It is intended that Phase Five cadets keep their logbook updated and seek guidance from their supervisor(s) to obtain the required signatures. Once completed, the Phase Five Logbook is retained by the cadet to record future service.

CONFIRMATION OF TEACHING POINT 5

QUESTIONS:

- Q1. Is Phase Five training scheduled in the same manner as previous years?
- Q2. What are the OJPR for PO 502 (Perform Community Service)?
- Q3. What will cadets do with their Phase Five Logbook upon completion of Phase Five?

ANTICIPATED ANSWERS:

- A1. No, to provide a suitably flexible and dynamic structure to OJT, the traditional period allocation and scheduling employed in previous levels of the cadet program cannot apply.
- A2. The cadet is required to develop a community service plan describing how they will perform community service over the training year(s). The assessment of learning requires that cadets complete at least 45 hours of community service to complete this practical requirement without difficulty. If cadets complete 70 hours or more community service, they have exceeded the standard.
- A3. Once completed, the Phase Five Logbook is retained by the cadet to record future service.

Teaching Point 6**Have the cadets develop a personalized schedule.**

Time: 30 min

Method: In-Class Activity

ACTIVITY

Time: 30 min

OBJECTIVE

The objective of this activity is to have the cadets develop a personalized schedule.

RESOURCES

- Phase Five Logbook,
- Current corps training schedule, and
- Pen / pencil.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Provide each cadet with a pen / pencil, current corps training schedule and Phase Five Logbook.
2. Have the cadets complete the agenda section of their Phase Five Logbook, filling in the dates and months and year.
3. Have the cadets record the date(s) they are required to instruct at the corps for the training year. Remind cadets that this information is subject to changes in the training schedule and should be updated as required.
4. Have the cadets record any other corps commitments where they are required to attend. For example, they may be appointed marksmanship assistant as a leadership appointment and marksmanship practices occur each week on Wednesday evenings.
5. Have cadets record their school, work or extracurricular activities as required.
6. Discuss with the cadets the importance of managing their time effectively and using their agenda to record other commitments as they occur. The date and time of community service commitments, when they will work on their leadership project with their team and milestones of their ILP can all be recorded in the agenda.
7. Allow the cadets the remaining time to add other items to their personalized schedule while providing assistance and guidance as required.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 6

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

END OF LESSON CONFIRMATION

The cadets' production of a personalized schedule will serve as the confirmation of the lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Being aware of the topics to be covered during Phase Five training will help generate interest in the training year. Being aware of the time requirements needed to complete Phase Five will ensure cadets are able to balance the cadet activities with other activities and achieve success in both.

INSTRUCTOR NOTES / REMARKS

This EO should be scheduled as early as possible in the training year. See the sample schedule located at Chapter 2, Annex C.

REFERENCES

A0-035 CATO 13-28 Director Cadets 2. (2006). *Advanced training—Staff cadet*. Ottawa, ON: Department of National Defence.

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

A1-066 CATO 31-03 Director Cadets Senior Staff Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

A1-069 A-CR-CCP-603/PG-001 Director Cadets 3. (2008). *Royal Canadian Sea Cadets phase three qualification standard and plan*. Ottawa, ON: Department of National Defence.

A1-071 A-CR-CCP-605/PW-001 Director Cadets 3. (2009). *Royal Canadian Sea Cadets phase five logbook*. Ottawa, ON: Department of National Defence.

A1-072 A-CR-CCP-604/PG-001 Director Cadets 3. (2009). *Royal Canadian Sea Cadets phase four qualification standard and plan*. Ottawa, ON: Department of National Defence.

PHASE FIVE POs and EOs	
Citizenship	
PO 501 (Explain Global Citizenship)	
M501.01	Define Global Citizenship
C501.01	Reflect on Individual Global Citizenship
C501.02	Develop an Awareness of Global Issues
Community Service	
PO 502 (Perform Community Service)	
Leadership	
PO 503 (Lead Cadet Activities)	
M503.01	Create a Proposal
M503.02	Prepare for an Exercise
M503.03	Conduct an Exercise
M503.04	Conclude an Exercise
C503.01	Analyze an Exercise Plan
Personal Fitness and Healthy Living	
PO 504 (Adopt an Active Lifestyle)	
M504.01	Participate in the Cadet Fitness Assessment
M504.02	Update the Personal Activity Plan
M504.03	Evaluate the Personal Activity Plan
C504.01	Examine the Use of Technology in Physical Fitness Activities
General Cadet Knowledge	
PO 507 (Serve in a Sea Cadet Corps)	
M507.01	Develop a Personalized Schedule
C507.01	Identify Service Opportunities as a Cadet Instructors Cadre Officer
C507.02	Identify Volunteer Opportunities With the Navy League of Canada
C507.03	Reflect on the Cadet Experience
Instructional Techniques	
PO 509 (Instruct Cadets)	
C509.01	Monitor Instruction
Professional Development	
PO 513 (Attend a Workshop)	
Personal Development	
PO 514 (Pursue Individual Learning)	
Canadian Navy and Maritime Community	
PO 520 (Describe Aspects of the Canadian Naval and Maritime Community)	
C520.01	Examine Canadian Naval and Maritime Educational and Career Opportunities
Ropework	
PO 521 (Complete a Ropework Project)	
C521.01	Complete a Ropework Project

Ship's Operations PO 523 (Serve in a Naval Environment)	
C523.01	Examine Naval Customs and Traditions
C523.02A	Plot a Fix
C523.02B	Complete a Fixing Paper
Sailing PO 524 (Identify Sailing Opportunities)	
C524.01	Identify Sailing Opportunities



**COMMON TRAINING
PHASE FIVE
INSTRUCTIONAL GUIDE**



SECTION 2

**EO C507.01 – IDENTIFY SERVICE OPPORTUNITIES
FOR A CADET INSTRUCTORS CADRE (CIC) OFFICER**

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

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

Photocopy the self study package located at Attachment A for each cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail service opportunities for a CIC officer at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall be expected to have identified service opportunities for a CIC officer.

IMPORTANCE

It is important for cadets to be aware of the various service opportunities for a CIC officer if they choose to enrol as a CIC officer. By being aware of these opportunities, they will be able to make a more informed decision about enrolling and what direction they want their service to take.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet identify service opportunities for a CIC officer.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the self study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Upon completion of the self study package, record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

A decision to serve in the Canadian Forces (CF) must not be made lightly. A decision to serve as a CIC officer can be made easier by identifying the various ways that CIC officers are employed.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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

A0-194 CATO 23-01 Director Cadets 6. (2007). *Recruitment / enrollment—Officers of the cadet instructors cadre (CIC)*. Ottawa, ON: Department of National Defence.

A0-195 CATO 21-03 Director Cadets 2. (2007). *Corps / squadron establishments staffing priorities and authorized paid days*. Ottawa, ON: Department of National Defence.

A0-196 CATO 23-11 Director Cadets 6. (2007). *Cadet instructors supporting cadet activities without pay*. Ottawa, ON: Department of National Defence.

A0-197 CATO 23-10 Director Cadets 2. (2006). *Reserve service opportunity selection process*. Ottawa, ON: Department of National Defence.

A0-198 Department of National Defence. (2009). *Reserve service opportunities*. Retrieved October 29, 2009, from <http://www.cadets.ca/employment-emploi.aspx>

A0-199 Department of National Defence. (2009). *CIC—Cadet instructors cadre*. Retrieved October 29, 2009, from <http://www.vcds.forces.gc.ca/cic/index-eng.asp>

A1-066 CATO 31-03 Director Cadets Senior Staff Officer Sea Cadets. (2008). *Sea cadet program outline*. Ottawa, ON: Department of National Defence.

A2-031 CATO 40-01 Director Cadets Senior Staff Officer Army Cadets. (2009). *Army cadet program outline*. Ottawa, ON: Department of National Defence.

A3-029 CATO 51-01 Director Cadets Senior Staff Officer Air Cadets. (2009). *Air cadet program outline*. Ottawa, ON: Department of National Defence.

Identify Service Opportunities for a Cadet Instructors Cadre (CIC) Officer



- SECTION 1: ENROLMENT STANDARDS FOR THE CIC**
- SECTION 2: CORPS / SQUADRON SERVICE OPPORTUNITIES**
- SECTION 3: REGIONAL SERVICE OPPORTUNITIES**
- SECTION 4: CADET SUMMER TRAINING CENTRE (CSTC) SERVICE OPPORTUNITIES**
- SECTION 5: NATIONAL SERVICE OPPORTUNITIES**

SECTION 1
ENROLMENT STANDARDS FOR THE CIC

THE CIC MILITARY OCCUPATION STRUCTURE IDENTIFICATION (MOSID)

The CIC is a Personnel Branch of the Canadian Forces (CF). It celebrated its 100th anniversary in 2009 making it one of the oldest components of the CF. Every member of the CF belongs to an occupation or trade and CIC officers are no exception. Each trade is assigned an identification code. The Cadet Instructors Cadre officers' MOSID is 00232-01 for naval elemental officers, 00232-02 for army elemental officers and 00232-03 for air elemental officers.



Figure A-1 CIC Branch Flag

Note. From Cadets Canada, 2010, *CIC Branch Flag*. Retrieved February 19, 2010, from <http://www.cadets.ca/content-contenu.aspx?id=80615>

The CIC is the largest Personnel Branch of the CF with numbers in excess of 6000 members. Officers of the CIC, as CF members, fall under the authority of the *National Defence Act*, the law which governs Canada's military, and are subject to the same rules and regulations as any other member of the reserve force or regular force. This obligation to maintain a high standard of personal conduct is important as in many communities throughout Canada, the CIC may be the only uniformed members of the CF, and as such, reflect the CF as a whole.



Have any of your friends enrolled in the CIC?

CADET ORGANIZATIONS ADMINISTRATION AND TRAINING SERVICE (COATS)

The CF is composed of two main forces: the regular force and the reserve force. The regular force (Reg F) consists of full-time members of Canada's military. The reserve force consists of members who, while still members of the military, serve part-time. The reserve force is composed of the Primary Reserve (P Res), Supplemental Reserve (Supp Res), Canadian Rangers (Rangers) and COATS. Members of the P Res are trained in similar occupations available to Reg F members. The Supp Res acts as a holding list of recently released CF members who may, in the event of a national emergency or as operationally required, be recalled to active service. Rangers provide a military presence in remote, isolated and coastal communities of Canada. Its members are trained to perform their unique roles as the eyes and ears of the CF in those areas. COATS consists of members of the CIC as well as other members of the CF not belonging to the CIC MOSID who work with the Canadian Cadet Organizations (CCO). In addition to the CIC MOSID, COATS includes two other occupations: General Service Officer (COATS GS-OFF) and General Service Non-Commissioned Member (COATS GS-NCM). COATS GS-OFF and COATS GS-NCM MOSIDS exist to allow Reg F and P Res officers and NCMs to transfer to another sub-component for employment in support of the Cadet Program (CP). This ensures the CF that these trained and experienced members can be retained to assist with the management, administration and delivery of the CP.

BASIC ENROLMENT STANDARDS

To be eligible for enrolment within a CIC MOSID, an individual must:

- be a Canadian citizen;
- be of good character and standing in the community and recommended by a cadet organization commanding officer, parent committee or the corresponding provincial league;
- have reached the minimum enrolment age of 18 and be able to complete at least one year of service before reaching the CIC Compulsory Retirement Age (CRA) of 65;
- meet the medical standards prescribed in CANFORGEN 070/07. Normally, the applicant must have a medical category no lower than V4 CV3 H3 G3 O3 A5. An applicant with a medical category below this standard but not lower than V4 CV3 H4 G4 O4 A5 may be accepted if the command surgeon approves the medical limitations and certifies that any medical condition will not be aggravated by military service; and



Did you know?

The Medical Category System in the CF assigns numerical values to Visual Acuity (V), Color Vision (CV), Hearing (H), Geographical Factor (G), Occupational Factor (O) and Air Factor (A). A lower value indicates a higher ability within the category. The CIC Medical Category is therefore less restrictive than, for example, a pilot for which V1 CV2 H2 G2 O2 A1 is the lowest acceptable category.

- have a high school diploma or equivalent. In exceptional circumstances, with the approval of Director Cadets and Junior Canadian Rangers (D Cdts & JCR), an applicant who does not hold a high school diploma may be enrolled. Education waivers shall only be granted in situations where the CCO benefits.



Activate Your Brain #1:

Are CIC officers members of the CF?



Activate Your Brain #2:

What education requirements are needed for enrolment in the CIC?

SECTION 2
CORPS / SQUADRON SERVICE OPPORTUNITIES

CORPS / SQUADRON

Corps / Squadron Establishments

The majority of CIC officers serve within corps and squadrons across Canada. Each corps / squadron has an authorized establishment, a collection of all military and civilian positions within an authorized organizational structure of the Department of National Defence (DND). Corps / squadron establishments are linked to corps / squadron quotas as determined by CATO 12-21, *Cadet Corps / Squadrons Annual Report*. The number of allocated positions on a corps / squadron establishment as determined by corps / squadron quota can be found in CATO 21-03, *Cadet Corps / Squadron Establishments Staffing Priorities and Authorized Paid Days*.

Corps / Squadron Quota as determined by CATO 12-21	Cadet Corps / Squadron Automated Establishment Report (AER)–Authorized Paid CIC Positions by Rank			Total Number of Paid CIC Positions on AER	Authorized Specialist Days	
	A	B	C			D
		Maj/LCdr	Capt/Lt(N)	Capt/Lt(N)/ Lt/SLt / 2Lt/ASlt / OCdt / NCdt		
< 30			1	4	5	5 days
30–59			2	4	6	6 days
60–89			2	5	7	7 days
90–119		1	2	5	8	8 days
120–149		1	3	5	9	9 days
150–179		1	3	6	10	10 days
180–209		1	4	6	11	11 days
210–239		1	4	7	12	12 days
240–269		1	4	8	13	13 days
270–299		1	5	8	14	14 days
> 300		1	6	8	15	15 days

Figure A-2 CIC Paid Positions Scale–Corps/Squadron Establishments and Specialist Days

Note. From *Cadet Corps / Squadron Establishments Staffing Priorities and Authorized Paid Pays* (p. A-1/2), by Director Cadets 2, 2007, Ottawa, ON: Department of National Defence.

If a cadet corps / squadron has a vacancy on their establishment, a new CIC officer can be enrolled and fill one of these positions. If no position exists, the new CIC officer may be enrolled and fill a position on a regional / detachment holding list and volunteer with the cadet corps / squadron.



Figure A-3 CIC Corps / Squadron Officer

Note. From Cadets Canada, 2010, *About the CIC*. Retrieved February 19, 2010, from <http://www.cadets.ca/assets/0/121/401/2421/3811/a75e2dac-7cd5-4914-82b6-553ee43f0c80.jpg>

Paid Days

Commanding officers of a corps / squadron can be paid up to 35 days per year with all other officers on strength being eligible for 25 days per year. CIC officers on holding lists / regional establishments that are volunteering at a corps / squadron are only paid when hired for service outside the corps / squadron. As positions on a corps / squadron establishment become available volunteering CIC officers may be transferred to it. In addition to the maximum paid days for corps / squadron training, a CIC officer may be paid for additional Class A or Class B reserve service while attending a course or performing other duties.



Did you know?

There are three classes of reserve service.

- **Class A Service.** Class A service is used for periods of employment not exceeding 12 days. CIC officers are frequently employed on Class A service, for example, corps / squadron pay each month, working two days at a marksmanship competition, etc.

- **Class B Service.** Class B service is used for periods of employment over 13 days. For any Class B Service over 90 days a job posting message must be advertised to allow qualified individuals to express their interest in the position. CIC officers are sometimes employed on Class B service, for example, attending a CIC training course (for 15 days), working at a CSTC (for more than 12 days), working a four-month temporary position at a regional headquarters, assuming a full-time position of Area Cadet Officer (ACO) at a detachment / region, etc.
- **Class C Service.** Class C service is used when P Res members employed full time in an operational capacity. It may also be used, under exceptional circumstances, when a reservist is serving in a non-operational Reg F position. CIC officers are never employed on Class C service and even P Res members require approval from the Vice-Chief of Defence Staff (VCDS).

TECHNICAL TRAINING ESTABLISHMENTS

Technical training establishments are training centres that are required to augment the corps / squadron program by providing specialized training not available at each corps / squadron. Without technical training establishments, cadets would not be able to satisfy the minimum requirements of mandatory training. Each technical training establishment is run by a coordinator, selected by the region, to plan and deliver training at their centre. Most of these coordinators are also corps / squadron CIC officers. They select and hire other CIC officers on Class A service as staff.

Regional Cadet Sailing Schools (Sail Centres)

Sail centres augment sea cadet phase training by providing sail training and on-the-water opportunities not available at a corps. Opportunities exist at sail centres for CIC officers to be employed as sail centre coordinators or sail centre instructional staff. The maximum number of paid days varies by region and position. Each sail centre uses the same instructional staff to maintain continuity and to build a pool of experienced instructors familiar with the specific centre.



Figure A-4 Sail Centre Training

Note. From Regional Cadet Support Unit (Eastern), 2010, *Eastern Region Nautical Training*. Retrieved February 19, 2010, from <http://cms.cadets.gc.ca/assets/0/121/423/427/443/3403/3421/3423/3439/a409501d-5351-4a6c-be4a-952fcfdb5e8f.jpg>

Regional Army Cadet Expedition Centres (Expedition Centres)

Expedition centres augment the army cadet star program by providing navigation training and expedition opportunities not available at a corps. Opportunities exist at expedition centres for CIC officers to be employed as expedition centre coordinators or instructional staff. The maximum number of paid days varies by region and position. Each expedition centre uses the same instructional staff to maintain continuity and to build a pool of experienced instructors familiar with the specific centre.



Figure A-5 Expedition Centre Training

Note. From Regional Cadet Support Unit (Prairie), 2010, *Program Description*. Retrieved February 19, 2010, from <http://www.cadets.ca/assets/0/121/379/3617/9166/e1eb1423-e31f-4f23-a707-e0fc93ef52ec.jpg>

Regional Cadet Air Operations (Gliding Centres)

Gliding centres operate year-round in support of the squadron program and summer training. Gliding centres augment the air cadet proficiency level program by providing aviation training and gliding opportunities not available at a squadron. Opportunities exist at gliding centres for CIC officers to be employed as gliding centre coordinators, pilots, ground crew or instructional staff. The maximum number of paid days varies by region and position. Each gliding centre uses the same instructional staff to maintain continuity and to build a pool of experienced instructors familiar with the specific centre. During the summer months, the 5 regional centres operate as CSTCs and are responsible for delivering programs which may include Basic Aviation, Advanced Aviation, Glider Pilot Scholarship and Power Pilot Scholarship.



Figure A-6 Gliding Centre Training

Note. From Cadets Canada, 2010, *Air Cadet 2009 CSTC Course Listings*. Retrieved February 19, 2010, from <http://www.cadets.ca/assets/0/121/401/2421/3811/79dc086b-d5f2-4ee6-9526-81c7492440c1.jpg>



Have any of your friends worked at a technical training establishment?



Activate Your Brain #3:

How many paid positions are there on the establishment of a corps / squadron with less than 30 cadets?



Activate Your Brain #4:

What is Class A service?

SECTION 3 REGIONAL SERVICE OPPORTUNITIES

REGIONALLY DIRECTED ACTIVITIES (RDAs)

RDAs are activities that Regional Cadet Support Unit (RCSU) COs conduct annually within their regions. RDAs augment the corps / squadron program by maintaining the cadets' interest in specific areas of cadet training and allow RCSU COs to tailor the overall CP to match regional interests and capitalize on regional opportunities and resources. RDAs fall into two categories: non-discretionary and discretionary. Many RDAs require the support of corps / squadron officers to plan and implement and are hired on Class A service.



Figure A-7 Provincial Biathlon Championships

Note. From Trek Earth, 2010, *Photos*. Retrieved February 19, 2010, from <http://www.trekearth.com/gallery/photo320887>

Non-discretionary

Non-discretionary RDAs include regional activities used to select cadets for national competitions and as such must be funded and conducted. Non-discretionary RDAs include:

- zone, provincial and / or regional marksmanship championships,
- zone, provincial and / or regional biathlon championships,
- inter-provincial exchanges,
- sea cadet program zone, provincial and / or regional regattas, and
- army cadet program regional expeditions.

For regions to facilitate these events, CIC officers are hired on Class A service. In many cases, individuals selected for service are asked to return in future years based on performance, as well as a need to train a base of experienced personnel.

Discretionary

In addition to activities programmed in the corps / squadron program, other activities may be organized, funded and conducted under the supervision of the RCSU, as determined by the RCSU CO. Selected activities must be focused on achieving the CP aim. Possible activities include:

- drill and ceremonial activities, such as ceremonial parades and / or drill competitions;
- leadership training activities, such as senior cadet training concentrations or effective speaking competitions;
- recreational sports activities, such as inter-corps / squadron competitions, tabloid sports, etc;
- air rifle marksmanship activities, such as training sessions, competitions and / or civilian events;
- additional summer / winter biathlon activities, such as training sessions, competitions and / or civilian events;
- music training activities, such as training sessions, honour bands, and / or band competitions for both military bands and pipe bands;
- first aid activities, such as training courses and / or competitions;
- CF familiarization activities, such as visits to CF facilities, C7 rifle firing, attending CF displays or demonstrations, interacting with CF members or units, etc;
- Duke of Edinburgh's Award Program activities, such as briefings or presentations to corps / squadron staff.

	Now that you know what RDAs are, list the ones you've participated in during your cadet training.
<hr/>	

As with non-discretionary RDAs, in order for regions to facilitate these events, CIC officers are hired on Class A service. In many cases, individuals selected for service are asked to return in future years based on performance as well as a need to train personnel.



Activate Your Brain #5:

What is the difference between non-discretionary and discretionary RDAs?

CADET DETACHMENT / REGIONAL CADET SUPPORT UNIT (RCSU)

Many of the positions at cadet detachments / RCSUs are filled by CIC officers who perform full-time Class B service. They are selected based on their qualifications and experience with the CP. They assist in the management of CP on behalf of the RCSU CO and work alongside other Reg F and P Res members.

Cadet Detachment

Cadet detachments are found in some regions and serve as a way to better manage cadet corps / squadrons. Detachments are led by a detachment commander who manages a staff of officers and NCMs who are responsible for all the cadet corps / squadrons in that area. The cadet detachments are primarily involved in the implementation of the CP within the region and their staff perform tasks, such as claims, travel arrangements and approving training activities proposed by corps / squadron commanding officers.

Positions at cadet detachments that CIC officers could fill include ACO, Detachment Movements Officer or Detachment Commander. Positions will vary by region and detachment.

Regional Cadet Support Unit (RCSU)

The CP in Canada is delivered by six RCSUs spread across the country.

- RCSU (Atlantic)–RCSU (A) includes all cadet units in the provinces of Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland and Labrador,
- RCSU (Eastern)–RCSU (E) includes all cadet units in the province of Quebec and Air Cadet Squadrons in the Ottawa Valley area,
- RCSU (Central)–RCSU (C) includes all cadet units in the province of Ontario except Air Cadet Squadrons in the Ottawa Valley and all corps / squadrons in northwestern Ontario,
- RCSU (Prairie)–RCSU (Pra) includes all cadet units in the provinces of Manitoba, Saskatchewan and Alberta and all corps / squadrons in northwestern Ontario,
- RCSU (Pacific)–RCSU (P) includes all cadet units in the province of British Columbia, and
- RCSU (Northern)–RCSU (N) includes all cadet units in the territories of Yukon, Northwest Territories and Nunavut).

Regions are led by a CO who manage a staff of officers and NCMs that are responsible for all the cadet corps / squadrons in that region. RCSUs are primarily involved in the management and financial budgeting of the CP within the region and their staff performs tasks, such as pay, human resource management, budgets, staff selections and directing training activities for both the corps / squadron program, as well as the CSTC program.

Positions at RCSUs that CIC officers could fill include Regional Training Officer(s), Regional Common Training Officer, Regional Movements Officer or Regional Administration / Human Resources Officer. Positions will vary by region as each RCSU is organized differently.



Activate Your Brain #6:

What types of positions could a CIC officer fill at an RCSU?

Regional Cadet Instructor School (RCIS)

Each region, with the exception of Northern, has a school for the training of CIC officers: RCIS (A) for Atlantic region, RCIS (E) for Eastern region, etc. Although each school is organized slightly differently, there are many similar positions available to CIC officers. A commandant oversees all aspects of the school and performs full-time Class B service. At most RCISs, a Standards Officer and Administration Officer also perform full-time Class B service. To augment this core staff, CIC officers are hired for either part-time or full-time Class A or Class B service to act as Directing Staff (DS) for courses being conducted.



Figure A-8 RCIS Training

Note. From Regional Cadet Support Unit (Pacific), 2010, *LTQ Course Info*. Retrieved February 19, 2010, from <http://cms.cadets.gc.ca/assets/0/121/381/1607/5120/6830/2bfaa598-e73e-4a55-9ea3-678859fa4159.jpg>

CIC officers selected to serve as DS at an RCIS are chosen for their knowledge and skill in presenting creative and effective lessons to the CIC officers on course. Depending on the course being presented, DS are selected for their specific expertise in an area of the CP (such as orienteering, paddling, abseiling, flying, sailing, etc.) Serving as DS at an RCIS may be a long-term or short-term service opportunity and is an excellent tool to develop as a CIC officer.



Did you know?

As a CIC officer, the first training course you complete is the Basic Officer Training Course (BOTC). BOTC provides new CIC officers with the training required to function as a member of the CIC within the CF and covers policies, regulations, drill, etc. RCISs offer the BOTC several times throughout the year.

SECTION 4

CADET SUMMER TRAINING CENTRE (CSTC) SERVICE OPPORTUNITIES

CSTC Service Opportunities

The CSTC program is integral to the overall CP and focuses on giving a portion of the cadet population instruction and opportunities to develop advanced knowledge and skills in specialized activities. It also develops instructors / leaders for these specialized activities for all components of the CP. CSTCs are staffed by CIC officers on Class B service who administer and supervise all aspects of the training centre. Some CSTCs have a small number of full-time staff officers that work during the training year to ensure the CSTC is ready to train cadets during the summer.

Each region selects CIC officers for CSTCs. A list of available positions is published in the fall and applications are sought from CIC officers interested in employment. During the winter, selection boards are held to sort through applications and decide which applicants are best suited for the various positions. In the spring, a list of those CIC officers selected for employment is published.



Figure A-9 CSTC Training

Note. From HMCS ACADIA, 2010, *Photo Gallery*. Retrieved February 19, 2010, from http://www.cadets.ca/cstc/acadia/photogallery.aspx#ctl00_ContentPlaceholder1_ImageGallery1_ImageDirectory

As the requirements of each CSTC are different, positions available will differ. General categories of jobs; however, are universal and may include:

- Divisional Officers / Platoon Commanders / Flight Commanders are responsible for the day-to-day supervision and instruction of cadets attending a course at a CSTC. They deal with a range of issues and they are the first contact for cadets' problems. Most first-year CIC officers are employed as Divisional Officers / Platoon Commanders / Flight Commanders.

- Duty Officers / Accommodations Officers / Barracks Supervisors are responsible for supervising cadets during non-training hours. They are usually organized in shifts and may work days or nights. First-year CIC officers are commonly employed as Duty Officers / Accommodations Officers / Barracks Supervisors as the experience in supervising develops their abilities and prepares them for further employment in positions of greater responsibility.
- Training Support positions often fall outside the various training departments / companies / squadrons and serve to augment the division / platoon / flight staff when conducting specialized training. Some CSTCs have training support positions in fitness and sports, range, drill and ceremonial, adventure training, canoeing, flight operations, sea operations, etc.
- Service Support positions comprise all the other logistical and administrative jobs required to operate the CSTC. Some examples of Service Support positions include supply, administration, banking / pay, food services, transportation, etc.

Many CIC officers choose to augment their service at a corps / squadron by serving at a CSTC. While not required, it can be an effective way to further one's own knowledge of the CP.



Activate Your Brain #7:

What are some examples of Training Support positions at a CSTC?

SECTION 5 NATIONAL SERVICE OPPORTUNITIES

NATIONALLY DIRECTED ACTIVITIES (NDAs)

NDAs are activities that D Cds & JCR and the elemental program Senior Staff Officers (SSOs) chose to institute at a national level. NDAs augment the corps / squadron program by maintaining the cadets' interest in specific areas of cadet training and allow elemental SSOs to tailor the overall CP to match elemental interests, capitalize on national and international opportunities and resources. Many NDAs require the support of corps / squadron officers to plan and implement and are hired on Class A service.

Established NDAs include, but are not limited to:

- the national cadet air rifle championship;
- the national cadet winter biathlon championship;
- sea, army and air cadet international exchange programs;
- sea cadet deployments on board Her Majesty's Canadian Ships (HMCS), Coast Guard Ships, etc.;
- the national sea cadet regatta;
- the sea cadet national tall ship deployment;
- the sea cadet seamanship concentration;
- the army cadet program domestic expedition;
- the army cadet program international expedition;
- the air cadet program Oshkosh Trip; and
- the air cadet program York Soaring Award.

All CIC officers are eligible for employment on NDAs and are selected based on their knowledge and experience in the NDA's subject material.



Figure A-10 National Marksmanship Championships

Note. From Cadets Canada, 2010, *National Cadet Marksmanship Championship 2009*. Retrieved February 19, 2010, from [http://www.cadets.ca/uploadedImages/Cadet_Websites/National/Competitions/Marksmanship/Daily_Updates/15%20may%20daily%20update\(1\).JPG?n=4681](http://www.cadets.ca/uploadedImages/Cadet_Websites/National/Competitions/Marksmanship/Daily_Updates/15%20may%20daily%20update(1).JPG?n=4681)



Now that you know what NDAs are, have you participated in any during your cadet training? If so, list them.

DIRECTORATE CADETS AND JUNIOR CANADIAN RANGERS (D CDTS & JCR)

D Cdts & JCR is the national organization that administers, designs, coordinates and provides national support to all aspects of the CP in Canada. As well, it decides policy and designs and coordinates training for CIC officers. Its staff are comprised of Reg F, P Res officers and NCMs, as well as many CIC officers. CIC officers within D Cdts & JCR work on full-time Class B service and perform duties ranging from CP development to infrastructure management. At times, the D Cdts and JCR permanent staff are augmented by CIC officers, from across the country, to work on various focus groups, design projects and writing boards. These additional opportunities range from a few weeks to several months in length.



Activate Your Brain #8:

For what is D Cdt's and JCR responsible?



Congratulations, you have completed your self study package on EO C507.01 (Identify Service Opportunities for a Cadet Instructors Cadre Officer). Complete the following exercise and hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

FINAL EXERCISE

Cadet's Name: _____ Date: _____

1. What are the basic enrolment standards for members of the CIC?

2. How many paid positions are there on the establishment of a cadet corps / squadron with 100 cadets?

3. Define Class B service.

4. What is the purpose of a gliding centre?

5. What positions are available at a cadet detachment for a CIC officer?

6. List six NDAs.

_____	_____
_____	_____
_____	_____

ACTIVATE YOUR BRAIN ANSWER KEY



Activate Your Brain #1:

Are CIC officers members of the CF?

The CIC is the largest Personnel Branch of the CF with numbers in excess of 6000 members. Officers of the CIC, as CF members, fall under the authority of the *National Defence Act*, the law which governs Canada's military, and are subject to the same rules and regulations as any other member of the reserve force or regular force.



Activate Your Brain #2:

What education requirements are needed for enrolment in the CIC?

To be eligible for enrolment in the CIC you must have a high school diploma or equivalent. In exceptional circumstances, with the approval of Director Cadets and Junior Canadian Rangers (D Cdts & JCR), an applicant who does not hold a high school diploma may be enrolled. Education waivers shall only be granted in situations where the CCO will benefit.



Activate Your Brain #3:

How many paid positions are there on the establishment of a corps / squadron with less than 30 cadets?

There are five paid positions on the establishment of a corps / squadron with less than 30 cadets.



Activate Your Brain #4:

What is Class A service?

Class A service is used for periods of employment not exceeding 12 days. CIC officers are frequently employed on Class A service, for example, corps / squadron pay each month, working two days at a marksmanship competition, etc.



Activate Your Brain #5:

What is the difference between non-discretionary and discretionary RDAs?

Non-discretionary RDAs include regional activities used to select cadets for national competitions and as such must be funded and conducted. In addition to activities programmed in the corps / squadron program, other activities may be organized, funded and conducted, under the supervision of the RCSU, as determined by the RCSU CO. These activities are considered discretionary.



Activate Your Brain #6:

What types of positions could a CIC officer fill at an RCSU?

Positions at RCSUs that CIC officer could fill include Regional Training Officer(s), Regional Common Training Officer, Regional Movements Officer or Regional Administration / Human Resources Officer. Positions will vary by region as each RCSU is organized differently.



Activate Your Brain #7:

What are some examples of Training Support positions at a CSTC?

Training Support positions often fall outside the various training departments / companies / squadrons and serve to augment the division / platoon / flight staff when conducting specialized training. Some CSTCs have training support positions in fitness and sports, range, drill and ceremonial, adventure training, canoeing, flight operations, sea operations, etc.

FINAL EXERCISE ANSWER KEY

1. What are the basic enrollment standards for the CIC?

To be eligible for enrollment within the CIC MOSID an individual must be a Canadian citizen, of good character and standing in the community and recommended by a cadet organization commanding officer, parent committee or the corresponding provincial league, have reached the minimum enrolment age of 18 and be able to complete at least one year of service before reaching the CIC Compulsory Retirement Age (CRA) of 65, meet the medical standards prescribed in CANFORGEN 070/07 and have a high school diploma or equivalent.

2. How many paid positions are there on the establishment of a cadet corps / squadron with 100 cadets?

There are eight paid positions on a 100-member corps / squadrons' establishment.

3. Define Class B service.

Class B service is used for periods of employment over 13 days. For any Class B Service over 90 days a job posting message must be advertised to allow qualified individuals to express their interest in the position. CIC officers are sometimes employed on Class B service, for example, attending a CIC training course (for 15 days), working at a CSTC (for more than 12 days), working a four-month temporary position at a regional headquarters, assuming a full-time position of Area Cadet Officer (ACO) at a detachment / region, etc.

4. What is the purpose of a Gliding Centre?

Gliding centres operate year-round in support of the squadron program and summer training. Gliding centres augment the air cadet proficiency level program by providing aviation training and gliding opportunities not available at a squadron. Opportunities exist at gliding centres for CIC officers to be employed as gliding centre coordinators, pilots, ground crew or instructional staff. The maximum number of paid days varies by region and position. Each gliding centre uses the same instructional staff to maintain continuity and to build a pool of experienced instructors familiar with the specific centre. During the summer months, the 5 regional centres operate as CSTCs and are responsible for delivering programs which may include Basic Aviation, Advanced Aviation, Glider Pilot Scholarship and Power Pilot Scholarship.

5. What positions are available at a cadet detachment for a CIC officer?

Positions at cadet detachments that CIC officers could fill include Area Cadet Officer (ACO), Detachment Movements Officer or Detachment Commander. Positions will vary by region and detachment.

6. List six NDAs.

Established NDAs include but are not limited to:

- the national cadet air rifle championship;
- the national cadet winter biathlon championship;
- sea, army and air cadet international exchange programs;
- sea cadet deployments on board Her Majesty's Canadian Ships (HMCS), Coast Guard Ships, etc.;
- the national sea cadet regatta;
- the sea cadet national tall ship deployment;
- the sea cadet seamanship concentration;
- the army cadet program domestic expedition;
- the army cadet program international expedition;
- the air cadet program Oshkosh Trip; and
- the air cadet program York Soaring Award.

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ROYAL CANADIAN SEA CADETS
PHASE FIVE
INSTRUCTIONAL GUIDE



SECTION 3

EO C507.02 – IDENTIFY VOLUNTEER OPPORTUNITIES WITH THE NAVY LEAGUE OF CANADA (NLC)

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study guide within the section for which they are required.

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

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

No less than 14 days prior to the cadet attempting this self study package, contact the local NLC branch to schedule a 30-minute meeting between a branch member and the Phase Five cadet.

Photocopy the self study package located at Attachment A for the cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

Photocopy the Speaker's Notes / Agenda located at Attachment C and provide it to the branch member prior to the meeting date.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail volunteer opportunities with the NLC at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have identified volunteer opportunities with the NLC.

IMPORTANCE

It is important for cadets to identify volunteer opportunities with the NLC to become aware of their potential for meaningful involvement with the CCO after their cadet service concludes.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet identify volunteer opportunities with the NLC.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 60 minutes to complete Sections 1 and 2 of the self study package.
3. Provide assistance as required to the cadet.
4. Have the cadet attend a 30-minute meeting with a member of the NLC.
5. Collect the self study package once the cadet has finished.
6. Correct the self study package with the answer key located at Attachment B.
7. Provide feedback to the cadet and indicate whether or not they have completed the enabling objective (EO).
8. Return the completed self study package to the cadet for their future reference.
9. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to identify volunteer opportunities with the NLC to become aware of your potential for meaningful involvement with the CCO after your cadet service concludes.

INSTRUCTOR NOTES / REMARKS

The 30-meeting between the NLC member and the Phase Five cadet should be scheduled for the third period of the training session in which the cadet is attempting this self study package.

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IDENTIFY VOLUNTEER OPPORTUNITIES WITH THE NAVY LEAGUE OF CANADA (NLC)



- SECTION 1: REVIEW THE RESPONSIBILITIES OF THE NLC**
- SECTION 2: EXAMPLES OF SUPPORT PROVIDED BY THE NLC TO SEA CADETS**
- SECTION 3: ATTEND A MEETING WITH A MEMBER OF THE NLC**

SECTION 1
REVIEW THE RESPONSIBILITIES OF NLC

ROLE OF THE NLC

A role of the NLC is to provide training, support and an organizational framework to the local branches of the NLC, which are the groups at the local level that fulfill the NLC responsibilities in supporting the corps. A branch council comprised of a president, one or more vice-presidents, a secretary, a treasurer and chairs of committees oversee the various branch activities. Branch Committees may include sea cadet, navy league cadet, fundraising or public relations. The Sea Cadet Chair is the liaison between the branch and the CO.

It is the role of the NLC to ensure their responsibilities are carried out in accordance with the Memorandum of Understanding, for the proper and efficient delivery of the Cadet Program within Canada.



Look online at <http://www.cadets.ca/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=53729> for more information on the Memorandum of Understanding.



Can you name any of the members of your local NLC branch?

RESPONSIBILITIES OF THE NCL / LOCAL NLC BRANCH

The following are the responsibilities of the NCL / local NLC branch.

Fundraising

Prior to the start of each training year, the corps will create a plan as to what type of training in which they wish to participate and the support that will be required. Through a series of meetings between the local NLC branch and the CO, a list of support requirements is drafted that outlines what funds are immediately available and what funds need to be raised. It is the responsibility of the branch to organize fundraising activities in consultation with the CO.



What fundraising activities has your local NLC branch sponsored for your corps?

Recruiting Cadets

The Cadet Program relies on a steady flow of new recruits every training year so that training can run smoothly. When recruitment is low, it creates a void of senior cadets in the future, causing instructor shortages. The local NLC branch is responsible for organizing community campaigns to attract cadets to become members of the corps.



What kind of recruiting campaigns would you suggest for your community?

Recruiting Officers

It is the responsibility of the branch to conduct local campaigns to attract potential candidates within the community to become members of the Cadet Instructors Cadre (CIC) and Civilian Instructors / Civilian Volunteers (CI / CV). This is based on the needs as confirmed by the CO of the corps.

Screening Volunteers

The NLC has a comprehensive screening program for volunteers that helps determine if a person is suitable to work with young people and in what capacity they could best serve. The NLC has both a legal and moral obligation to provide an environment where the cadets can safely learn and grow.

The screening program features the following elements:

- a police records check,
- a Vulnerable Sector Screening (VSS),
- a local background check,
- a probationary period, including interviews and evaluations,
- a central repository for tracking volunteers working with cadets,
- photo identification for screened members,
- an identification verification system and safety guidelines for volunteer drivers,
- comprehensive harassment, abuse and cadet safety policies,
- the ability to share information with other youth organizations, and
- the requirement to be re-screened every five years.

To apply as a volunteer, an application form must be completed and a photograph supplied to produce a Volunteer Identification Card (as illustrated in Figure 1). The local Volunteer Screening Coordinator briefs on the Harassment and Abuse Policy, Drug and Alcohol Policy and Cadet Safety Policy. They help complete the Screening Process and then submit the paperwork to a Division Screening Coordinator for additional checks.

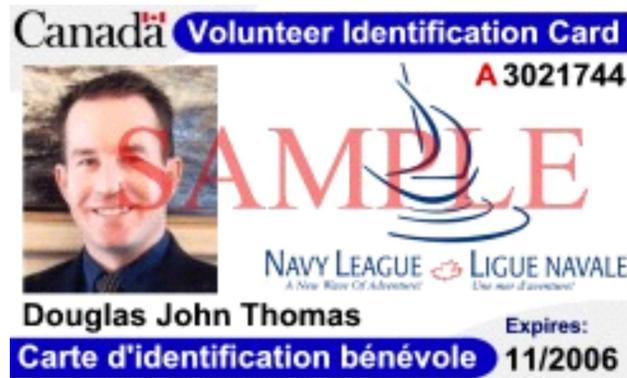


Figure A-1 Sample Volunteer Identification Card

Note. From Navy League of Canada, 2010, *Membership Process*. Retrieved January 28, 2010, from http://www.navyleague.ca/eng/get_involved/volunteer.asp.

Completed applications are processed by the National Office and stored in accordance with the Information Protection and Privacy Policy. Once a volunteer is approved, they are sent their Volunteer Identification Card in the mail. Declined volunteers are notified by letter.

Providing Adequate Office and Training Facilities

The branch is responsible for providing adequate office and training facilities, where they are not provided by DND. This includes providing insurance as necessary.

Participating in Selection Boards for Senior Cadet Rank Appointments

Prior to promoting a cadet to the rank of Chief Petty Officer Second Class (CPO2) or higher, the CO shall conduct a merit review board. It is the mandate of a merit review board to make recommendations to the CO regarding the cadets deserving senior rank promotions and to prioritize potential candidates if required. The local NLC branch provides a board member to participate in the merit review board. The final decision for any cadet rank promotion rests with the CO.

Participating in Selections for Sea Cadet Summer Training / Exchanges

The branch is responsible for cooperating with the corps' CO to encourage cadets' participation in summer courses and exchanges. They also participate in the selection process, in accordance with the Memorandum of Understanding.

Participating in Selections for Honours and Awards

The branch is responsible for participating in the joint selection process for honours and awards from the league and in initiating the selection process for league-specific awards.



Activate Your Brain #1:

What is the role of the local NLC branch?



Activate Your Brain #2:

Why must the NLC screen all volunteers?



Activate Your Brain #3:

What does the NLC branch member provide during a merit review board?



Activate Your Brain #4:

Who initiates the selection process for league-specific awards and recognition?

SECTION 2 EXAMPLES OF SUPPORT PROVIDED BY THE NLC TO SEA CADETS

HONOURS AND AWARDS

The NLC is proud to recognize the contributions that cadets make to their local communities. The following is an overview of the various national awards offered to members of the Sea Cadet Program.

Navy League Award of Commendation. Awarded by the National Board of Directors to a Navy League Cadet or Royal Canadian Sea Cadet who performs an outstanding act or deed in attempting to save a life or property of another. The award is in the form of a metal bar (worn on the left breast pocket of the uniform) and a certificate, both issued by the National Office for presentation by the local NLC branch.



Figure A-4 Navy League Award of Commendation

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

National Sea Cadet of the Year. Awarded annually by the National Board of Directors to the most proficient Royal Canadian Sea Cadet in Canada. The recipient's name is inscribed on the Nagi Cup and they receive a keeper plaque and certificate. The award also includes a trip to the National Annual General Meeting of the NLC, where the cadet will be the keynote speaker at the Annual Awards Banquet. There is no application for this award; the recipient is selected from the 12 Division Sea Cadet of the Year recipients.



Figure A-5 Nagi Cup

Note. From Navy League of Canada, 2010, *Scholarships & Awards*. Retrieved January 26, 2010, from <http://www.navyleague.ca/eng/seacadets/awards/asp>.

Division Sea Cadet of the Year. Awarded annually by each division to the most proficient Royal Canadian Sea Cadet within that division. The recipient receives a bronze bar with one fouled anchor to be affixed to the ribbon of the medal, a certificate and other gifts / recognition as determined by each division. There is no application for this award; the recipient will be selected from the Navy League Medal of Excellence recipients for that year.



Figure A-6 Navy League Medal of Excellence

Note. From Navy League of Canada, 2010, *Scholarships & Awards*. Retrieved January 26, 2010, from <http://www.navyleague.ca/eng/seacadets/awards/asp>.

Navy League Medal of Excellence. Awarded annually to the most proficient Navy League Cadets and Royal Canadian Sea Cadets within each Division. The award is in the form of a certificate and a medal to be worn on the left breast of the uniform. To be eligible for this award, the cadet must have:

- attended a minimum of 80 percent of all activities in the current training year;
- achieved the rank of Petty Officer Second Class (PO2);
- consistently set an outstanding personal example of dress and deportment; and
- demonstrated a thorough grasp of cadet training, as indicated by promotions, examinations and previous awards.



Figure A-7 Navy League Medal of Excellence

Note. From Navy League of Canada, 2010, *Scholarships & Awards*. Retrieved January 26, 2010, from <http://www.navyleague.ca/eng/seacadets/awards/asp>.

Sea Cadet Service Medal. This award recognizes continuous cadet service of at least four years by deserving Royal Canadian Sea Cadets. The award is in the form of a medal to be worn on the left breast of the uniform.

Cadets who have five years of service receive a silver bar with one fouled anchor to be affixed onto the ribbon of the medal.

Cadets who have six years of service receive a silver bar with two fouled anchors to be affixed onto the ribbon of the medal.



Figure A-8 Sea Cadet Service Medal

Note. From Navy League of Canada, 2010, *Scholarships & Awards*. Retrieved January 26, 2010, from <http://www.navyleague.ca/eng/seacadets/awards/asp>.

Perfect Attendance, Program. This certificate is awarded by NLC Branches to any Royal Canadian Sea Cadet who has had perfect attendance at all training parades during their cadet service. COs are required to submit names for this award to their supporting NLC Branch.

Perfect Attendance, Year. This certificate is awarded by NLC Branches to any Royal Canadian Sea Cadet who has had perfect attendance at all training parades during that year. COs are required to submit names for this award to their supporting NLC Branch.



Figure A-9 Perfect Attendance Certificate

Note. From Navy League of Canada, 2010, *Scholarships & Awards*. Retrieved January 26, 2010, from <http://www.navyleague.ca/eng/seacadets/awards/asp>.

	<p>Do you know anyone in your corps that has received the Navy League Medal of Excellence?</p> <hr/> <hr/>
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SCHOLARSHIPS

The NLC recognizes the importance of post-secondary education to the future success of its cadet members and believe that the important life skills developed through cadet training (self-discipline, organization, teamwork, etc.) help prepare youth to tackle the challenges of college or university education. The NLC is committed to provide scholarship opportunities for cadets that have demonstrated the will to achieve.

Maritime Affairs Scholarship. Provided by the NLC to currently serving Sea Cadets who are entering an accredited post-secondary program with a maritime focus. They are presently valued at \$2000 each and are paid directly to the institute being attended.

Royal Canadian Sea Cadet Education Foundation Scholarship. Provided to deserving Sea Cadets entering their first year of post-secondary education. They are valued at \$1000 each and are paid directly to the institute being attended.

Royal Canadian Naval Benevolent Fund (RCNBF) Scholarship. The RCNBF provides an additional ten \$1000 scholarships to the Royal Canadian Sea Cadet Foundation for serving and former Sea Cadets entering their first year of post-secondary education. Cadets must be actively serving at the time of application.

Chief Petty Officer Jack Scholarship. The RCNBF provides \$1000 scholarships from an educational trust fund established in memory of Chief Petty Officer Andrew McQueen Jack to former members of the Naval Forces of Canada and their dependants. Sea Cadets whose parents or grandparents are members or former members are eligible to apply.

 Scholarship applications should be forwarded to the local NLC branch through your CO.

 Look online at <http://www.navyleague.ca/eng/scholarship/index.asp> for more information on the application process for these scholarships.

NATIONAL REGATTA

The NLC is a proud supporter of the National Sailing Regatta, where the top sailors from each region come together in one location to compete. During the regatta, the cadets also attend local events planned to introduce them to the cultural differences that exist in the hopes that they will take with them a much broader understanding of Canada.

 **Activate Your Brain #5:**
What is the criteria for awarding the Navy League Award of Commendation?



Activate Your Brain #6:

What must a cadet have to be eligible to receive the Navy League Medal of Excellence?



Activate Your Brain #7:

Cadets who have attended all training parades in a current year are eligible to receive what?



Activate Your Brain #8:

Who may be eligible for the Chief Petty Officer Jack Scholarship?



Activate Your Brain #9:

What volunteer activities are available with the NLC branch after concluding your service / membership in the Cadet Program?



Activate Your Brain #10:

What elements does the screening process feature?



Congratulations, you have completed your self study package on EO C507.02 (Identify Volunteer Opportunities with the NLC). Hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

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SELF STUDY PACKAGE ANSWER KEY



Activate Your Brain #1:

What is the role of the local NLC branch?

To ensure responsibilities are carried out IAW the Memorandum of Understanding, for the proper and efficient delivery of the Cadet Program.



Activate Your Brain #2:

Why must the NLC screen all volunteers?

The NLC has both a legal and moral obligation to provide an environment where cadets can safely learn and grow.



Activate Your Brain #3:

What does the NLC branch member provide during a merit review board?

Recommendations for the selection process to the CO.



Activate Your Brain #4:

Who initiates the selection process for league-specific awards and recognition?

The NLC branch.



Activate Your Brain #5:

What is the criteria for awarding the Navy League Award of Commendation?

Awarded to a Navy League Cadet or Royal Canadian Sea Cadet who performs an outstanding act or deed in attempting to save a life or property of another.



Activate Your Brain #6:

What must a cadet have to be eligible to receive the Navy League Medal of Excellence?

The cadet must have:

- **Attended a minimum of 80 percent of all activities in the current training year,**
- **Achieved the rank of PO2,**
- **Consistently set an outstanding personal example of dress and deportment, and**
- **Demonstrated a thorough grasp of cadet training, as indicated by promotions, examinations and previous awards.**



Activate Your Brain #7:

Cadets who have attended all training parades in a current year are eligible to receive what?

Perfect Attendance Certificate, Year.



Activate Your Brain #8:

Who may be eligible for the Chief Petty Officer Jack Scholarship?

Former members of the Naval Forces of Canada and their dependants. Sea cadets whose parents or grandparents are members or former members are eligible to apply



Activate Your Brain #9:

What volunteer activities are available with the NLC branch after concluding your service / membership in the Cadet Program?

Volunteer activities are:

- **enrolling as a member of the CIC;**
- **volunteering as a Civilian Instructor / Civilian Volunteer with the corps;**
- **participating as an NLC branch member;**
- **participating as a member of an NLC branch special teams (fundraising, Special Events Committee); and**
- **participating in any other local NLC branch-specific duties.**



Activate Your Brain #10:

What elements does the screening process feature?

The screening program features:

- a police records check,
- a VSS,
- a local background check,
- a probationary period, including interviews and evaluations,
- a central repository for tracking volunteers working with cadets,
- photo identification for screened members,
- an identification verification system and safety guidelines for volunteer drivers,
- comprehensive harassment, abuse and cadet safety policies,
- the ability to share information with other youth organizations, and
- the requirement to be re-screened every five years.

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SPEAKER'S NOTES / AGENDA

Purpose

To provide a exploratory experience for a Phase Five cadet on a one-on-one basis with a member of the local NLC branch to explain the role of the volunteer and the current needs and opportunities at the corps.

Time

30 minutes

Assumptions

Assumptions are outlined as follows:

1. Cadet participation will be voluntary and part of a fact-finding exercise included in Phase Five to broaden the cadet's awareness of options that become available when cadet service concludes.
2. The cadet is approaching a mandatory transition phase of their life regardless of whether or not continued involvement with the Cadet Program is to be part of it.
3. If there is to be continued involvement with the Cadet Program it will be in an adult role. Communication between the NLC representative and the cadet will be conducted on an adult to adult basis to set an appropriate atmosphere and achieve the desired outcome of the meeting.

The Cadet Perspective

The desired outcome from the cadet's perspective should be:

1. To become aware of their potential for meaningful involvement with the CCO after their cadet service concludes.
2. To appreciate the range of volunteer activities available and the different amount of time commitment that may be required for each.
3. To understand the screening and registration process required of all adult volunteers in the cadet program.

The NLC Branch Perspective

The desired outcome from the NLC branch perspective should be:

1. To describe and discuss with the cadet participant the options available at the corps, the work involved with each, the competencies needed and the appropriate time required of the volunteer.
2. To illustrate the range and extent of involvement of volunteers at the corps with sufficient detail to cover the main points of each position but tailored to what teams or positions are active or needed to enhance the NLC branch operation.
3. Information on the mandatory screening and registration process.

Meeting Agenda

Discussion Points:

1. Compare the different but complementary roles of the CO's team and the NLC branch. Emphasize the complementary roles of the CIC and NLC branch.
2. Review the guiding principles of the NLC branch. Emphasize that a successful year for an NLC branch generates increased resources for the CO to work with and thereby greater benefits and opportunities for the cadets.
3. Encourage the cadet to share some of their experiences, to include:
 - a. summer training,
 - b. leadership and instructional skills acquired, and
 - c. school involvement where applicable.

Emphasize how these are of value to the NLC branch.

4. Outline the varying degrees of involvement open to NLC branch volunteers. The year-round involvement of the executive committee members can be compared to the monthly production of the corps newsletter and to the intermittent activities other member teams.
5. Confirm with the cadet that they have the ability to select an area of involvement that is sufficiently flexible to meet their new routine after their cadet service ends.
6. Explore whether or not working with the NLC branch for an interim period would be beneficial to them prior to joining the CO's team if that has already been agreed to by the CO.
7. Discuss the requirements and process for screening and registration and why this is given such a high priority.
8. Conclude the session with a discussion on what the participant sees as having been the biggest challenge and the greatest achievement so far as a sea cadet.

Whether they stay involved or not, it is important the session concludes on a positive note with a projection for their future involvement with the Sea Cadet Program. Whatever the future holds for them they will always be part of an exclusive alumni and their support and advocacy for the Sea Cadet Program is the best advertisement possible.

Send an appropriate note to the CO confirming the completion of the meeting.



**COMMON TRAINING
PHASE FIVE
INSTRUCTIONAL GUIDE**



SECTION 3

EO C507.03 – REFLECT UPON THE CADET EXPERIENCE

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

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

Photocopy the self study package located at Attachment A for the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to reflect upon how their cadet experience can be used to make a successful transition to adulthood at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have reflected upon the cadet experience.

IMPORTANCE

It is important for cadets to reflect upon the cadet experience because it enables them to pass on their experience and knowledge to the cadets they will be leading and instructing. By having cadets reflect on how the Cadet Program has influenced them, they apply lessons learned to future cadet experiences. Also, a reflection of the cadet experience helps to prepare the cadets as they transition out of adolescence by providing them an opportunity to develop an action plan that utilizes the transferable skills developed while participating in the Cadet Program.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet reflect upon the cadet experience.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the self study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Reflecting upon the cadet experience enables you to pass on your experience and knowledge to the cadets you will be leading and instructing. Reflecting on how the Cadet Program has influenced you, enables you to apply lessons learned to future cadet experiences. Also, a reflection of the cadet experience helps to prepare you as you transition out of adolescence by providing you an opportunity to develop an action plan that utilizes the skills you have developed while participating in the Cadet Program.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

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UPON THE CADET EXPERIENCE

SECTION 1: REFLECT UPON THE CADET EXPERIENCE
SECTION 2: THE CADET EXPERIENCE AND ADULTHOOD
SECTION 3: DEVELOP AN ACTION PLAN

SECTION 1
REFLECT UPON THE CADET EXPERIENCE

Circle the number on the scale for each statement below which best describes you. For example, if you are more likely to act toward the statement on the left, then the circled number would be placed closer to the left.

Make your own decisions?	5	4	3	2	1	Let others make decisions for you?
Look for answers to problems?	5	4	3	2	1	Let problems defeat you?
Take risks?	5	4	3	2	1	Play it safe?
Control your moods and thoughts?	5	4	3	2	1	Let someone else's bad mood get you down?
Feel exhilarated when you work hard?	5	4	3	2	1	Feel as if you have not accomplished anything, when you work hard?
Accept responsibility?	5	4	3	2	1	Make excuses, find fault, lay blame?
Measure yourself against your own standards?	5	4	3	2	1	Measure yourself against other's standards?
Speak up, set limits and voice your thoughts honestly?	5	4	3	2	1	Swallow your opinions, thoughts, and wishes?
Stand up straight and look people in the eye?	5	4	3	2	1	Slouch, with downcast eyes, looking sideways at people?
Respond flexibly to changing circumstances?	5	4	3	2	1	Hold on to what you have always done and thought because it is easy and comfortable?
Feel self-confident and self-assured?	5	4	3	2	1	Feel shy, nervous and awkward?

The survey you just completed is very similar to a self-esteem survey completed in year one as part of EO M103.02 (Map Personal Goals for the Training Year). Now that you have several years of cadet training and several more years of life experience, do you think your answers have changed?



Did you think your answers shifted to the left or to the right? What factors do you think contributed to this shift?

The left side of the survey contains statements that would be made by someone who exhibits a high level of self-esteem. Self-esteem is defined as having a good opinion of one's own character and abilities. There are many factors which contribute to one's self-esteem. Thinking back on the cadet experience you have had, do you think that the Cadet Program has contributed to any changes in your self-esteem?



What factors has the Cadet Program contributed to change your self-esteem?

THE CADET EXPERIENCE

The aim of the Cadet Program can be broken down into three parts:

- develop in youth the attributes of good citizenship and leadership;
- promote physical fitness; and
- stimulate the interest of youth in the sea, land, and air activities of the Canadian Forces.

These three aspects of the aim of the Cadet Program have been used a lot to validate the function of the youth program but what do they really mean? Examine the parts of the aim in further detail.

Citizenship. According to CATO 11-03, *Cadet Program Mandate*, citizenship can be defined as when cadets develop an understanding of and appreciation for community membership and involvement within cadet, local, regional, provincial, national and global communities. Inherent in this membership is an acceptance of, and respect for, multiculturalism within Canada and the world. Through their active involvement, cadets will have a positive impact on local communities, contributing to the community strength and vibrancy.



How has the Cadet Program helped you to meet the aim of citizenship? Brainstorm a list of activities in which you have taken part as part of the Cadet Program to meet this aim.

_____	_____
_____	_____
_____	_____

Leadership. According to CATO 11-03, *Cadet Program Mandate*, in the peer-led Cadet Program, cadets develop interpersonal skills and assume responsibility as effective team members, leaders and dynamic coaches that conduct themselves in an ethical and socially responsible way.



How has the Cadet Program helped you to meet the aim of leadership? Brainstorm a list of activities that you have taken part in as part of the Cadet Program to meet this aim.

_____	_____
_____	_____
_____	_____

Physical fitness. According to CATO 11-03, *Cadet Program Mandate*, the Cadet Program aims to promote physical well-being. Cadets develop an understanding of the benefits of fitness and a healthy lifestyle. This understanding combined with on-going participation in fitness activities, aids in the development of positive attitudes and behaviors that build resiliency within cadets and enable them to meet challenges.

	How has the Cadet Program helped you to meet the aim of physical fitness? Brainstorm a list of activities that you have taken part in as part of the Cadet Program to meet this aim.	
	_____	_____
	_____	_____
	_____	_____

Stimulate the interest of youth in the sea, land and air activities of the Canadian Forces. According to CATO 11-03, *Cadet Program Mandate*, by exposing youth to the sea, land, and air activities of the Canadian Forces they develop elemental skills through introduction to, and interaction with, their respective CF communities. To maximize the elemental experience, the Cadet Program educates and promotes liaison with civilian maritime, adventure and aviation communities. These combined experiences and interactions are essential to the unique identity of Sea, Army and Air Cadet Organizations, distinguishing each from the other, and the Cadet Program as a whole from other youth development programs.

	How has the Cadet Program helped you to meet the aim of stimulating the interest of youth in the sea, land and air activities of the Canadian Forces? Brainstorm a list of activities in which you have taken part as part of the Cadet Program to meet this aim.	
	_____	_____
	_____	_____
	_____	_____

By the end of your participation in the Cadet Program, it is expected that you will have met five participant outcomes. These outcomes are meant to be measurable and are defined within CATO 11-03, *Cadet Program Mandate*.

Emotional and physical well-being. The cadet will:

- optimize the functioning of the body through attitudes and behaviours; and
- understand that physical wellness is not a state of perfection, but rather, a lifelong process of healthy mind and body development.

Social competence. The manner in which a cadet:

- consistently responds to other individuals;
- expects other individuals to respond; and
- interacts with members of groups.

Cognitive competence. The cadet will exhibit intellectual development and integrate information into operational functions.

Proactive citizenship. The cadet will positively impact on and build strong communities.

Understanding the Canadian Forces. The cadet will:

- gain an understanding of the Canadian Forces through:
 - an introduction of the sea, land, or air elements of the Canadian Forces, and
 - an exposure to the sea, land, or air elements of the Canadian Forces; and
- develop a unique identity in each of the cadet organizations.

To demonstrate that a cadet has achieved an outcome of the Cadet Program, underlying competencies were developed. The competencies were specific tasks that a cadet should be able to perform that demonstrated an acceptable level of achievement in the outcome. The 14 competencies of the Cadet Program are detailed in CATO 11-03, *Cadet Program Mandate*.



Competency. An area in which a person is adequately qualified or capable.

The following chart details the 14 competencies of the Cadet Program. Using the scale provided, rate yourself on your ability to complete each task. The higher the number, the more capable you believe you are at completing the task. There are no right or wrong answers but try to be as honest as possible during your self-assessment.

Participant Outcome	Competency	Scale				
Emotional and Physical Well-Being	Display positive self-esteem and personal qualities.	1	2	3	4	5
	Meet physical challenges by living a healthy and active lifestyle.	1	2	3	4	5
Social Competence	Contribute as an effective team member.	1	2	3	4	5
	Accept personal accountability for actions and choices.	1	2	3	4	5
	Exercise sound judgment.	1	2	3	4	5
	Demonstrate effective interpersonal communication skills.	1	2	3	4	5
Cognitive Competence	Solve problems.	1	2	3	4	5
	Think creatively and critically.	1	2	3	4	5
	Display a positive attitude toward learning.	1	2	3	4	5
Proactive Citizenship	Exemplify positive values.	1	2	3	4	5
	Participate actively as a valued member of a community.	1	2	3	4	5
	Commitment to community.	1	2	3	4	5
Understanding the Canadian Forces	Knowledge of the history of the Canadian Forces.	1	2	3	4	5
	Knowledge of the Canadian Forces' contributions as a national institution.	1	2	3	4	5



Of the 14 competencies listed, what do you feel are the most important ones for cadets?
Make a list of your top five competencies.

1. _____
2. _____
3. _____
4. _____
5. _____

Although the Cadet Program has created a specific list of competencies, there are many other competencies that a cadet develops while in the program. These competencies are the hands-on skills and leadership skills that a cadet develops while in the program.



Did You Know?

Hands-on skills are sometimes referred to as hard skills. This is because they usually result in a project or a measurable effect. Hard skills include things like sailing a boat, lighting a stove, or piloting a glider.

Leadership skills are sometimes referred to as soft skills. This is because they result in things which are harder to define. Soft skills include things like communication, teamwork or the ability to adapt.

Skills Chart		
Tying knots	Performing seamanship	Flying
Writing concisely	Sailing	Racing skills
Trekking	Physics	Lighting campfires
Fitness	Meeting goals	Wilderness survival
Canoeing	Instruction	Managing conflict
Kayaking	Performing drill	Enlisting help
Accepting responsibility	Discipline	Supervising others
Marksmanship	Playing a music instrument	Teamwork
Abseiling	Piping boatswain's calls	Co-operating
Stress management	Sight-reading music	Gathering information
Applying and enforcing policies	Dress and deportment	Defining needs
Critical thinking	Leadership	Mentoring
Delegating responsibility	Decision making	Organizing
Being flexible	Professionalism	Reading
Setting goals	Writing music harmony	Gliding
Time management	Biathlon	Sewing
Managing groups	Reporting information	Meteorology
Planning	Posture	Fibreglassing
Anatomy	Respect	Patience
Being responsible	Map and compass	Punctual
Caring	Identifying problems	Prioritizing
Fieldcraft	Motivating others	Self control
Scheduling	Identifying resources	Applying logic
First aid	Iron	Nutrition
Navigation	Cycling	Filing
Public speaking	Use of the chain of command	Understanding music theory
Being service orientated	Teambuilding	Listening attentively
Networking	Situational management	Efficient
Being creative	Dedicated	Consistent
Small craft operations	Coaching	Radio procedure
Taking initiative	Tuning boats	Harassment awareness
Understanding air law	Expressing ideas	Multi-tasking
Conducting an ensemble	Using firefighting equipment	Providing appropriate feedback

SECTION 2 THE CADET EXPERIENCE AND ADULTHOOD

What does it mean to be an adult? The answer is not as easy as you might think. The definition of what it means to be an adult has changed over the last 20 years. The criteria that your parents or grandparents used to establish adulthood is a lot different than the criteria you face as you enter adulthood.

THE FACTORS OF ADULTHOOD

What are the factors to consider when classifying someone as being an adult?

- Completed education?
- Leaving parents' home?
- Being financially independent?
- Being married?
- Having children?
- Having a career?

The importance of each of these factors, and how they are met by youth in the transition of adulthood, has changed dramatically over the last few decades. A comparison can be made of each factor's affect on adulthood—then and now.

Completed Education

Then. Education was usually completed with high school. It was during employment that training was given to the employee to help them advance in their career. It was usually only individuals from high income or privileged families who would attend university or college. In addition, it was only professionals (eg, doctors, lawyers, etc) who were required to gain degrees for employment. Most individuals completed their education at the age of 17 or 18.

Now. Today, more than half of the population attends college or university. Many employers expect potential employees to be well prepared for employment before they are hired. The demand for higher education has increased from only the privileged, to include middle and low income individuals. Individuals are also taking longer to complete their education. Although most universities offer four-year degree programs, many individuals are taking five or more years to complete them. Often times the extension of further education is to accommodate part-time studies so that students can work as they study. This means most individuals now complete their education in their mid-twenties.

Leaving the Parents' Home

Then. In most cases, individuals left home when they got married. Marriage happened at a much earlier age then it does now, so most individuals were only living with their parents one or two years after completing school. Males may have left the home sooner but females would normally have only moved out to move in with their husbands.

Now. Leaving the parents' home takes two different branches in current times. The first branch involves the majority of individuals. These individuals move out of their parents' home as soon as possible. Often they have multiple roommates and move many times. Often times they do not establish a more permanent living situation until after they have completed their education, established a career, or established a family (either with or without marriage). These individuals also have a high likelihood of moving back in with their parents at some point.

The second branch involves the minority of individuals. These individuals stay at home with their parents far longer. Often times they do not move out on their own until after they have completed their education, established a career, or established a family (either with or without marriage). These individuals may live at home with their parents until their late twenties.

Being Married

Then. Marriages occurred earlier in life; often women would be married by the age of 20 and men by the age of 23. Marriage was a big stepping stone on the road to adulthood. Individuals were encouraged to marry so that they could start raising families, or even later, depending on cultural norms.

Now. Marriage is often one of the last steps taken in the progression into adulthood. Many individuals are waiting until they have completed their education or established a career before getting married. For many, the idea of marriage is not considered until they are in their late-twenties or early-thirties. Added to this is the idea that marriage is not seen as mandatory as it once was. It is becoming increasingly normal for individuals live and raise a family together without being married.



Did You Know?

The concept of marriage has different outcomes depending on socio-economic class, geography, or even cultural differences.

Individuals who come from lower socio-economic backgrounds are more likely to marry at a younger age. Also, the average age of marriage varies from country to country. The following chart details the median marriage age of females in selected countries.

Industrial Countries	Age	Developing Countries	Age
United States	25	Nigeria	17
Australia	26	Egypt	19
Canada	26	Ghana	19
France	26	Indonesia	19
Germany	26	India	20
Italy	26	Morocco	20
Japan	27	Brazil	21

Figure A-1 Median Marriage Age of Females in Selected Countries

Note. From *Emerging Adulthood*. Retrieved October 27, 2009, from http://www.Parenthood.com/article-topics/emerging_adulthood.html



Which of the countries listed have the highest and lowest median age for marriage? Why do you think this is the case?

Having Children

Then. After marriage, having children was the next major stepping stone in becoming an adult. In many cases, newly-married couples had a child within one year of being married. The role of the woman was more home-based; fewer women had careers outside of the home. This often made it possible for couples to have larger families. The age for couples to have children was usually between the early-twenties and the mid-twenties.

Now. Having children has dropped from the forefront of adulthood. Again, most individuals are more concerned with completing their education and establishing a career before they have a family. Because many couples are dual working families, it is often more difficult for them to support families. As a result, families are having fewer children than they have had in the past. The age for couples to have children has risen to the late-twenties and the early-thirties.

Being Financially Independent

Then. When an individual moved out of their parent's home, they were expected to be financially independent. Support from parents was usually only expected for adult-establishing events, such as weddings and birth of children. Often times, sacrifices were made (eg, housing, vehicles, etc) so that an individual could live within their means. Most individuals did not start off their adult life with large debt loads.

Now. Parents are often expected to support their children well into their transition into adulthood; individuals remain living at home longer and / or need help paying for additional education and / or getting established on their own (eg, housing, vehicles). Even if an individual moves out of their parents' home, they are more likely to return at some point because they are unable to establish their own household. When parents are unable to financially support their children, the children are often forced to acquire large debts in order to pay for further education or to get established on their own. Individuals are often not able to become financially independent until after they have completed further education; as a result, the milestone of being financially independent is currently one of the top indications of adulthood.

Having a Career

Then. Individuals often entered a career path earlier in life. Often times, an individual would spend twenty or thirty years in the same career (often at the same company). Employers often trained an individual and provided them with avenues of progression. The career was the means to support the family; the concept of a career being enjoyable was not often a major consideration.

Now. There is far more time spent in preparing for a career. That being said, a career has become more than a means to support a family; many individuals look to enjoy their career. In fact, many individuals tie their self-identity very closely to their livelihood. As a result of this, many individuals change jobs within their career field many times. The idea of having a successful career is very important and often other aspects of being an adult are put on hold to establish a successful career.

During a General Social Survey, conducted in March 2002, participants were asked how important they felt each of the factors of adulthood was. The percentage of respondents who answered that the factor of adulthood was somewhat important, or higher, is charted below.

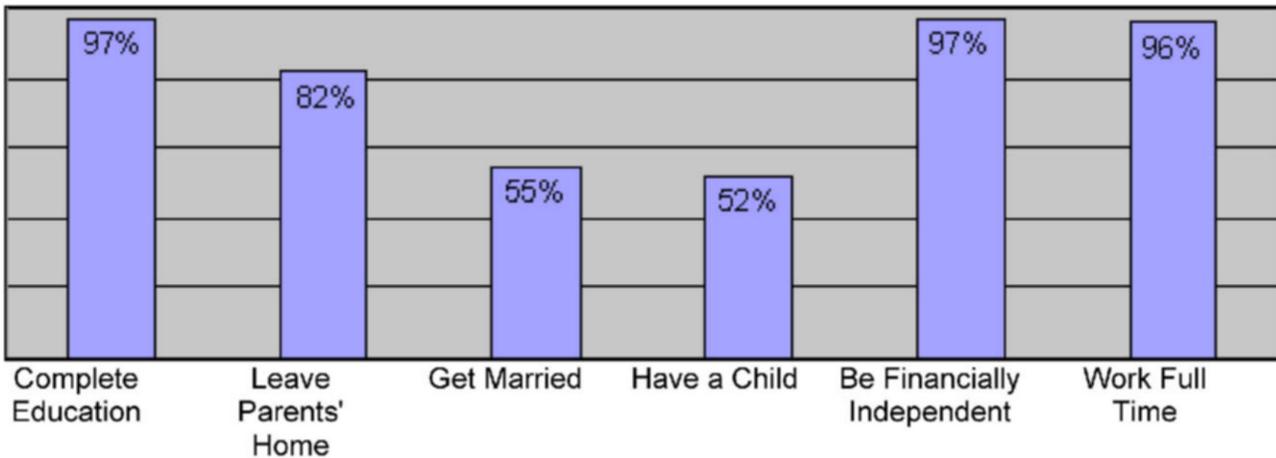


Figure A-2 Percentage Who Feel Event Important for Adulthood

Note. From *Between Adolescence and Adulthood: Expectations About the Timing of Adulthood*. Retrieved October 28, 2009, from <http://www.transad.pop.upenn.edu/downloads/between.pdf>

As you can see, completing an education, working full time, and being financially independent were rated as the most critical factors of adulthood; each of these relates directly to having a career. For youth today, the idea of having a career is one of the most important factors of adulthood.



In your opinion, are the most important factors of adulthood discussed? List the factors of adulthood in order of importance to you.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____



Are there any other factors of adulthood which you think are important?

PREPARING FOR ADULTHOOD



CATO 11-03, *Cadet Program Mandate*, states:

"The mission of the Cadet Program is to contribute to the development and preparation of youth for the transition to adulthood, enabling them to meet the challenges of modern society, through a dynamic, community-based program."

It is the mission of the Cadet Program to prepare youth for the transition to adulthood. It has been already detailed that the transition to adulthood is more complicated today than it has been in the past. A fundamental way that the Cadet Program prepares youth for the transition to adulthood is through the skills that youth develop while participating in the program.

Skills can be catalogued into two categories: transferable skills and non-transferable skills.

Transferable skills. These skills can be applied to many areas of adult life. These skills are also highly marketable to employers.



Did You Know?

Sometimes it is necessary to further catalogue transferable skills. Some possible categories of transferable skills are:

Communication. These are the skills of expression, transmission of knowledge, interpretation of knowledge, and the conveying of ideas.

Research and planning. These are the skills of searching for specific knowledge and the ability to conceptualize future needs and solutions for meeting those needs.

Human relations. These are the interpersonal skills for resolving conflict, relating to and helping people.

Organization, management, and leadership. These are the skills to supervise, direct and guide individuals and groups in the completion of tasks and fulfillment of goals.

Work survival. These are day-to-day skills that assist in promoting effective production and work satisfaction.

Non-transferable skills. These are often task-specific skills and as a result, do not often transfer from one aspect of adult life to another.



Non-transferable skills may still be highly employable skills. For example, trade skills are non-transferable skills (eg, woodworking, welding, plumbing). These skills are often in high demand.

Refer back to the list of skills you created in the previous section of the self study package. Catalogue the list of skills you created into transferable and non-transferable skill lists.



Can you think of any skills you may have learned outside of the Cadet Program? Add them to the list above, cataloguing them as transferable and non-transferable skills.

Transferable Skills	Non-Transferable Skills

SECTION 3 DEVELOP AN ACTION PLAN

Adulthood has become harder to define. The path to adulthood is much longer than it used to be. Those in transition to adulthood, often take many different paths to reach the end goal. Sometimes, an individual takes multiple paths, starting fresh each time. For many, the transition to adulthood is a phase of self-exploration; more emphasis is placed on determining who they are before they solidify any path to adulthood.

It is important to take time to try and develop an action plan for the future. An action plan has several important aspects:

- an end goal;
- criteria to meet that goal;
- a set of actions to meet the criteria; and
- what skills you possess that will assist you in accomplishing the action.

End goal. The end goal is what you want to achieve. This could relate to a career, education, family, etc. The end goal should be realistic and achievable. For example, in 10 years you might be able to become a doctor but it is unlikely that you will be able to be Prime Minister that soon.

Criteria to meet that goal. The criteria to meet the goal could be a mixture of items. Perhaps the end goal has educational requirements or perhaps it has financial requirements. Some of the criteria will be large in scale and some will be small in scale (eg, graduate university versus getting your driver's license.)

A set of actions to meet the criteria. The actions required to meet the criteria. For example, if one of your criteria was to graduate post-secondary, a set of actions that may be required are:

1. graduate high school,
2. apply and get accepted to post-secondary education,
3. register for classes,
4. apply for and receive financial aid,
5. find a part-time job, and
6. study and do well in school.

The skills you possess that will assist you in accomplishing the action. What transferable and non-transferable skills you already have to help you reach your goal.

An action plan helps to give guidance as you transition into adulthood. That being said, it is very likely that the goals you set in this activity plan will change as you move toward adulthood. As you mature into adulthood and have increased opportunities to explore your interests, your goals may shift or become irrelevant.

Complete the action plan provided. Use this as a tool to help you prepare for your transition into adulthood.

ACTION PLAN	
NAME:	DATE:
RANK:	POSITION:
A. Brainstorm a list of possible goals for your future:	
From your brainstorm list, select three goals and list them in priority to you.	
1. _____ _____ _____	
2. _____ _____ _____	
3. _____ _____ _____	

ACTION PLAN		
B. Brainstorm a list of criteria needed to meet each goal.		
Goal Number One	Goal Number Two	Goal Number Three
C. Create a set of actions needed in order to meet the criteria.		
Goal Number One	Goal Number Two	Goal Number Three

ACTION PLAN

D. Using your list of transferable and non-transferable skills from the previous section, list the skills that you already have that will help to reach your goal.

Goal Number One	Goal Number Two	Goal Number Three

CONCLUSION

Reflecting on the cadet experience enables you to pass on your experience and knowledge to the cadets you will be leading and instructing. Reflect on how the Cadet Program has influenced you, enables you to apply lessons learned to future cadet experiences. Also, a reflection of the cadet experience helps to prepare you as you transition out of adolescence by providing you an opportunity to develop an action plan that uses the skills the Cadet Program has given them.



Congratulations, you have completed your self study package on reflection on EO C507.03 (Reflect Upon the Cadet Experience). Complete the action plan and then hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

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**COMMON TRAINING
PHASE FIVE
INSTRUCTIONAL GUIDE**



SECTION 1

EO C509.01 – MONITOR INSTRUCTION

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-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the forward and preface.

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

Photocopy the self study package located at Attachment A, Assessment Form located at Attachment C and the Assessment Rubric located at Attachment D for the cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to develop skills to monitor instruction at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have monitored a lesson.

IMPORTANCE

It is important for cadets to monitor instruction as it is the best way to improve the abilities of instructors by providing them with effective and valuable feedback on their instructional capabilities.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadets monitor instruction.

RESOURCES

- Self study package located at Attachment A,
- Assessment Checklist located at Attachment C,
- Assessment Rubric located at Attachment D, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadets with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package, Assessment Checklist, Assessment Rubric and a pen / pencil.
2. Allow the cadet 60 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Have the cadet monitor a period of instruction using the Assessment Checklist and Assessment Rubric.



It is preferred that the cadet monitor a period of instruction given by a peer (a cadet in the process of completing or who has completed Phase Five) or a subordinate cadet (a cadet completing Phase Four). If a period of instruction delivered by a peer or subordinate cadet is not available, a period of instruction delivered by an officer may be used providing the officer agrees to act as a training aid for the cadet.



While the cadet monitors a period of instruction, an experienced assessor must be paired with them. The experienced assessor should take notes on the period of instruction in order to provide a comparison for the cadet's evaluation. The experienced assessor will also participate in a role-play with the cadet so the cadet can practice debriefing a period of instruction.

5. After the lesson is complete, have the cadet debrief the period of instruction in a role-play scenario where the instructor is replaced by the experienced assessor.
6. Collect the self study package once the cadet has finished.
7. Correct the self study package with the self study package answer key located at Attachment B.
8. Provide feedback to the cadet and indicate whether or not they have completed the enabling objective (EO).
9. Return the completed self study package to the cadet for their future reference.
10. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to monitor instruction as it is the best way to improve the abilities of your instructors by providing them with effective and valuable feedback on their instructional capabilities.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

A0-056 A-CR-CCP-913/PT-001 Cadet Instructors List Training School. (1978). *Technique of instruction*. Ottawa, ON: Department of National Defence.

A0-191 A-CR-CCP-914/PT-001 Cadet Instructors List Training School. (1978). *CIC instructional supervision*. Ottawa, ON: Department of National Defence.

A0-192 A-P9-000-009/PT-000 Canadian Forces Individual Training and Educational System. (2002). *Volume 9 instructional technique*. Ottawa, ON: Department of National Defence.

A0-193 A-P9-000-010/PT-000 Canadian Forces Individual Training and Educational System. (2002). *Volume 10 instructor supervision*. Ottawa, ON: Department of National Defence.

A0-194 A-P9-050-009/PT-006 Canadian Forces Individual Training and Educational System. (2002). *Volume 6 manual of individual training and education*. Ottawa, ON: Department of National Defence.

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MONITOR

INSTRUCTION



SECTION 1: THE PURPOSE OF MONITORING INSTRUCTION
SECTION 2: THE PROCESS OF MONITORING INSTRUCTION
SECTION 3: MONITOR INSTRUCTION

SECTION 1 THE PURPOSE OF MONITORING INSTRUCTION

THE IMPORTANCE OF MONITORING INSTRUCTION



"By providing direction, encouragement, advice and guidance, the supervisor strives to ensure that both instructors and course members are performing to the best of their ability. Fulfillment of this supervisory role contributes to effective training and the attainment of course objectives."

Canadian Forces Manual of Individual Training

An assessor is important for the development of instructors because they provide direction, encouragement and advice for improvement while ensuring the instructors know they are working toward a common goal. To do this, assessors must be aware of the material being instructed, and the latest methods of instruction.

The assessor's job is important because:

- even good instructors can deteriorate through neglect,
- some technically qualified instructors are not adequately taught how to instruct, and
- most instructors have some weaknesses and may not be aware of them.



When monitoring instruction in the Cadet Program, the instruction monitor is referred to as the assessor.

The overall aim of monitoring instruction is to improve instruction and learning. This is done by:

Promoting Learning Within the Training Environment

All training staff are collectively responsible to ensure that the training environment promotes learning. Areas such as instructor performance, learner achievement, support and administration are monitored to ensure the training goals are met in an effective and efficient manner. An assessor plays a key role in ensuring that learning takes place by monitoring the delivery of instruction.

Assessing Whether Learning is Taking Place

An assessor assesses whether learning is taking place on an ongoing basis by monitoring instruction. Monitoring instruction enables training staff to:

- ensure the content and emphasis of the material is in accordance with the intent of the Qualification Standard and Plan (QSP); and
- confirm the adequacy and appropriate use of instructional materials and training aids as directed in the QSP and Instructional Guide (IG) as required.

Providing Opportunities for Instructors to Improve Their Instructional Technique

Monitoring instruction improves both instruction and learning. Instructors should be provided with opportunities to improve their instructional technique. Assessors are responsible for identifying areas for development in instructional staff.

To develop instructional staff, assessors must monitor the instructional staff in the classroom or other training areas to provide feedback, recognize and reinforce effective performance and identify and correct any problems before they become serious and jeopardize learning.

The development of instructional skills can take place only when the instructional staff have the opportunity to instruct under supervision and receive feedback on their performance. Monitoring and feedback must focus on instructional staff development and improvement and be based on mutual respect between the instructional staff and the assessor.

A monitoring and feedback program based on mutual respect can be fostered when:

- the instructional staff and assessor agree on the specific skills and practices that characterize effective instruction;
- the assessor frequently monitors lessons to verify that the instructional staff use the skills / practices and meets to discuss them afterwards (feedback);
- the instructional staff and the assessor agree on areas for improvement; and
- the instructional staff and the assessor develop a specific plan for improvement together.

	Activate Your Brain #1:
	The aim of monitoring instruction is to improve instruction and learning. How is this done?
	<hr/> <hr/> <hr/> <hr/>

TYPES OF MONITORING

There are three types of monitoring commonly used to assess instruction. They are:

Formal Monitoring

Formal monitoring is specific and exact in nature. The assessor spends a considerable period of time observing the instructional practices of an instructor. This is the most important kind of assessment because it offers detection of specific strong and weak points in the instruction. This type of monitoring is where the assessor can make the biggest impact on an instructor's development. This type of monitoring should be done at least once for every instructor and more frequently for new or weak instructors.

Informal Monitoring

Informal monitoring is a shorter process than formal monitoring. It is the method by which an assessor ensures the general teaching procedures and managerial aspects of an instructor's classroom and training activities. This type of monitoring is useful for checking the progress of individuals who have already received a formal evaluation and determining if further formal evaluation is required.

Spot Checks

Spot checks are an even shorter process than informal monitoring. This type of assessment gives the assessor a general overview of the teaching situation. It allows them to verify the methods of instruction being employed and that the principles of instruction are being applied. Spot checks apprise the assessor of the general situation

and indicate to the instructor that they are interested in their work. The corrective measures taken from spot checks will probably be limited to cases where poor instructional situations are repeatedly evident. However, this type of monitoring is useful for keeping instructors on their toes, as they will never know when the assessor may be around to conduct a spot check.



Activate Your Brain #2:

What are the three types of monitoring?

1. _____
2. _____
3. _____

ASSESSMENT

An assessor assesses an instructor using various forms of assessment. Each form of assessment has advantages and disadvantages which give them a better fit for certain types of evaluation. The three main types of assessment used are assessment by scale, assessment by rating, and assessment by rubric.

Assessment by Scale

An assessment by scale uses a series of numbers to represent a level of achievement. This form of assessment is quick to use but does not adequately define what each number means. It is common for higher numbers to represent more proficiency; lower numbers represent less proficiency.

Criteria	Rating				
Tie a Figure 8 knot.	1	2	3	4	5

Figure 1 Example of Assessment by Scale

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Assessment by Rating

An assessment by rating uses a series of words to represent a level of achievement. This form of assessment is almost as quick to use as assessment by scale, but it defines the level of achievement more clearly. This form of assessment is used often in the Cadet Program.

Criteria	Rating			
Adopt the prone position.	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded the Standard

Figure 2 Example of Assessment by Rating

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Assessment by Rubric

An assessment rubric is the final form of commonly used assessment. It uses a set of word pictures to represent a level of achievement. Rubrics are specific to a task and describe levels of performance for individual criteria needed to complete that task. This gives an assessor a clearer understanding of what is required to attain a specific score. This form of assessment takes longer than scales or ratings, but clearly defines levels of achievement and breaks down a performance into smaller, more assessable, pieces.

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Preparation				
Lesson plan	The lesson plan was not submitted. It had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP.	The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs are to be presented.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.

Figure 3 Example of Assessment by Rubric

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.



The above example of assessment of rubric only uses one criterion. This is not typical when using a rubric; more often, the rubric has a series of criteria, each one using a separate row to define performance.



Activate Your Brain #3:

What are the three types of assessment?

1. _____
2. _____
3. _____



Activate Your Brain #4:

Why would assessment by rating be chosen over assessment by rubric?

Assessment Difficulties

It is rare for two assessors to have the same result when assessing a performance (eg, one assessor might describe the performance as excellent and the other describes the performance as good). This difference in assessment can be related to many factors, which may include:

- one assessor having a better understanding of the topic being assessed;
- one assessor being more familiar with the individual being assessed;
- one assessor being less focused during the assessment;
- one assessor allowing their emotions to affect their assessment; or
- one assessor being more experienced at assessing.



Did you know?

Assessment errors occur for a variety of reasons. Some errors can be caused by the design of the assessment, some occur only with certain groups of assessors, and some with individual assessors. The following are examples of common assessment errors:

1. **Error of central tendency.** Many assessors hesitate to assess either extremely high or extremely low. They tend to group their ratings close to the centre of the scale. If an error of central tendency is taking place, true ability is not reflected on the monitoring form. Therefore, the rating is of little use.
2. **Error of standards.** Some assessors tend to overrate or underrate everyone, as compared to the assessments of other assessors. They do this because of the difference in the standard they expect to see.
3. **Error of narrow criterion.** New assessors may use a narrow representation as the entire range of proficiency. If they have three superior instructors, they begin to assess others lower because they cannot perform quite as well.
4. **Logical error.** An assessor who has made a logical error allows the performance on one item to influence the assessing of another item. An alert assessor should assess each item separately and objectively.
5. **Error of familiarity.** When an assessor is with their instructors every day for a prolonged period, they can lose their assessing objectivity. They become accustomed to some of the instructors' common weaknesses and overlook them as errors. Stepping back and getting a new perspective helps to avoid this type of error.
6. **Error of halo.** Many assessors tend to assess after being influenced by their general impression of the individual. Halo error is so called because the assessment clusters like a halo around the assessor's general impression. An assessor must detach personal feelings about an instructor from the task being assessed. For example, an assessor assesses an instructor as high during a flight safety period because they speak well in a social environment; a quality which has nothing to do with flying an aircraft.

SECTION 2 THE PROCESS OF MONITORING INSTRUCTION

The process of monitoring instruction may be broken down into three stages: preparing for a monitoring session; monitoring a period of instruction; and debriefing the instructor.

PREPARING FOR A MONITORING SESSION

When preparing to monitor an instructor, an assessor must:

Advise the instructor. Advise the instructor well in advance that the lesson will be monitored and remind them that the purpose of monitoring a lesson is to give feedback to improve instructional skills.

Review the lesson. Review the lesson specification and determine how the lesson fits into the overall program by examining the lessons that precede and follow it. Consider different approaches to delivering the lesson based on the teaching points, ratio of theory to practical and amount of training activity required.

Review and prepare the assessment tools. Prepare the appropriate assessment tools, by filling in the:

- instructor's name,
- assessor's name,
- date,
- PO / EO,
- time allotted,
- any test details.

MONITOR A PERIOD OF INSTRUCTION

Monitoring a period of instruction can be broken down into three parts: before the lesson; during the lesson; and after the lesson.

Before the Lesson

1. Greet the instructor and request a copy of their lesson plan.
2. Reassure the instructor that the purpose of monitoring is to help the instructor develop their abilities and discuss any questions or concerns.
3. If possible, choose an observation point that is not in the direct line of sight of the learners or the instructor.
4. Verify that the training area has been appropriately arranged and training aids are available and in position.

During the Lesson

1. Observe the instructor's actions and learners' response during the lesson.
2. Use the assessment tools to help record behaviours. Focus on observable behaviours. Take descriptive notes and cite specific examples. The assessment tools allows the assessor to assess that:
 - a. the lesson plans are prepared and complete;
 - b. the training environment, including the layout of the training area and the orientation board, is appropriately prepared;

- c. the instructor uses appropriate instructional techniques and principles of instruction;
 - d. the instructor's ability to accommodate different learning styles in their lesson; and
 - e. the visual / training aids employed are unobstructed and easily viewed, relevant to the subject matter and allow for easy transition throughout the lesson.
3. Do not interfere with the lesson unless there is an emergency or safety violation.

After the Lesson

1. Complete the assessment tools.
2. Review the results of the assessment tools and identify items of the lesson that went well, and items of the lessons upon which the instructor needs to improve.

DEBRIEFING THE INSTRUCTOR

Debriefing sessions are used to let the instructor know of the strengths and weaknesses showed during the delivery of a lesson and develops a specific plan on how to overcome them. It is important that the assessor prepares a comfortable and relaxed atmosphere in the debriefing area by:

1. selecting a site for the debriefing area that is:
 - a. confidential and out of the hearing range of others; and
 - b. away from any potential distractions and interruptions;
2. arranging furniture in an informal manner (eg, not having a desk separate the assessor and the instructor); and
3. removing any physical barriers to the conversation (eg, other furniture, lamps, boxes).

Before meeting the instructor, the assessor must take time to plan the debriefing session. When planning the session, the assessor should:

1. review the notes taken during the lesson;
2. list the instructor's strengths during the lesson and how they contributed to achieving the instructional objective; and
3. list areas of improvement in the instructor's performance and how they detracted from the achievements of goals.

To ensure the efficiency and progression of the debriefing sessions, the assessor should:

1. welcome the instructor and put them at ease. Many instructors will be tense and the assessors are to make every effort to dispel this tension;
2. explain that the purpose of the session is to provide feedback which helps to improve their performance in the classroom;
3. employ active listening skills during the debriefing session. This also includes watching the instructor's body language; and

4. discuss the instructor's performance, to include:
 - a. asking questions that lead the instructor and encourage them to discuss their lesson;
 - b. asking the instructor to analyze their performance by identifying their strengths and areas for improvement;
 - c. responding to the instructor's self-evaluation and confirm areas identified as applicable;
 - d. identifying the strengths and areas for improvement if no areas are identified by the instructor (or if important areas are missed);
 - e. highlighting the effective areas of the instructor's performance and how this contributed to the achievement of the instructional objectives;
 - f. assisting the instructor to develop a plan to improve their instructional abilities;
 - g. having the instructor accept responsibility for the plan and commit to improve; and
 - h. offering further assistance if appropriate (eg, coaching in a particular area); and



It is important to limit the number of areas of improvement to two or three. If an instructor is given too many items to consider, they become overwhelmed. Identify two or three key points upon which the instructor to focus improvement.

5. conclude the session by having the instructor summarize what was discussed and re-motivate the instructor. It is important to allow the instructor to review the assessment tools.

The following is an example of a conversation that may occur during a debriefing session.

Monitor: "Hello Sgt Smith, how are you today?"

Sgt Smith: "I'm great, thank you!"

Monitor: "We're meeting to discuss the lesson you taught earlier. I want to remind you that the reason for this discussion is to help you improve as an instructor. First of all, looking back on the lesson, how do you think it went?"

Sgt Smith: "I think it went OK."

Monitor: "That's good. What do you think were your strengths during that lesson?"

Sgt Smith: "Well, I think I prepared good training aids and that I maintained a high level of class participation."

Monitor: "I agree with you. I also noticed that you created a lot of interest through the games you used to confirm the understanding of teaching points. You also placed emphasis on specific concepts by using very clear examples. I noticed that you had a great understanding of the lesson material. What do you think would be the areas in which you could improve for next time?"

Sgt Smith: "I realized at one point that I forgot a teaching point and had to go back to cover it, but I think in the end, the cadets understood the material because of my explanation. I also think I could have drawn answers from more cadets. I realized I only chose those who had raised their hands."

Monitor: "OK, you're right about those observations. How do you think you can improve on what you just told me?"

Sgt Smith: "Well, I could refer more to my lesson plan during the class to ensure I remain on track and don't forget any teaching points. I could also practice my lesson in advance to have a feel for the material. For my questioning techniques, I could plan different types of questions to ask during the class and write cues on my lesson plan to ensure I allow different people to answer questions and not only those who raise their hand."

Monitor: "That's a very good plan. Why don't you try those ideas during the next class that you'll teach and I could monitor one of your lessons next week. We can then discuss your progress."

Sgt Smith: "That sounds good!"

Monitor: "Can you summarize what we have just agreed upon?"

Sgt Smith: "I have to refer more to my lesson plan during the class to remain on track and not forget teaching points. I also need to practice my lesson in advance. And when I plan my lesson, I should incorporate different types of questions so that I don't always have the ones who raise their hand answer."

Monitor: "Very good. Feel free to drop by at any time if you need advice or help on anything. I'll look at the schedule tonight and let you know by tomorrow which lesson I'll monitor next week. Thanks for your time and your good work. Do you have anymore questions or comments?"

Sgt Smith: "No, not right now. Thanks very much."

Monitor: "Thank you, and have a good day."



Provide feedback to the Training Officer regarding the instructor's performance and progress.



Activate Your Brain #5:

What are the three stages to monitoring instruction?

1. _____
2. _____
3. _____

SECTION 3 MONITOR INSTRUCTION

PURPOSE

The purpose of this section is to provide an opportunity to monitor a period of instruction.

ACTIVITY INSTRUCTIONS

1. Liaise with your Course Officer / Training Officer to establish which period of instruction you will be monitoring.
2. Using the Assessment Tools located at Attachment C, monitor a period of instruction.
3. Evaluate each item by following the Assessment Rubric and circle the corresponding letter on the Assessment Checklist. Record any strengths and areas for improvement in the comments section.
4. When the period of instruction is complete, finalize the Assessment Checklist.
5. Identify points to be discussed during the debriefing of the instructor.



The purpose of the debriefing is to provide the instructor feedback on their period of instruction.

6. Role-play a debriefing with your Course Officer / Training Officer or the facilitator of this lesson. You will act as the assessor and the Course Officer / Training Officer or the facilitator will act as the instructor.



Congratulations, you have completed your self study package on EO C509.01 (Monitor Instruction). Complete the Assessment Checklist for the period of instruction you monitored and then hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

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SELF STUDY PACKAGE ANSWER KEY



Activate Your Brain #1:

The aim of monitoring instruction is to improve instruction and learning. How is this done?

Monitoring instruction improves learning by promoting learning within the training environment, assessing whether learning is taking place, and providing opportunities for instructors to improve their instructional technique.



Activate Your Brain #2:

What are the three types of monitoring?

1. *Formal monitoring.*
2. *Informal monitoring.*
3. *Spot checks.*



Activate Your Brain #3:

What are the three types of assessment?

1. *Assessment by scale.*
2. *Assessment by rating.*
3. *Assessment by rubric.*



Activate Your Brain #4:

Why would assessment by rating be chosen over assessment by rubric?

Assessment by rating would be chosen over assessment by rubric because it is a faster assessment tool or if the task being assessed is simple and does not require additional assessment definitions.



Activate Your Brain #5:

What are the three stages to monitoring instruction?

1. *Preparing for a monitoring session.*
2. *Monitoring a period of instruction.*
3. *Debriefing the instructor.*



Activate Your Brain #6:

When giving a debriefing, how many items should you focus on? Why?

It is important to limit the number areas of improvement to two or three. If an instructor is given too many items to consider, they will become overwhelmed. Identify two or three key points for the instructor to focus improvement on.

ASSESSMENT CHECKLIST

Cadet's Name: _____ Corps: _____

Date: _____ Division: _____

	Assessment (circle one)	Notes
Lesson Preparation		
Lesson Plan	I D C E	
Instructional aids	I D C E	
Classroom / training area set-up	I D C	
Lesson Introduction		
Review of previous lesson (if applicable)	I D C	
Introduction of lesson	I D C E	
Lesson Body		
Method(s) of instruction	I D C	
Learning environment	I D C E	
Effective use instructional aids	I D C	
Satisfaction of learner needs	I D C E	
Accuracy of lesson content	I D C E	
TP confirmation	I D C E	
End of lesson confirmation	I D C E	
Lesson Conclusion		
Lesson summary	I D C	
Re-motivation	I C	
Description of next lesson	I D C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

	Assessment (circle one)	Notes
Communication		
Voice control	I D C E	
Body language	I D C E	
Questioning techniques	I D C	
Time Management		
Time management	I D C	

I = Incomplete D = Completed With Difficulty C = Completed Without Difficulty E = Exceeded Standard

Assessor's Feedback:

Overall Assessment				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
Overall Performance	The cadet has not achieved the performance standard by receiving an "incomplete" on more than three of the criteria listed on the assessment checklist.	The cadet has achieved the performance standard by receiving an "incomplete" on not more than three of the criteria and a minimum of "completed with difficulty" on all other criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on 10 or more of the criteria.	The cadet has achieved the performance standard by receiving a minimum of "completed without difficulty" on all criteria listed and "exceeded standard" on 7 or more of the criteria:

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

This form shall be reproduced locally

ASSESSMENT RUBRIC

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Preparation				
Lesson plan	The lesson plan was not submitted, it had insufficient detail to deliver a full period of instruction or it was not developed IAW the QSP.	The lesson plan was disorganized / hard to follow or was incomplete or included few details of how TPs are to be presented.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete and accurate.	The lesson plan was neat and easy to follow. The introduction, body, end of lesson confirmation and conclusion were complete, accurate and detailed enough for another instructor to follow and implement without difficulty.
Instructional aids	The instructional aids were not developed, not relevant or were of poor quality.	The instructional aids were relevant, but their ease of use and effectiveness were questionable.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content.	The instructional aids were relevant, easy to use and assisted in clarifying lesson content. In addition, instructional aids were creative, well thought-out and extra effort on the cadet's part was evident.
Classroom / training area set-up	Set-up of the classroom / training area was not suitable to the lesson.	Set-up of the classroom / training area was not suitable to the lesson, however some elements were overlooked.	The classroom / training area was well set up, with due consideration given to such things as: <ul style="list-style-type: none"> • functional seating formation, • lighting, and • instructional aids were easily accessible and ready to use, and • distractions were minimized. 	N/A
Lesson Introduction				
Review of previous lesson (if applicable)	The cadet did not review the previous lesson.	The cadet stated the topic of the previous lesson.	The cadet stated the topic of the previous lesson and provided a brief summary of the content.	N/A
Introduction of lesson	The cadet did not provide an introduction to the lesson.	The cadet stated what will be learned, but was unclear in the description of why it is important or where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied.	The cadet clearly described what will be learned, why it is important and where the knowledge / skills will be applied in a creative and engaging way.
Lesson Body				
Method(s) of instruction	The cadet's choice of method was not appropriate to the content or the audience.	The cadet's choice of method was appropriate but they displayed some difficulty using the method.	The cadet's choice of method was appropriate and they displayed no difficulty using the method.	N/A

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Attachment D to EO C509.01
Instructional Guide

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Learning environment	The cadet did not ensure the physical safety of the class, and/or the cadet made no attempt to employ stress and classroom management techniques, as described in EO M409.02.	The cadet ensured the physical safety of the class at all times. The cadet attempted to employ stress and classroom management techniques, however experienced difficulty using them effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet employed stress classroom management techniques, as necessary, in an effective and timely manner.	The cadet ensured the physical safety of the class at all times. The cadet always controlled positive and negative stress, and displayed excellent classroom management techniques.
Effective use instructional aids	The cadet did not use instructional aids.	The instructional aids were difficult to see / use, or were introduced at an ineffective time.	The instructional aids were clearly displayed and were appropriately introduced.	N/A
Satisfaction of learner needs	The lesson was delivered in a way that was inappropriate for the developmental period of the audience and did not present visual, auditory or kinesthetic learning opportunities.	Some aspects of the lesson delivery were not appropriate for the developmental period of the audience. The cadet included little variety with regard to providing visual, auditory or kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included some variety of visual, auditory and kinesthetic learning opportunities.	The lesson satisfied the needs of the developmental period of the audience. The cadet included many visual, auditory and kinesthetic learning opportunities throughout the lesson.
Accuracy of lesson content	The cadet displayed limited understanding of the lesson content and was unable to provide accurate explanations, demonstrations and/or clarification.	The cadet displayed a general understanding of the lesson content but struggled with the explanation, demonstration and/or clarification of some of the content.	The cadet displayed a sound understanding of lesson content and provided accurate explanations, demonstrations and/or clarification without difficulty.	The cadet displayed a mastery of the lesson content.
TP confirmation	The cadet did not use questions or an activity to confirm the understanding of the TP content; and did not adjust the instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, however made little effort to adjust instruction based on audience comprehension.	The cadet used questions or an activity to confirm the understanding of the TP content, and as necessary, attempted to adjust instruction based on audience comprehension.	The cadet creatively used questions or an activity to confirm the understanding at the end of each TP and easily adjusted instruction based on audience comprehension.
End of lesson confirmation	The knowledge or skills covered in the lesson were not confirmed using questions or an activity.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills, however all teaching points were not covered.	Questions or an activity was used as an end of lesson confirmation of knowledge or skills and all teaching points were covered.	All knowledge or skills covered in the lesson were confirmed in a creative and engaging way.

	Incomplete (I)	Completed With Difficulty (D)	Completed Without Difficulty (C)	Exceeded Standard (E)
Lesson Conclusion				
Lesson summary	The cadet did not re-state the objective of the lesson and did not summarize important points / areas for improvement.	The cadet re-stating the objectives of the lesson however struggled to summarize important points / areas for improvement.	The cadet re-stating the objectives of the lesson and concisely summarized important points / areas for improvement.	N/A
Re-motivation	The cadet did not attempt re-motivate the cadets.	N/A	The cadet attempted to re-motivate the cadets.	N/A
Description of next lesson	The cadet did not describe the next lesson.	The cadet stated the topic of the next lesson.	The cadet stated the topic of the next lesson and provided a brief and accurate description of the lesson content.	N/A
Communication				
Voice control	The cadet did not speak clearly or consistently spoke to too quickly or quietly to be understood.	The cadet was understood, however struggled with the use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made clear attempts to control pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.	The cadet spoke clearly and made excellent use of pitch, tone, volume, speed, and pauses to articulate and place emphasis on points where necessary.
Body language, dress and deportment	The cadet exhibited inappropriate body language and/or poor dress and deportment.	The cadet attempted to use body language to help communicate and emphasize points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasize points and exhibited acceptable dress and deportment.	The cadet easily incorporated the use of body language to help communicate and emphasize points and exhibited a high standard of dress and deportment.
Questioning techniques	The cadet did not use any questions or apply the questions sequence (pose, pause, pounce, ponder and praise).	The cadet used appropriate types of questions but inconsistently applied the question sequence (pose, pause, pounce, ponder and praise).	The cadet used a variety questions and consistently applied the question sequence (pose, pause, pounce, ponder and praise).	N/A
Time Management				
Time Management	The lesson was not completed within the allotted time, with more than 5 minutes deviation.	Time planned for and/or spent on individual TPs / activities was somewhat inaccurate or insufficient however the lesson was completed within the allotted time (+ / - 5 minutes).	Time planned for and/or spent on individual TPs / activities was appropriate and the lesson was completed within the allotted time (+ / - 5 minutes).	N/A

Score overall assessment on the Assessment Checklist as:

1. **Incomplete.** If the cadet received an “incomplete” on more than three of the criteria listed on the assessment checklist;
2. **Completed With Difficulty.** If the cadet received an “incomplete” on not more than three of the criteria and a minimum of “completed with difficulty” or better on all other criteria;
3. **Completed Without Difficulty.** If the cadet received a minimum of “completed with difficulty” on all criteria and “completed without difficulty” or better on 10 or more of the criteria;
4. **Exceeded Standard.** If the cadet received a minimum of “completed without difficulty” on all criteria listed on the checklist and “exceeded standard” on seven or more of the criteria:



ROYAL CANADIAN SEA CADETS
PHASE FIVE
INSTRUCTIONAL GUIDE



SECTION 1

**EO C520.01 – EXAMINE CANADIAN NAVAL AND
 MARITIME EDUCATIONAL AND CAREER OPPORTUNITIES**

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

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

Photocopy the self study package located at Attachment A for each cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail Canadian naval and maritime educational and career opportunities at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have examined Canadian naval and maritime educational and career opportunities.

IMPORTANCE

It is important for a cadet to examine Canadian naval and maritime educational and career opportunities as it allows them to prepare for their future by introducing them to some choices that are available to them as educational and career paths.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet examine Canadian naval and maritime educational and career opportunities.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the self study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

There are many options available to individuals who wish to pursue a maritime career. Both government subsidized educations and programs at post secondary institutions are building blocks for future success in the maritime field. By examining the options available, cadets will be better prepared should they decide on a career involving the sea.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C1-189 Fisheries and Oceans Canada. (2008). *Canadian Coast Guard*. Retrieved October 20, 2009, from <http://www.ccg-gcc.gc.ca>

C1-232 ISBN 0-07-144851-9 Heitzmann, R. (2006). *Opportunities in marine science and maritime careers*. New York, NY: McGraw-Hill.

C1-236 Department of National Defence. (2009). *Canadian Forces Recruiting–Job Explorer*. Retrieved October 20, 2009, from http://www.forces.ca/html/jobexplorer_en.aspx

Canadian Naval & Maritime Education & Career Opportunities



- SECTION 1: MARITIME EDUCATIONAL OPPORTUNITIES**
- SECTION 2: GOVERNMENT MARITIME CAREER OPPORTUNITIES**
- SECTION 3: PRIVATE SECTOR MARITIME CAREER OPPORTUNITIES**

SECTION 1 MARITIME EDUCATIONAL OPPORTUNITIES

Canadians have many maritime educational opportunities available to them. Many of the best maritime educations available in the world are offered in Canada. Educational opportunities can fall into three main categories:

- Canadian Forces (CF) educational opportunities,
- Canadian Coast Guard (CCG) educational opportunities, and
- civilian educational opportunities.

CF EDUCATIONAL OPPORTUNITIES

The CF offers several subsidized education plans. Subsidized education means that your education is paid for by the CF in return for a specified period of service. Once this period of service is complete, you have the option of continuing your service in the CF or choosing to pursue a career in another government department or the private sector. The CF offers education plans at the undergraduate and technician / technologist level. This is based on whether you are enrolling in a job that is performed by an officer or a non-commissioned member (NCM).



Did you know?

The CF refers to specific jobs as trades. Each trade is assigned a Military Occupational Structure Identification (MOSID) number. The Cadet Instructors Cadre (Navy) officers' MOSID is 00232-01.

The Regular Officer Training Program (ROTP)

- The Regular Officer Training Program (ROTP) is an entry program to the CF.
- A person enrolling in the ROTP is provided an undergraduate education free of charge and is responsible for four years service to the CF when their education is complete.
- Undergraduate degrees are completed at the Royal Military College of Canada (RMC); however, in some instances, the degree can be completed at a civilian university.
- RMC offers many of the same undergraduate degree programs that are available at most Canadian universities.



Do you know anyone who attended RMC? What degree program did they complete?



Figure A-1 RMC Students

Note. From Department of National Defence, 2009, *Royal Military College of Canada*. Retrieved November 18, 2009, from <http://www.rmc.ca/hp-pa-002.jpg>



More information about degree programs offered at RMC can be found at <http://www.rmc.ca>

The Continuing Education Officer Training Program (CEOTP)

- The Continuing Education Officer Training Program (CEOTP) is an entry plan to the CF.
- Under the CEOTP, a person with some undergraduate education is enrolled in an in-demand trade and agrees to complete their university degree within a specified amount of time, usually nine years.
- This offers the entrant the ability to complete their degree with CF funding while being employed full-time by the CF.
- Entry into a trade within the CEOTP is very selective and only offered when no other applicants to that trade are available to meet recruiting needs.

The Non-Commissioned Member Subsidized Education Plan (NCM-SEP)

- The Non-Commissioned Member Subsidized Education Plan (NCM-SEP) is a subsidized technician / technologist education level entry program for NCM trades.
- Under the NCM-SEP, a person is enrolled into a trade in the CF and provided a free technician / technologist program at a civilian college or trade school.
- Upon completion, the student is required to serve two months for each month of academic funding beginning on the graduation date from college.
- Once this military service is complete, you can continue with a career in the military or pursue a civilian career.



Activate Your Brain #1:

Name two entry plans for the CF. Explain how they differ.

CCG EDUCATIONAL OPPORTUNITIES

The CCG offers several subsidized educational programs at the Canadian Coast Guard College (CCGC) in Sydney, N.S. The CCGC was opened in 1965 on the abandoned Point Edward Naval Base and was later moved to nearby Westmount. It provides training for new recruits of the CCG through its subsidized Officer Training Program (OTP) as well as ongoing professional development to serving members of the CCG.



Did you know?

Point Edward Naval Base was the first home of the Sea Cadet Summer Training Centre, HMCS ACADIA.



Do you know anyone who attended CCGC? Did they remain with the CCG or are they employed somewhere else now?

The CCG OTP

- The OTP is a four-year program designed to train ship's officers of the CCG.
- Marine Navigation and Marine Engineering are training programs offered under the CCG OTP.
- Training is divided into five phases which include both time ashore at the college mixed with time at sea on a CCG vessel.
- Upon completion, a student enrolled in the CCG OTP is required to serve a minimum of four years as a ship's officer, with the option to remain employed full-time.



Figure A-2 CCG OTP Students

Note. From Fisheries and Oceans Canada, 2009, *Ships Officers and Crew*. Retrieved November 18, 2009, from http://www.ccg-gcc.gc.ca/eng/CCG/Carers_Home

The Marine Communications and Traffic Services (MCTS) Program

- The MCTS program is a 25-week program designed to train officers to coordinate traffic on the water at all times, provide continuous monitoring of all marine radio frequencies, respond to distress calls and communicate the needs of ships to those on shore.
- Graduates of the MCTS program are offered employment at any one of the 22 MCTS centres across Canada.

The Marine Electronic Technologist (EL) Development (MELDEV) Program

- The MELDEV program is designed to recruit individuals who already hold a diploma in electronic technology to work for the CCG.
- It consists of a three-year paid training program designed to indoctrinate electronic technologists to the maritime aspects of the CCG and provide them with the skills required to perform their job on board a vessel.
- Upon successful completion, participants hold a full-time position with the CCG.



More information about programs offered at the CCGC can be found at <http://www.ccg-gcc.gc.ca/eng/CCG/Careers>



Activate Your Brain #2:

Name three programs offered at the CCGC. How long does each program take to complete?

CIVILIAN EDUCATIONAL OPPORTUNITIES

Many civilian educational institutions offer maritime programs designed to provide the individual with the education required to be employed in a maritime career. These programs are designed to meet industry standards and allow graduates to be employed in various positions on board a ship. Other programs are focused on the shore aspect of maritime careers, such as shipbuilding, aquaculture and naval architecture. Here is a partial listing of some civilian education institutions and the programs they offer:

Fisheries and Marine Institute of Memorial University of Newfoundland (St John's, N.L.)

- Diplomas of Technology include:
 - Marine Engineering,
 - Marine Engineering Systems Design,
 - Marine Environmental,
 - Nautical Science, and
 - Naval Architecture.
- Joint Diploma of Technology / Bachelor of Technology includes:
 - Ocean Instrumentation.
- Technician Diplomas include:
 - Remotely Operated Vehicles (ROV).
- Technical Certificates include:
 - Offshore Steel Fabrication,
 - Bridge Watch,
 - Fire Rescue,
 - Marine Diesel Mechanic, and
 - Fish Harvesting.

- Advanced Diplomas include:
 - Integrated Coastal and Ocean Management,
 - Sustainable Aquaculture, and
 - Water Quality.
- Degrees include:
 - Bachelor of Maritime Studies,
 - Bachelor of Technology, and
 - Master of Marine Studies (Fisheries Resource Management).

Institut Maritime du Quebec (Rimouski, Que.)

- Diplomas of Technology includes:
 - Naval Architecture.
- Technician Diplomas include:
 - Marine Engineering, and
 - Transportation Logistics.
- Technical Certificates include:
 - Navigation, and
 - Professional Diving.

Georgian College–Owen Sound Campus (Owen Sound, Ont.)

- Marine Engineering Technology, and
- Marine Technology–Navigation.

British Columbia Institute of Technology–Marine Campus (Vancouver, B.C.)

- Diploma of Technical Studies include:
 - Marine Engineering, and
 - Nautical Science.
- Technical Certificates include:
 - Bridge Watchman,
 - Chief Mate,
 - Watchkeeping Mate Near Coastal (WKMNC),
 - Master 150 Gross Tonnage (GT) Domestic,
 - Master 500 GT Domestic,
 - Master 3000 GT Domestic,

- Marine Engineer Fourth Class,
- Marine Engineer Third Class,
- Marine Engineer Second Class, and
- Marine Engineer First Class.



More information about programs offered at the civilian marine institutes can be found at:

- Marine Institute—<http://www.mi.mun.ca/programs>
- Institut Maritime du Quebec—<http://imq.qc.ca>
- Georgian College—<http://www.georgianc.on.ca/campuses/owensound>
- British Columbia Institute of Technology—<http://www.bcit.ca/transportation/marine>



Activate Your Brain #3:

List some marine certifications that can be obtained through attending a civilian educational institute.

SECTION 2

GOVERNMENT MARITIME CAREER OPPORTUNITIES

A career in a maritime-related field can be challenging and rewarding. The government of Canada is one possible employer, offering many varied types of jobs. They range from a shore-based research position to one that offers you a chance to sail around the world. Government maritime career opportunities can be divided into three main categories:

- Military career opportunities,
- CCG career opportunities, and
- Fisheries and Oceans Canada (DFO) career opportunities.

The CF offers a range of maritime career opportunities through Canada's Navy. Naval trades are divided into officer trades and NCM trades. NCMs in the navy are the operators and technicians who use and maintain the various systems used on board a naval vessel. Officers carry out command and control, bridge watchkeeping and act as managers on board. The following are currently offered trades within the naval environment.



Do you know anyone who joined the Canadian Navy? Create a list of who they are and what trade they are.

Naval Officer

Maritime Surface and Sub-Surface



Figure A-3 MARS Officer

Note. From Department of National Defence, 2009, *Canadian Forces Recruiting—Navy*. Retrieved November 17, 2009, from <http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=228&sm1=1&sm2=1&photo=14>

The primary function of Maritime Surface and Sub-Surface (MARS) officers is to be a part of the crew of the seagoing combatant units of Maritime Command. They are responsible for the command, coordination and control of military maritime operations that require the ability to lead and make decisions, often under adverse conditions. They must possess knowledge and expertise in a wide range of activities relating to the exercise of sea power, including maritime strategy, tactics and procedures in the operation of ships, submarines and aircraft, maritime sensors, combat information and weapons systems. MARS officers also provide input into the design, procurement and evaluation of ships or systems and perform staff training and administrative duties.

Marine Systems Engineering



Figure A-4 MS ENG Officer

Marine Systems Engineers are responsible for the readiness, operation and maintenance of propulsion and ancillary systems, power generation and distribution, auxiliary systems, ship's service systems, ship and machinery control systems, hull structure, ship's stability, damage control, and the integration of these systems. They analyze the state of their systems, equipment and personnel, predict their requirement for naval operations and advise Command accordingly.

Note. From Department of National Defence, 2009, *Canadian Forces Recruiting–Job Explorer*. Retrieved November 17, 2009, from <http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jld=88&photo=04>

Naval Combat Systems Engineering



Figure A-5 NCS ENG Officer

Naval Combat Systems Engineers (NCS ENG) are responsible for the maintenance and operational readiness of combat systems in ships and submarines and for advising Command accordingly. They are responsible for the leadership and well-being of a large team of highly-trained technical professionals who perform the systems analysis, fault-finding and maintenance to assure their equipment's peak performance.

Note. From Department of National Defence, 2009, *Canadian Forces Recruiting–Job Explorer*. Retrieved November 17, 2009, from <http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jld=87&photo=04>

Officer (Tri-elemental)

The following officer trades are not exclusively related to a maritime career in the navy; however, CF personnel who pursue them as a career are entitled to belong to the naval element. They include:

- bioscience,
- chaplain,
- health care administration,
- intelligence,
- legal,
- logistics,
- medical,
- military police,

- nursing,
- personnel selection,
- pharmacy,
- physiotherapy,
- public affairs,
- social work, and
- training development.

Naval NCM

Boatswain



Figure A-6 BOSN

Note. From Department of National Defence, 2009, *Canadian Forces Recruiting–Job Explorer*. Retrieved November 17, 2009, from <http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jld=181&photo=04>

Boatswains (BOSNs) in the CF are the seamanship specialists. The range of their activities and supervisory responsibilities is wider than in most other sea occupations. They operate and maintain shipboard equipment associated with cargo handling and intership transfer of personnel, fuel and materiel at sea. BOSNs also operate and maintain the ship's anchor and cable equipment for such tasks as towing, the launch and recovery of the ship's boats, and rescue operations. They operate and navigate small craft in enclosed waters, including a ship's boats, auxiliary vessels and tenders. BOSNs perform tasks associated with a ship's rigging, rope work and life-saving equipment. They organize and conduct activities associated with the storage, training and use of small arms, demolitions and ammunition. They plan, organize and conduct drill and ceremonies, such as ceremonial salutes, honour guards and burials at sea. BOSNs assist and supervise deck crews in cleaning, reserving and painting the ship and its equipment. They operate equipment, such as outboard motors, industrial sewing machines, forklifts and cranes on replenishment ships. BOSNs coordinate watchkeeping duties at sea and in harbour.

Hull Technician



Figure A-7 H TECH

Note. From Department of National Defence, 2009, *Canadian Forces Recruiting–Job Explorer*. Retrieved November 17, 2009, from <http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jld=321&photo=02>

Hull Technicians (H TECH) maintain the ship's structure, stability, plumbing, heating, air-conditioning, damage control and firefighting equipment. They are the ship's carpenter, welder, metal worker and damage control expert.

Marine Electrician



Figure A-8 MAR EL

Note. From Department of National Defence, 2009, *Canadian Forces Recruiting–Job Explorer*. Retrieved November 17, 2009, from <http://www.forces.ca/html/index.aspx?m=1&lang=en&sm1=2&sm2=0&sid=81&jld=332&b0=0&photo=01>

Marine Electricians (MAR EL) are the members of a ship's engineering department responsible for the operation and distribution of electrical power throughout the ship. MAR ELs assist in maintaining the electrical and electronic equipment associated with the ship's power generation, engineering systems and propulsion systems. As well, they are responsible for ships' navigational and domestic lighting and electrical services on board.

Marine Engineering Mechanic



Figure A-9 MAR ENG MECH

Note. From Department of National Defence, 2009, *Canadian Forces Recruiting–Job Explorer*. Retrieved November 17, 2009, from <http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jld=312&photo=04>

Marine Engineering Mechanics (MAR ENG MECH) operate and monitor the operation of a ship's mechanical equipment. These mechanical systems are diverse and complex; the technical aspect of this job is challenging. Under supervision, they inspect, test, maintain, repair, modify and install equipment associated with the trade.

Naval Combat Information Operator



Figure A-10 NCI OP

Note. From Department of National Defence, 2009, *Canadian Forces Recruiting–Job Explorer*. Retrieved November 17, 2009, from <http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jld=275&photo=02>

Naval Combat Information Operators (NCI OP) are responsible for the operation of all shipboard surveillance radars and associated equipment of the Command Control Communications Computers Intelligence Surveillance and Recognizance (C4ISR) systems. As members of the ship's combat information organization, NCI OPs assist and advise the ship's command on navigation, anti-air warfare, anti-surface warfare and anti-submarine warfare.

Naval Communicator



Figure A-11 NAV COMM

Note. From Department of National Defence, 2009, *Canadian Forces Recruiting–Job*

Naval Communicators (NAV COMM) are responsible for establishing and managing all external voice, radio-teletype and data circuits, and provide real-time tactical information in support of operations. When employed in shore establishments, NAV COMMs may work in a wider variety of duties, such as providing communications support to ships and shore establishments, performing duties to assist in the communications flow in naval radio stations, or employed as instructors in recruit, leadership or communication schools.

A-CR-CCP-605/PF-001
Attachment A to EO C520.01
Instructional Guide

Explorer. Retrieved November 17, 2009,
from [http://www.forces.ca/html/index.aspx?
m=0&lang=en&sid=81&sm1=2
&sm2=0&content=81&jld=277&photo=03](http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jld=277&photo=03)

Naval Electronic Sensor Operator



Figure A-12 NES OP

Note. From Department of National Defence,
2009, *Canadian Forces Recruiting—Job
Explorer*. Retrieved November 17, 2009,
from [http://www.forces.ca/html/index.aspx?
m=1&lang=en&sm1=2&sm2=0
&sid=81&jld=276&b0=0&photo=01](http://www.forces.ca/html/index.aspx?m=1&lang=en&sm1=2&sm2=0&sid=81&jld=276&b0=0&photo=01)

Naval Electronic Sensor Operators (NES OP) are responsible for the operation of radar and radio detection devices, radar jamming systems and decoys, and gun / missile-firing equipment carried on major naval warships. As members of the ship's combat team, they aid in detecting, locating and identifying friendly and enemy submarines, ships and aircraft. They also aid in the engagement of the enemy and in the defence of their own ship from all threats.

Naval Electronics Technician (Communications)



Figure A-13 NE TECH (C)

Note. From Department of National Defence,
2009, *Canadian Forces Recruiting—Job
Explorer*. Retrieved November 17, 2009,
from [http://www.forces.ca/html/index.aspx?
m=0&lang=en&sid=81&sm1=2
&sm2=0&content=81&jld=284&photo=02](http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jld=284&photo=02)

Naval Electronics Technician (Communication) (NE TECH[C]) personnel repair and maintain all shipboard internal and external communications equipment and systems, including radio navigation aids and beacons.

Naval Electronics Technician (Radar)



Figure A-14 NE TECH (R)

Note. From Department of National Defence, 2009, *Canadian Forces Recruiting–Job Explorer*. Retrieved November 17, 2009, from <http://www.forces.ca/html/index.aspx?m=1&lang=en&sm1=2&sm2=0&sid=81&jld=285&b0=0&photo=01>

Naval Electronics Technician (Radar) (NE TECH[R]) personnel repair and maintain all shipboard electronic equipment used to detect ships and aircraft; provide target and tracking information to the ship's surface and air weapon systems; and intercept, analyze, identify and jam electronic signals.

Naval Electronics Technician (Sonar)



Figure A-15 NE TECH (S)

Note. From Department of National Defence, 2009, *Canadian Forces Recruiting–Job Explorer*. Retrieved November 17, 2009, from <http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jld=283&photo=02>

Naval Electronics Technician (Sonar) (NE TECH[S]) personnel repair and maintain all shipboard electronic equipment used to detect ships and submarines; provide target and tracking information to the ship's sub surface weapon systems; and intercept, analyze, and identify underwater electronic signals.

Naval Weapons Technician



Figure A-16 NW TECH

Note. From Department of National Defence, 2009, *Canadian Forces Recruiting–Job Explorer*.

Naval Weapons Technicians (NW TECH) are electronic and electro-mechanical technicians responsible for the maintenance, repair and operation of all shipboard weapon systems and hydraulic cranes. As well, NW TECHs are responsible for the safe handling, storage and accounting of all onboard ammunition, explosives and pyrotechnics.

A-CR-CCP-605/PF-001
Attachment A to EO C520.01
Instructional Guide

Explorer. Retrieved November 17, 2009,
from [http://www.forces.ca/html/index.aspx?
m=0&lang=en&sid=81&sm1=2
&sm2=0&content=81&jld=065&photo=02](http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jld=065&photo=02)

Sonar Operator



Figure A-17 SONAR OP

Note. From Department of National Defence,
2009, *Canadian Forces Recruiting–Job
Explorer*. Retrieved November 17, 2009,
from [http://www.forces.ca/html/index.aspx?
m=0&lang=en&sid=81&sm1=2
&sm2=0&content=81&jld=278&photo=02](http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jld=278&photo=02)

The Sonar Operator (SONAR OP) is responsible for the operation of active and passive acoustic equipment, communication equipment, noise monitoring, recording and bathythermograph equipment, and acoustic range prediction systems. As an integral member of the operations team, the SONAR OP searches, detects, tracks, localizes, classifies, correlates and disseminates acoustic information.

Steward



Figure A-18 STWD

Note. From Department of National Defence,
2009, *Canadian Forces Recruiting–Job
Explorer*. Retrieved November 17, 2009,
from [http://www.forces.ca/html/index.aspx?
m=0&lang=en&sid=81&sm1=2
&sm2=0&content=81&jld=862&photo=02](http://www.forces.ca/html/index.aspx?m=0&lang=en&sid=81&sm1=2&sm2=0&content=81&jld=862&photo=02)

Stewards (STWDs) are members of the Canadian Navy whose job is primarily the provision of hospitality services within the navy. A STWDs duties are varied and range from food and beverage services to financial management and administration. They are not cooks, although they may work alongside cooks; some food preparation is part of their duties.

NCM (Tri-elemental)

The following NCM trades are not exclusively related to a maritime career in the Canadian Navy; however, CF personnel who pursue them as a career are entitled to belong to the naval element. They include:

- biomedical electronics technologist,
- communicator research operator,
- cook,
- intelligence operator,
- medical laboratory technologist,

- medical radiation technologist,
- medical technician,
- military police,
- musician,
- resource management support clerk, and
- supply technician.



If you had your choice of any trade in the Canadian Navy, which one would you choose?



Activate Your Brain #4:

List three officer trades and three NCM trades that are available as career options within the Canadian Navy.

_____	_____
_____	_____
_____	_____



More information about CF naval careers can be found at
http://www.forces.ca/html/jobexplorer_en.aspx

CCG CAREER OPPORTUNITIES

CCG vessels are operated by ships' officers and ships' crew. Ships' officers require certification which is obtained through Transport Canada, Marine Safety Branch with the exception of logistics officers and electrical officers who are certified internally. Becoming a navigation or engineering officer in the CCG can be done through the CCGC located in Sydney, N.S.; by working up through the ships' crew's ranks combined with attending Marine Training Institutes; or by attending another accredited marine institute. Ships' crews are not required to possess a marine certificate and are employed through Regional coast guard offices. The following are currently offered positions within the CCG.



Do you know anyone who joined the CCG? Create a list of who they are and what position they hold.

Ships' Officers

Navigation Officer



Figure A-19 Navigation Officer

Note. From "Ice Heros", by H. Gordon, 2006, *Canadian Geographic*, Copyright 2006. Retrieved November 19, 2009, from http://www.canadiangeographic.ca/magazine/MA06/indepth/images/pic_people.jpg

Navigation officers, under the authority of the Commanding Officer (CO), coordinate the vessel's operations. They must understand safe navigation procedures; as well as an understanding of the functions of the ship's navigation equipment. Navigation officers are responsible for the safety of the ship, its crew and any other persons on board the vessel. The Navigation officer also directly supervises and coordinates the activities of crew working on the bridge. The CO (the highest level of Navigation officer) is in overall charge and has the responsibility for the entire vessel.

Engineering Officer



Figure A-20 Engineering Officer

Note. From "Public Photo Galleries", 2009, *Great Lakes & Seaway Shipping*, Copyright 1995-2009 by Boatnerd.com. Retrieved November 19, 2009, from http://www.boatnerd.com/pictures/special/ccgriffon/griffon2003_1230BS.jpg

Engineering officers, under the direction of the chief engineering officer, are responsible for the operation and maintenance of the vessel's propulsion machinery and auxiliary equipment. These systems include the electrical generation systems, pumping and transfer systems, hydraulic systems, refrigeration systems, control systems, water treatment systems, etc. The engineering officer also directly supervises and coordinates the work of other engine room personnel. Engineers must be able to quickly troubleshoot broken equipment and conduct the necessary repairs.

Electrical Officer



Figure A-21 Electrical Officer

Note. From "Public Photo Galleries", 2009, *Great Lakes & Seaway Shipping*, Copyright 1995-2009 by Boatnerd.com. Retrieved November 19, 2009, from http://www.boatnerd.com/pictures/special/ccgriffon/griffon2003_1230KS.jpg

Electrical officers, under the direction of the chief engineering officer, are responsible for the operation and maintenance of the vessel's electric and electronic equipment. The electrical officer must know how to read and interpret the various types of shipboard electrical plans and diagrams, and be aware of the various electrical standards that may apply. Electrical officers must be able to quickly troubleshoot broken electrical equipment and make the necessary repairs.

Logistics Officer



Figure A-22 Logistics Officer

Note. From "Public Photo Galleries", 2009, *Great Lakes & Seaway Shipping*, Copyright 1995-2009 by Boatnerd.com. Retrieved November 19, 2009, from http://www.boatnerd.com/pictures/special/ccgriffon/griffon2003_1230AX.jpg

Logistics officers are responsible for providing logistics support to all shipboard personnel in the areas of hotel services, ship's administration and non-public funds, as well as managing personnel, materiel management, financial management and ship's administration.

Ships' Crew

Deckhand



Figure A-23 Deckhand

Note. From "Public Photo Galleries", 2009, *Great Lakes & Seaway Shipping*, Copyright 1995-2009 by Boatnerd.com. Retrieved November 19, 2009, from http://www.boatnerd.com/pictures/special/ccgriffon/griffon2003_1230NZ.jpg

This position entails duties, such as standing a watch and security duties, and the operation of small craft and deck machinery. Deckhands are also responsible for maintaining small boats, ropes and equipment, and are involved in a variety of activities related to the DFO programs, such as fisheries enforcement, search and rescue, maintenance of aids to navigation and environmental response.

Twinehand



Figure A-24 Twinehand

Note. From "Blog", 2009, *Jim Schofield Photography*, Copyright 2009 by J. Schofield. Retrieved November 19, 2009, from <http://www.jimschofield.com/blog/images/netmending-7.jpg>

This position is primarily in fishing research involving the operation and maintenance of fishing gear. Standing a watch and security duties are also required, as well as the operation and maintenance of small boats. Twinehands may also be involved in a variety of activities related to the DFO programs, such as fisheries enforcement, search and rescue, maintenance of aids to navigation and environmental response.

Engine Room Rating / Technician



Figure A-25 Engine
Room Rating / Technician

Note. From "Public Photo Galleries", 2009, *Great Lakes & Seaway Shipping*, Copyright 1995-2009 by Boatnerd.com. Retrieved November 19, 2009, from <http://www.boatnerd.com/pictures/special/ccgriffon/Engineer-adds-oil.jpg>

The engine room rating / technician assists the engineering officer with the operation, maintenance and repair of the vessel's propulsion machinery and auxiliary equipment. While machinery is in operation, the engine room rating / technician monitors the equipment checking gauges and recording readings, ensuring that the machinery is operating within normal parameters.

Steward



Figure A-26 Steward

Note. From "Public Photo Galleries", 2009, *Great Lakes & Seaway Shipping*, Copyright 1995-2009 by Boatnerd.com. Retrieved November 19, 2009, from http://www.boatnerd.com/pictures/special/ccgriffon/griffon2003_1230NZ.jpg

This position is responsible for housekeeping duties on board the vessel, as well as assisting with the loading of supplies, etc. Stewards are also involved in food service, which may involve serving meals or assisting with galley (kitchen) responsibilities. Stewards may also be involved in DFO program activities, such as search and rescue, environmental response, etc.

Cook

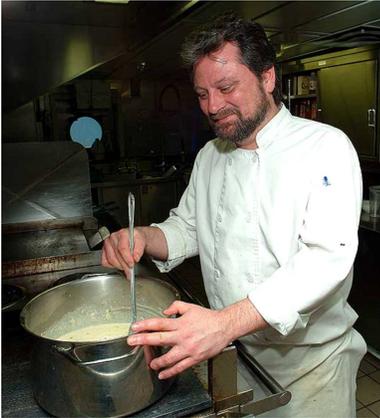


Figure A-27 Cook

The ships' cook prepares and carries out the cooking of food on board the vessel. The cook has the responsibility for other staff in the galley (kitchen) and organizes and manages all the activities of the galley and its personnel (the assistant cooks) when required. The cook requires the knowledge necessary to develop a variety of healthy menus.

Note. From "Public Photo Galleries", 2009, *Great Lakes & Seaway Shipping*, Copyright 1995-2009 by Boatnerd.com. Retrieved November 19, 2009, from http://www.boatnerd.com/pictures/special/ccgriffon/griffon2003_1230NZ.jpg



Activate Your Brain #5:

List three ships' officer and three ships' crew positions that are available as a career option in the CCG.

_____	_____
_____	_____
_____	_____



More information about CCG careers can be found at http://www.ccg-gcc.gc.ca/eng/CCG/Careers_Home

DFO CAREER OPPORTUNITIES

In addition to a career serving in Canada's Navy or CCG, the opportunity exists to be employed as a civilian federal employee of DFO. DFO employees sometimes work closely with members of the CF and CCG to carry out their duties, from patrolling fishing grounds aboard a warship or arctic ice research conducted from a CCG vessel. DFO offer careers in the following main areas:



Do you think it's important to protect our marine environment?

Aquaculture

- The aquaculture section of DFO monitors the farming of freshwater fish, saltwater fish and aquatic plants.
- Four main species of saltwater fish are farmed in Canada including Atlantic, coho and chinook salmon and steelhead trout.
- Four main species of freshwater fish are farmed in Canada including rainbow and brook trout, Arctic char and tilapia.
- Four main species of shellfish are farmed in Canada including mussels, oysters, clams and scallops.
- Marine plants are also farmed in Canada including, nori, sea lettuce, giant kelp, bull kelp and several types of algae.

Aquatic Species / Species at Risk

- DFO investigate, observe, monitor, and research all aquatic species that inhabit Canadian waters.
- By monitoring these plants and animals, they can determine which species are at risk of becoming endangered or extinct.

Fisheries Management

- The fisheries management section of DFO works to provide Canadians with a sustainable fishery resource that provides for an economically viable and diverse industry.
- Protection and conservation of fisheries resources are key components of fisheries management.
- There are three main types of fisheries in Canada which include Aboriginal, commercial and recreational.
- Fisheries management include policies that protect our resources from both domestic and foreign overfishing.

Fish Habitat Management

- The fish habitat management section of DFO works to protect and conserve fish habitat in support of Canada's coastal and inland fisheries resources.
- They conduct environmental assessments before DFO makes any regulatory changes to fish habitat provisions of the Fisheries Act.
- They promote environmental stewardship and fish habitat protection through public education and school programs.

Marine Navigation

- On December 12, 2003, it was announced that the CCG would be restructured as a Special Operating Agency (SOA) of DFO.
- The CCG owns and operates the federal government's civilian fleet and provides important maritime services to Canadians.

Oceans

- The oceans section of DFO works to manage the impact of all human activities on Canada's oceans.
- They monitor changing environmental trends that affect our oceans, such as global warming, and environmental pollution.
- They regulate protected marine areas that may be susceptible to damage.

Science

- The science section of DFO supports scientific research into all areas of fisheries and oceans.
- They employ staff at institutes and laboratories across Canada who conduct marine scientific experiments and research projects.
- They work collaboratively with many colleagues at other academic institutions, both nationally and internationally.
- They provide much of the scientific evidence that guide and influence the other sections of DFO in their policy and regulation decisions.



Activate Your Brain #6:

Describe the purpose of the fish habitat management section of DFO.



More information about DFO careers can be found at <http://www.dfo-mpo.gc.ca/>

SECTION 3

PRIVATE SECTOR MARITIME CAREER OPPORTUNITIES

There are great maritime careers provided by private sector companies and organizations within Canada and the world. Many of these careers are interrelated and interdependent on one another as well as with government careers. For example, those in commercial fishing work with marine biologists, those in maritime transportation rely on harbour pilots and naval personnel often collaborate on research with oceanographers studying some aspect of the seas.



Why do you think maritime careers are so interrelated?

AQUARIA-RELATED CAREERS

Aquariums are one of the most attention-getting facilities related to the oceans. They not only entertain visitors, but they also serve a vital educational function and provide many exotic and fun careers.

- Aquarists maintain all aspects of the aquatic exhibits; this includes maintaining water quality, feeding the fish, cleaning the tanks and related tasks, such as record keeping.
- Aviculturists work with the marine birds and maintain all aspects of their displays if an aquarium contains these types of exhibits.
- Marine educators give presentations to visitors and teach classes.
- Herpetologists manage reptile and amphibian collections at aquariums.
- Veterinarians and veterinary technicians oversee the health of the animals.
- Marine mammal trainers are perhaps the most popular and most desired of the aquaria-related careers. They often come from a psychology and / or biology background and are responsible for the many hours of training that go into preparing the animals for the shows they perform.

CRUISE SHIP CAREERS

The cruise ship industry has experienced dramatic growth over the past number of years with several million passengers currently cruising and revenues in the billions. Jobs are available for those who love travelling, meeting new people and going to exotic destinations.

Aboard cruise ships, two categories of careers exist: those that deal with the ship, and those that are related to the cruise-hotel aspect of the pleasure vessel.

The crew who deal with navigation, propulsion, maintenance, etc could be comparable to those of any maritime vessel. They would be trained to deal with the increased safety requirements of having so many passengers aboard as compared to other vessels.

Crew who deal with the passengers often hold positions like those at resorts on land, such as:

- bartender,
- cosmetician / esthetician,
- concierge,

- steward, and
- chef.



Did you know?

The Oasis class cruise ships *Oasis of the Seas* and *Allure of the Seas* owned by Royal Caribbean International Cruise Ships are the largest passenger ships in the world as of 2009. They weigh 225 282 GT, measure 360 m in length, 60.5-m beam and rise 72 m above the waterline. They carry 6 296 passengers total capacity. In comparison, a Halifax Class–Multi-Role Patrol Frigate is one forty-seventh the weight, only one third the length, less than a quarter the beam and carry 225 crew.



Figure A-28 Oasis Class Cruise Ship

Note. From "Oasis of the Seas", 2009, Flickr. Retrieved November 23, 2009, from <http://www.flickr.com/photos/ereine/4057624571/>

OCEANOGRAPHY AND THE MARINE SCIENCES

Oceanography involves the utilization of many sciences applied to the study of the oceans. It attempts to explain processes taking place in the ocean through the principles of other disciplines, such as biology, cartography, chemistry, geography, geology, mathematics, medicine, meteorology, physics, zoology, as well as others. Most oceanographers have a doctoral degree while marine technicians (the people who assist the oceanographer) often need a masters degree. Some specific oceanographic careers include the following:

- Atmospheric oceanographers, also called marine meteorologists, study the relationship between the ocean and the atmosphere.
- Biological oceanographers, probably the best known field to the public, study the plant and animal life in the ocean.
- Chemical oceanographers seek to understand the chemical reactions taking place in the sea.
- Geological oceanographers, also known as marine geologists, investigate the ocean's floor and shoreline, studying sediments, mineral content and oil location.

- Physical oceanographers investigate the physical properties of the ocean, such as the chemical properties of seawater, currents, tides, waves, and the relationship between the ocean and the atmosphere.
- Oceanographic engineers design and build systems used in marine research and operations.

FISHING

Often regarded as one of the oldest and most honourable of all professions, commercial fishing has certainly featured prominently in Canada's history. Fishing has long been a family business in which the trade and its secrets are handed down from parent to child. Fishing is normally divided into inshore and offshore fishing, with many species being caught during both. In recent years, fishing has become the centre of many controversies, ranging from disputes over fishing territory, accusations of overfishing, disputes over the management of catches and quotas to the environmentally destructive use of drift nets.

COMMERCIAL DIVING

People's interest in the world of water extends to the world beneath the sea. The exotic landscape of hot vents, unusual fish and magnificent beauty is explored through diving. Most diving; however, involves tedious manual labour related to commercial enterprises. The field of underwater diving is divided into four basic areas:

- skin diving, in which you hold your breath while diving;
- snorkelling, in which you use a breathing tube;
- surface air supply, in which air is pumped to you through a hose from the surface; and
- SCUBA (Self-Contained Underwater Breathing Apparatus), in which you utilize a breathing device mounted to your back.

Most commercial divers are involved in specific skill areas or work situations, such as:

- anchor and cable inspection,
- demolition,
- dive resort activities,
- exploration drilling,
- harbour and deck construction,
- police activities,
- scientific and academic research,
- search and rescue,
- underwater welding and cutting, and
- underwater photography and videography.

MARITIME TRANSPORTATION

Careers in maritime transportation can be quite varied and range from working a portside job to one afloat. Most of the jobs are similar in nature to those of the CCG due to the similarities of operating ocean-going vessels.

Most portside careers are involved in the movement of cargo and maintenance of ships.

- Stevedores (longshoremen) work in crews and load and unload ships. Much of the stevedore's work was previously heavy human labour but now many operate heavy equipment, such as forklifts and cranes.
- Car loaders perform work related to the loading and unloading of railroad cars, trucks, barges and containers.
- Marine carpenters lash and strap cargo using chain, wire or rope. They repair shipping pallets and perform all wood-related work.
- Ship cleaners perform cleaning operations in the ship's hold. They wash surfaces, repaint, clean oil tanks, take inventory, clean and check lifeboats, clean quarters, and sort and check laundry.
- Administrative clerks oversee the manifests of cargo shipments, timekeeping, billing and schedule updates of vessel arrivals and departures.

The sailors who man maritime transportation vessels have historically led rugged and interesting lives. Their careers took them to the ports of the world, while their work frequently tested their courage and strength. Most ocean-going vessels crew are divided into three departments.

The Deck Department

- Ordinary seaman are the entry level position of the deck department whose duties include cleaning, scrubbing, painting and generally keeping the ship clean. They assist the able seaman in the performance of their duties.
- Able seamen make up the majority of any ship's crew. They must have a thorough knowledge of all parts of the ship and how to use all gear and deck equipment. On some ships, they serve as helmsmen, steering the ship under the direction of a ship's officer.
- The ship's boatswain serves as the highest ranking seaman in the deck department. They serve as foreman of the deck crew, who assigns work and supervises general maintenance operations.
- The third mate is generally the entry level position for a ship's officer. The third mate normally serves as signal officer, supervising the loading and unloading of ships cargo.
- The second mate by tradition serves as the navigation officer. They check instruments, maintain navigational equipment and ensure appropriate, up-to-date charts are available.
- The first mate / chief mate / chief deck officer serve as the captain's assistant. They assign duties to the deck crew and manage personnel.
- The captain or master is in command of a vessel. The captain has complete responsibility for the ship's operation and the safety of the crew, passengers and cargo.

The Engine Department

- The chief engineer supervises the engine department and its personnel and has the responsibility for the safe and efficient operation of the engines and mechanical equipment.
- The first assistant engineer supervises the engine room personnel.
- The second assistant engineer maintains the boiler and any related equipment.
- The third assistant engineer supervises the lubrication of the engine room equipment and distillation of saltwater to freshwater.

The Steward's Department

- Messmates are the lowest rating within the steward's department. They set tables, serve meals and clean the mess rooms.
- On larger ships, the assistant cook prepares the food for cooking under the supervision of the chief cook.
- The chief cook directs the preparation and serving of all meals.
- The chief steward is responsible for the supervision of the steward's department. Ordering supplies, planning menus, and supervising meals are some of their duties.

SHIPBUILDING

Shipbuilding has long been a proud part of Canadian history. From the shipyards of Lunenburg, N.S., where some of the finest sailing ships were constructed from timber to the Saint John, N.B. shipyards where several Canadian Patrol Frigates were welded from steel shipbuilding, careers can be found. Shipbuilding careers fall into three categories.

Naval Architecture

- Naval architects prepare designs, specifications and working plans for commercial merchant vessels, naval ships, docks, oil-drilling rigs and marine facilities often in cooperation with civil engineers.
- They make cost estimates and supervise the construction of the ship.
- They advise on problems occurring during building or repair.

Marine Engineers

- Marine engineers work closely with naval architects in a design team; however the field of marine engineering is broader.
- Marine engineers work on ships, oil rigs, dock construction and may also be responsible for maintaining all the machinery on a ship as the engineering officer.

Skilled Trades People

Many skilled trades people are required during the construction phase of shipbuilding. They may include:

- metalworkers,
- crane operators,
- shipfitters,
- machinists,
- electricians,
- carpenters,
- boilermakers,
- sheet-metal workers,
- painters, and
- plumbers.

CONCLUSION

As you decide on your future educational and career plans, many opportunities are available to you. If you decide to pursue a maritime education or career, you now have the knowledge to help make a decision on what path you wish to take.

If your career path does not lead to one within the marine environment, the knowledge gained here enhances your understanding of the varied and important jobs related to the maritime fields.



Congratulations, you have completed your self study package on EO C520.01 (Examine Canadian Naval and Maritime Educational and Career Opportunities). Complete the following exercise and hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

FINAL EXERCISE

Cadet's Name: _____ Date: _____

1. Describe the Regular Officer Training Program (ROTP).

2. Where is the Canadian Coast Guard College located?

3. List five trades offered by the Canadian Navy that are also careers found in private sector marine transportation.

_____	_____
_____	_____
_____	_____

4. Describe the duties of a CCG navigation officer.

5. Describe the purpose of the Fisheries Management section of DFO.

6. List six subtypes of oceanography.

_____	_____
_____	_____
_____	_____

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ACTIVATE YOUR BRAIN ANSWER KEY



Activate Your Brain #1:

Name two entry plans for the CF. Explain how they differ.

ROTP, CEOTP, or NCM-SEP. The ROTP and CEOTP are officer entry plans while NCM-SEP is for NCM trades. ROTP candidates receive a full subsidized education, while CEOTP candidates receive subsidization to complete their already obtained partial degree.



Activate Your Brain #2:

Name three programs offered at the CCGC. How long does each program take to complete?

The OTP is four years in duration. The MCTS program is 25 weeks in duration. The MELDEV program is three years in duration.



Activate Your Brain #3:

List some marine certifications that can be obtained through attending a civilian educational institute.

Diplomas of Technology in Marine Engineering, Marine Engineering Systems Design, Marine Environmental, Nautical Science and Naval Architecture.

Joint Diploma of Technology / Bachelor of Technology in Ocean Instrumentation.

Technician Diplomas in Remotely Operated Vehicles (ROV), Marine Engineering and Transportation Logistics.

Technical Certificates in Offshore Steel Fabrication, Bridge Watch, Fire Rescue, Marine Diesel Mechanic, Fish Harvesting, Navigation and Professional Diving, Bridge Watchman, Chief Mate, Watchkeeping Mate Near Coastal (WKMNC), Master 150 Gross Tonnage (GT) Domestic, Master 500 GT Domestic, Master 3000 GT Domestic, Marine Engineer Fourth Class, Marine Engineer Third Class, Marine Engineer Second Class and Marine Engineer First Class.

Advanced Diplomas in Integrated Coastal and Ocean Management, Sustainable Aquaculture and Water Quality.

Degrees of Bachelor of Maritime Studies, Bachelor of Technology, Master of Marine Studies (Fisheries Resource Management).



Activate Your Brain #4:

List three officer trades and three NCM trades that are available as a career option in the Canadian Navy.

MARS officer, MS ENG officer and NCS ENG officer.
BOSN, H TECH, MAR EL, MAR ENG MECH, NCI OP, NAV COMM, NES OP, NE TECH (C), NE TECH (R), NE TECH (S), NW TECH, SONAR OP, STWD.



Activate Your Brain #5:

List three ships' officer and three ships' crew positions that are available as a career option in the CCG.

navigation officer, engineering officer, electrical officer, logistics officer.
deckhand, twinehand, engine room rating / technician, steward, cook.



Activate Your Brain #6:

Describe the purpose of the fish habitat management section of DFO.

The fish habitat management section of DFO works to protect and conserve fish habitat in support of Canada's coastal and inland fisheries resources. They conduct environmental assessments before DFO makes any regulatory changes to fish habitat provisions of the Fisheries Act. They promote environmental stewardship and fish habitat protection through public education and school programs.

FINAL EXERCISE ANSWER KEY

1. Describe the Regular Officer Training Program (ROTP).

The Regular Officer Training Program (ROTP) is an entry program to the CF. A person enrolling in ROTP would be provided an undergraduate education free of charge and be responsible for four years service to the CF when their education is complete. Undergraduate degrees are completed at the Royal Military College of Canada (RMC), however in some instances the degree can be completed at a civilian university. RMC offers many of the same undergraduate degree programs that are available at most Canadian universities.

2. Where is the Canadian Coast Guard College located?

Sydney, N.S.

3. List five trades offered by the Canadian Navy that are also careers found in private sector marine transportation.

MARS officer, MS ENG officer, BOSN, STWD, MAR EL or MAR ENG MECH.

4. Describe the duties of a CCG navigation officer.

Navigation officers, under the authority of the CO, coordinate the vessel's operations. They must understand safe navigation procedures as well as an understanding of the functions of the ship's navigation equipment. Navigation officers are responsible for the safety of the ship, its crew and any other persons on board the vessel. The navigation officer also directly supervises and coordinates the activities of crew working on the bridge. The CO (the highest level of navigation officer) is in overall charge and has the responsibility for the entire vessel.

5. Describe the purpose of the Fisheries Management section of DFO.

The Fisheries Management section of DFO works to provide Canadians with a sustainable fishery resource that provides for an economically viable and diverse industry. Protection and conservation of fisheries resources are key components of fisheries management. There are three main types of fisheries in Canada which include Aboriginal, commercial and recreational. Fisheries Management include policies that protect our resources from both domestic and foreign overfishing.

6. List six subtypes of oceanography.

Atmospheric oceanography, biological oceanography, chemical oceanography, geological oceanography, physical oceanography and oceanographic engineering.

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ROYAL CANADIAN SEA CADETS

PHASE FIVE

INSTRUCTIONAL GUIDE



SECTION 1

EO C521.01 – COMPLETE A ROPEWORK PROJECT

Total Time:

80 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

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

Photocopy the self study package located at Attachment A and the Prolong Mat Pattern located at Attachment B for each cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to complete a ropework project at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have completed a ropework project.

IMPORTANCE

It is important for cadets to complete a ropework project so new concepts used in more advanced knot work are introduced in a fun and challenging way.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet complete a ropework project.

RESOURCES

- Self study package located at Attachment A,
- 10 m of 4-mm (3/16-inch) diameter braided line,
- Corkboard,
- Straight pins,
- Cutting tool,
- Glue, and
- Prolong Mat Pattern located at Attachment B.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A, 10 m of 4-mm (3/16-inch) diameter braided line, corkboard, straight pins, cutting tool, glue and a prolong mat pattern.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance to the cadet as required.
4. Provide feedback to the cadet on the quality and correctness of the completed project and indicate whether or not they have completed the Enabling Objective (EO).
5. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Completing a ropework project will be beneficial to the cadets so new concepts used in more advanced knot work are introduced in a fun and challenging way.

INSTRUCTOR NOTES / REMARKS

Cadets are required to complete only one of the two projects described in this EO to satisfy the minimum requirements for PO 521 (Complete a Ropework Project).

REFERENCES

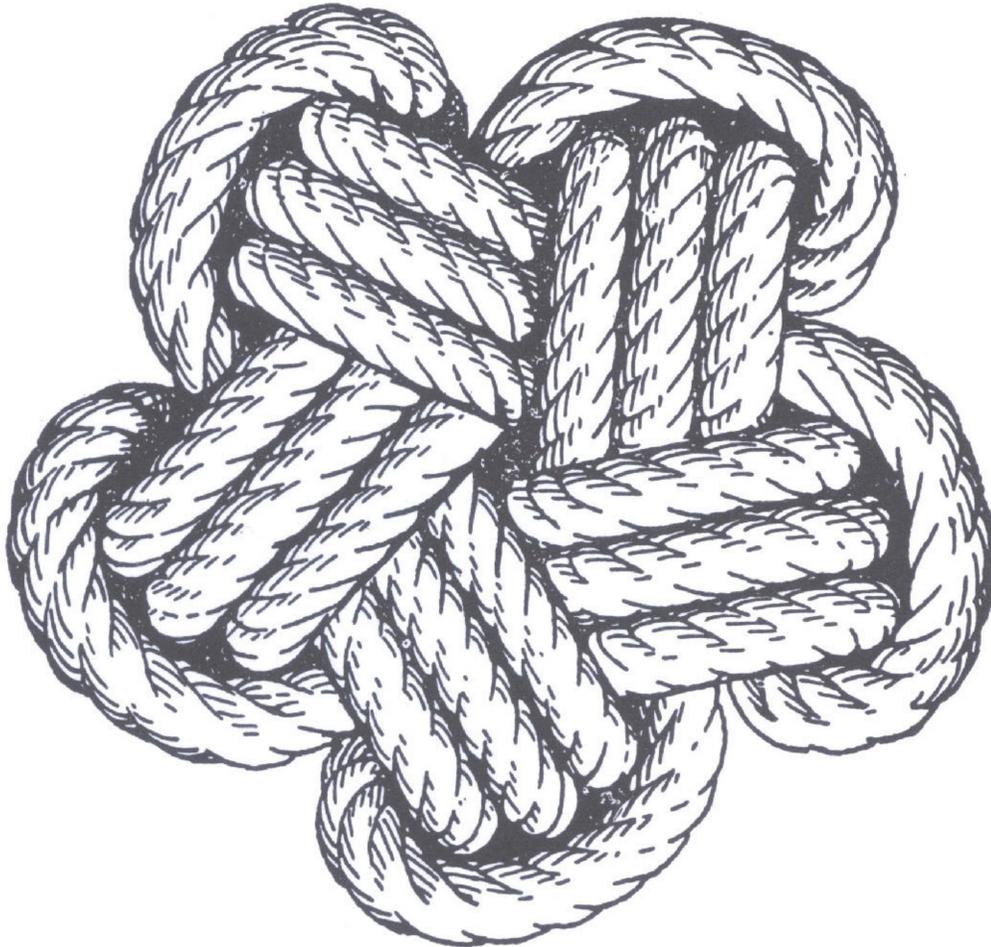
C1-064 ISBN 1-55267-986-1 Budworth, G. (2001). *The ultimate encyclopedia of knots & ropework*. London, England: Anness Publishing Limited.

C1-102 Fukuhara, D. (2002). *Fancy knotting: An introduction*. Vancouver, BC: David Fukuhara.

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COMPLETE A ROPEWORK PROJECT



Self Study Package

Choose one of the following sections to complete the ropework project.

- Section 1: TIE A STAR KNOT**
- Section 2: MAKE A PROLONG MAT**

SECTION 1 TIE A STAR KNOT

INTRODUCTION

Perhaps the most distinctive of all the sailor's decorative knots, the star knot has been admired for many years by the experienced sailor. Due to the intricacies of this uncommon knot, having this knot in one's repertoire is a mark of distinction.

The star knot is used as a terminal or end-finishing knot. Its unique design adds decorative appeal to bell lanyards, sea chest beackets and, in more modern times, key fobs (as illustrated in Figure A-1). The knot may be worked with three, four, five or six strands with all variations using the same basic construction.



Figure A-1 Completed Star Knot

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

STEPS FOR TYING A STAR KNOT



The steps listed below are for tying a five-strand star knot using a right-handed approach and can be modified by using the reverse direction or hand if necessary.

To aid in tying the star knot, draw the strands up snugly at each step. This helps in visualizing the form of the knot, keeping track of each strand and spotting mistakes easily.

1. Cut two 2-foot (60-cm) lengths of line and one 1-foot (30-cm) length of line. Double the long lines and seize them together with the short line near the end with the bights (as illustrated in Figure A-2). This end is called the stem. To help in identifying the strands, they can be labelled A to E.

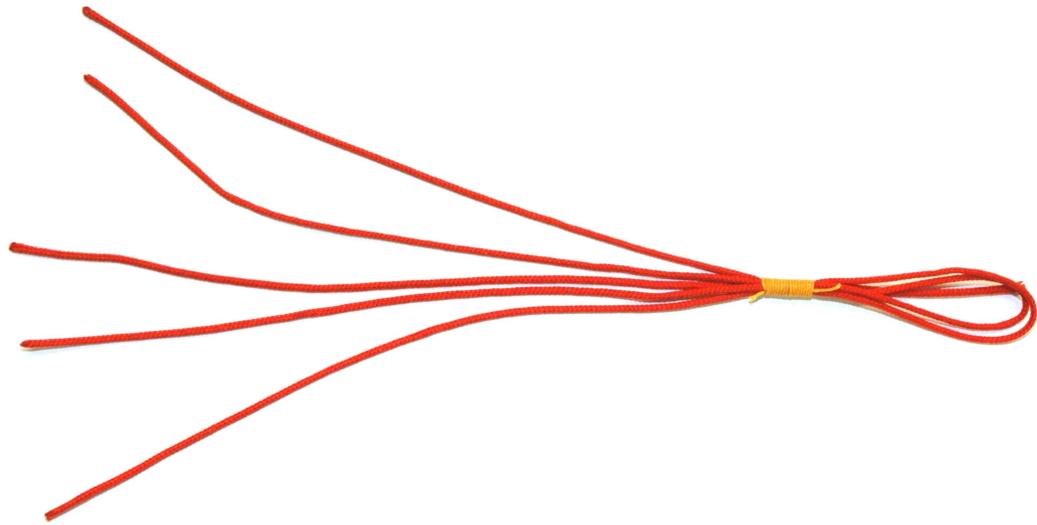


Figure A-2 Step 1

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

2. With the palm of the left hand held upward, push the stem down between the first and second fingers and arrange the five strands radially. With Strand A, take a hitch around Strand E. Working to the right, take a hitch around Strand A with Strand B. Continue by hitching Strand C around Strand B and Strand D around Strand C. Finally, pass Strand D up through a bight in Strand E.

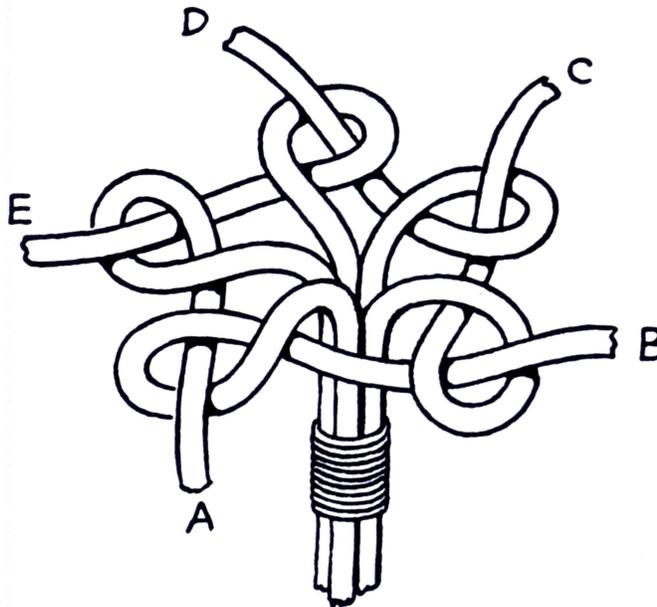


Figure A-3 Step 2

Note. From *The Marlinspike Sailor* (p. 32), by H. Smith, 1993, Camden, ME: International Marine. Copyright 1993 by Betsy Smith Nixon.

3. Crown the five strands to the left (as illustrated in Figure A-4).

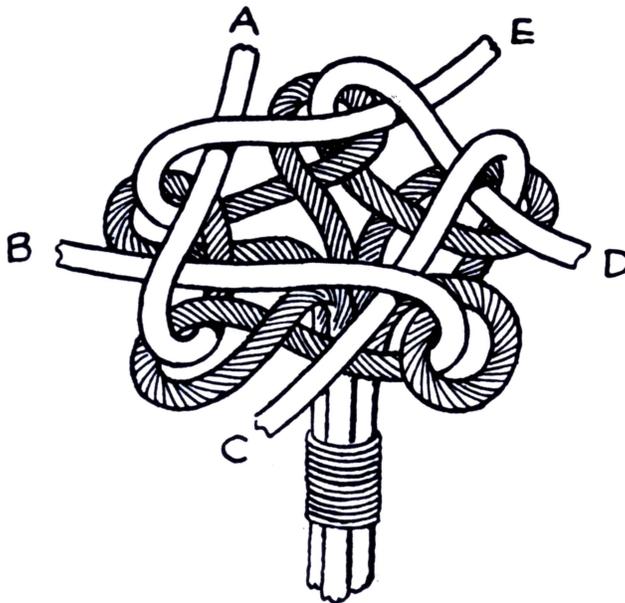


Figure A-4 Step 3

Note. From *The Marlinspike Sailor* (p. 32), by H. Smith, 1993, Camden, ME: International Marine. Copyright 1993 by Betsy Smith Nixon.

4. Pass Strand A to the left around the bight of E, then under its own part to the right, parallel to strand B on the inner side, over Strand C and tuck the end down through the bight at the lower right corner. Next, pass Strand B around the bight of A, then under its own part along the inner side of Strand C, over Strand D and tuck the end down through the bight at the upper right corner. Continue with the rest of the strands (as illustrated in Figure A-5).

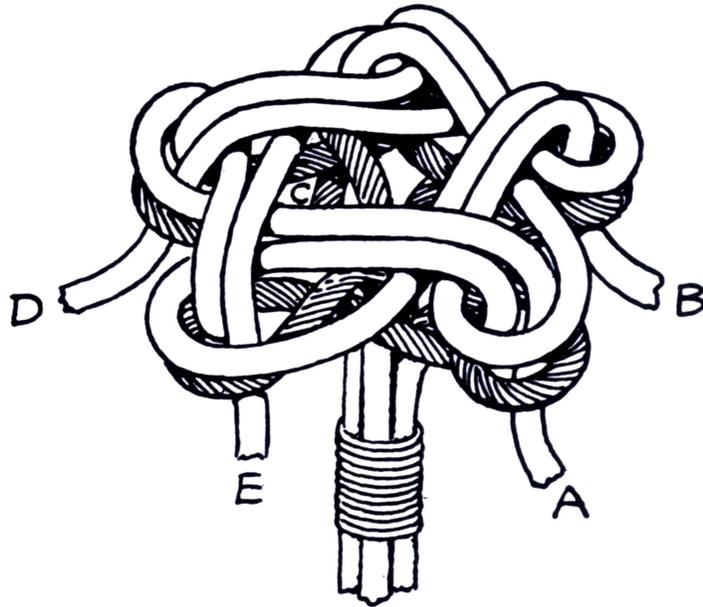


Figure A-5 Step 4

Note. From *The Marlinspike Sailor* (p. 32), by H. Smith, 1993, Camden, ME: International Marine. Copyright 1993 by Betsy Smith Nixon.

5. Turn the knot over so that the stem is pointing up (as illustrated in Figure A-6).

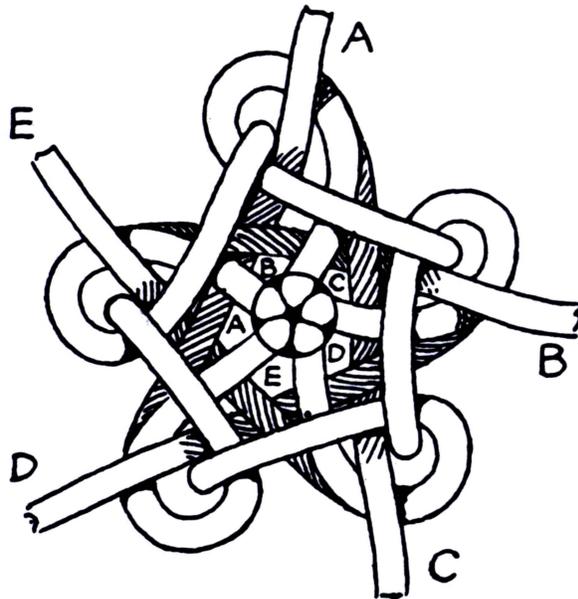


Figure A-6 Step 5

Note. From *The Marlinspike Sailor* (p. 32), by H. Smith, 1993, Camden, ME: International Marine. Copyright 1993 by Betsy Smith Nixon.



Ensure that all strands are correctly placed before proceeding to the next step.

6. Bring Strand A forward, parallel to the adjacent strand and tuck it down through the centre of the knot alongside the stem beside the bight that Strand E emerges from. Continue to the right and tuck each remaining strand in the same manner as the first (as illustrated in Figure A-7).

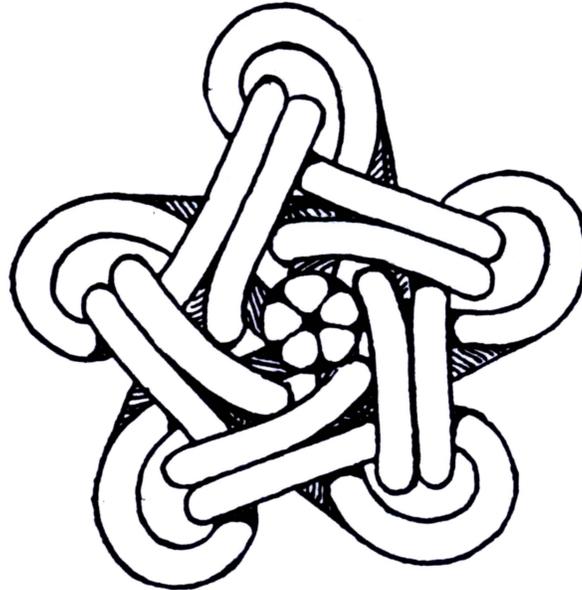


Figure A-7 Step 6

Note. From *The Marlinspike Sailor* (p. 32), by H. Smith, 1993, Camden, ME: International Marine. Copyright 1993 by Betsy Smith Nixon.

7. Turn the knot right side up, with the strand ends protruding from the top of the knot at the centre. Tuck each strand back down through the knot (as illustrated in Figure A-8), ensuring the end passes under four parts—the two strands which form the rim, then back toward the stem under the two bottom strands. Tighten each strand at this point.

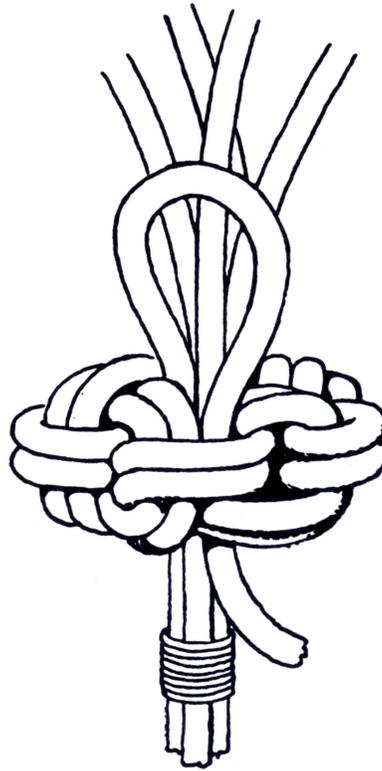


Figure A-8 Step 7

Note. From *The Marlinspike Sailor* (p. 32), by H. Smith, 1993, Camden, ME: International Marine. Copyright 1993 by Betsy Smith Nixon.

8. Once the knot has been cinched tight, cut the strands off close to the bottom of the knot (as illustrated in Figure A-9). Cut the seizing from the stem and cut the single strand in the stem close to the bottom of the knot leaving the two bights extending from the knot.

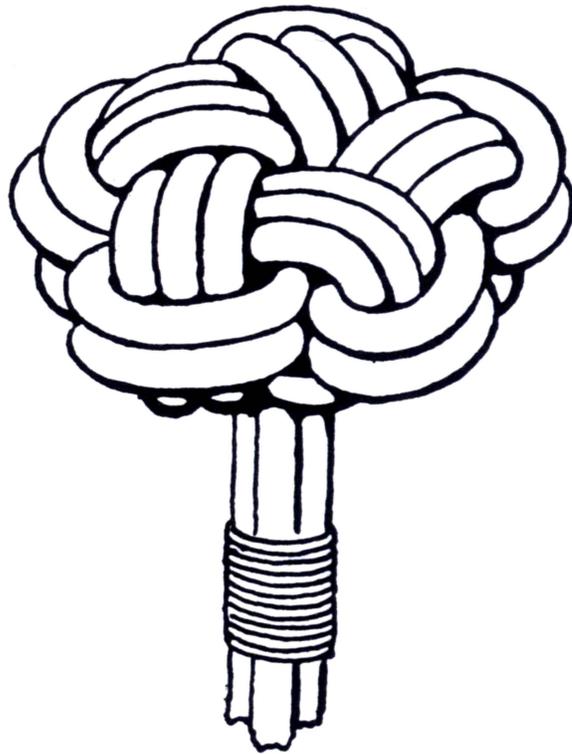


Figure A-9 Step 8

Note. From *The Marlinspike Sailor* (p. 32), by H. Smith, 1993, Camden, ME: International Marine. Copyright 1993 by Betsy Smith Nixon.

SECTION 2 MAKE A PROLONG MAT

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 to use a knot-weaving board. The board consists of wood, cork or cardboard, which allows a mat pattern to be affixed by pins or nails. The cord is woven around the pins following a given pattern that indicates direction and where cords cross under or over each other. The pins maintain the desired shape of the mat until it is complete.



The prolong mat derived its name from its ability to be lengthened. Given enough material and patience, it would be possible to continue adding indefinitely to this mat's length.

Once complete, this type of mat can be used as a companionway tread mat.



Figure A-10 Completed Prolong Mat

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

Mat Patterns

To make mat weaving easier, a series of arrows, dots, circles, lines and numbers are used on the mat patterns. They are as follows:

- The numbers are placed at alternate crossings on the diagram and are to be followed consecutively during the weaving process.
- A circle at a crossing indicates an underpass of a cord already there.
- A crossing with no circle indicates an overpass of a cord already there.
- An outlined arrow indicates the starting position and the initial direction for the lay of the cord.
- A feathered arrow indicates the end of the pattern.
- Small dots on the pattern indicate the turning points and the placement of pins.

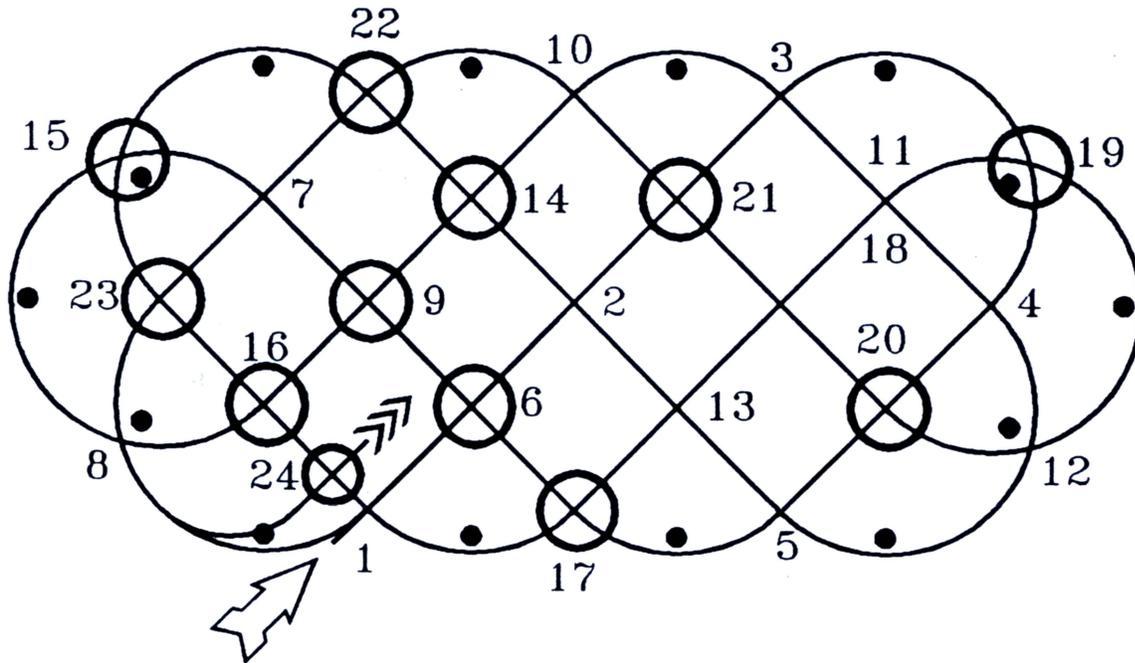


Figure A-11 Typical Mat Pattern

Note. From *Fancy Knotting: An Introduction* (p. 14), by D. Fukuhara, 2002, Vancouver, BC: David Fukuhara.

Scaling a Pattern

Each mat pattern is drawn on a square grid. This allows for visualization of the mat pattern and easy identification of which crossover points are overpasses and which are underpasses.

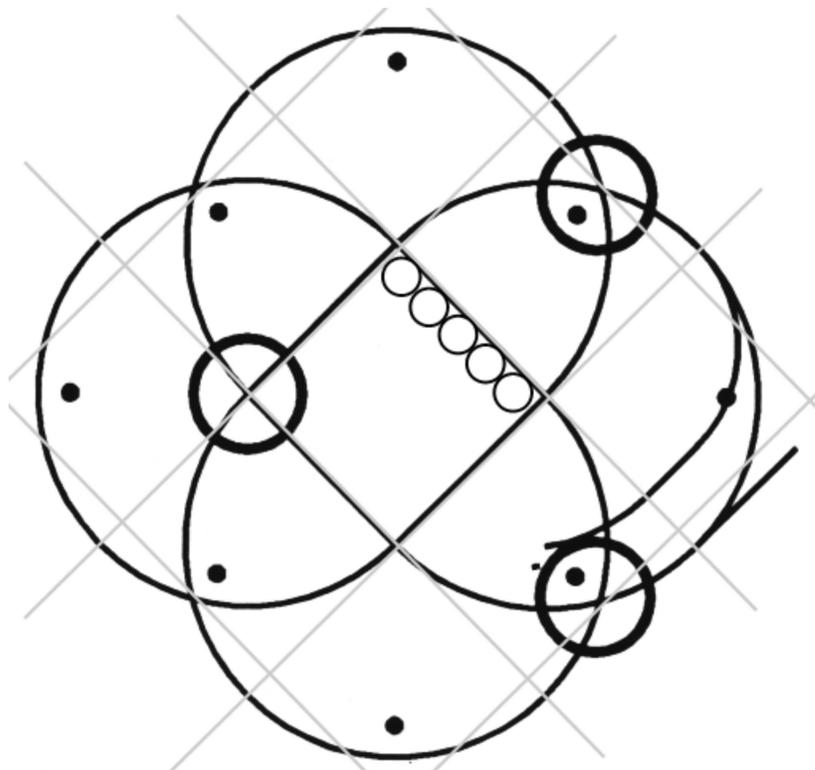


Figure A-12 Pattern Grid

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

By scaling the size of the squares, the pattern can be used for different sizes of line. The sides of squares should be roughly five cord diameters in length. The following guide may be used:

Diameter of cord	Length of square's side*
4 mm (3/16 inch)	20 mm (3/4 inch)
6 mm (1/4 inch)	30 mm (1 1/4 inch)
9 mm (3/8 inch)	45 mm (1 7/8 inch)
12 mm (1/2 inch)	60 mm (2 1/2 inch)

*Based on a 3 lead pattern. To change the number of leads in the pattern, add or subtract a cord diameter from the side measurement accordingly.

Figure A-13 Pattern Scaling Chart

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.



The term "lead" refers to a cord that follows the mat pattern to completion. For example, a three-lead mat has the cord following the pattern to completion three times.

Length of Cord

The length of cord required to weave the mat is 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 allows for hiding the ends in the middle of the mat.

STEPS TO MAKING A PROLONG MAT (WEAVING METHOD)

1. Cut out the prolong mat pattern.
2. With the pattern on a knot-weaving board, put a straight pin at each turning point (as illustrated in Figure A-14).

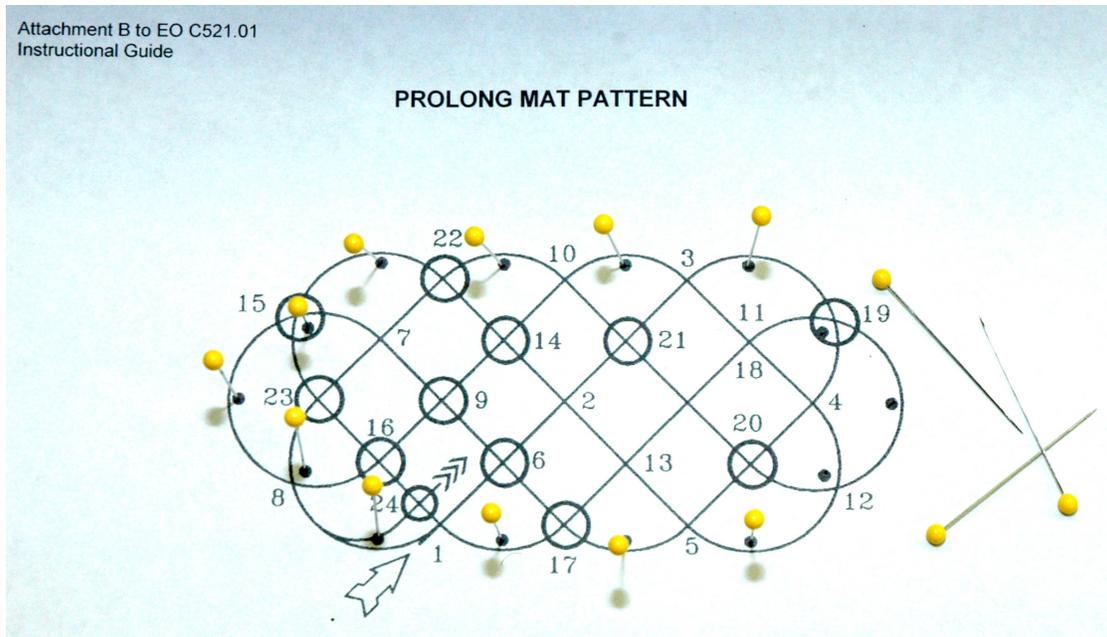


Figure A-14 Step 2

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

3. Lay the cord onto the pattern following the numbers from start to finish, ignoring the underpasses (as illustrated in Figure A-15). Mark the one-third position and remove the cord from the pattern. Cut the cord to a length equal to three times the one-third length plus 30 cm (12 inches).

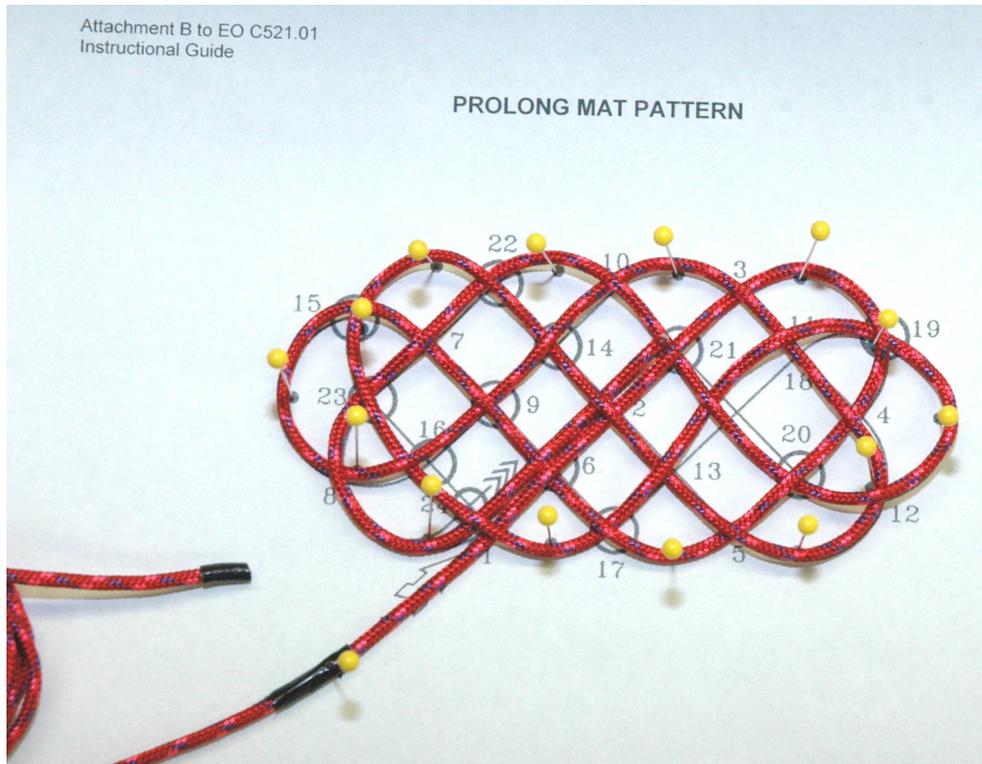


Figure A-16 Steps 4 and 5

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

6. When the cord is back to crossing Number 1, the initial tying sequence is complete. Check to ensure that the over and under sequence has been maintained from start to finish.



Any errors must be corrected at this point before proceeding.



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 A-17).

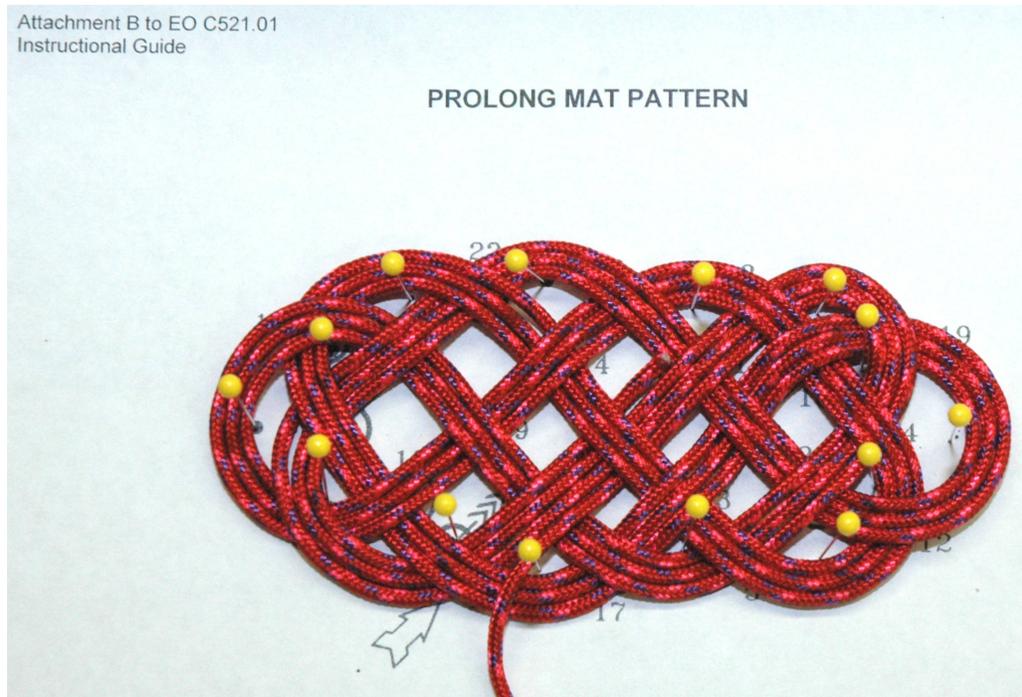


Figure A-17 Step 7

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.



Avoid drawing or pulling the cord tight, as this causes the mat to curl up at the rim or at the corners.

8. When there are three leads, remove the pins from the corkboard (as illustrated in Figure A-18).

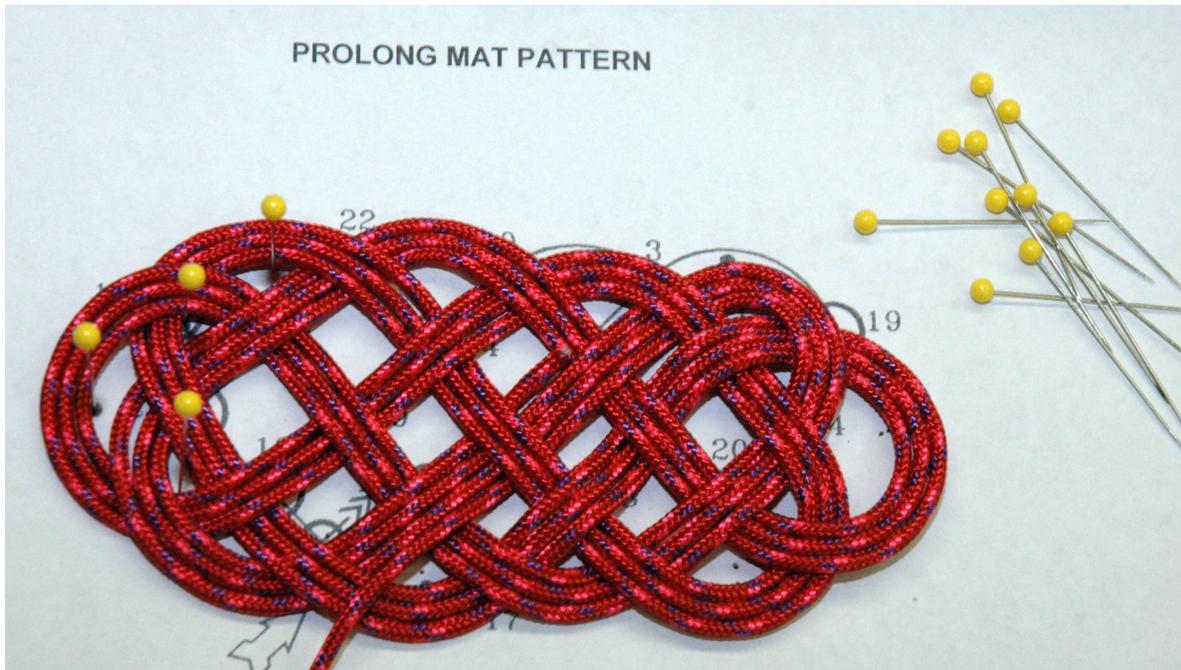


Figure A-18 Step 8

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.

9. To finish the mat, the cord can be glued to its adjacent cord for about four cord diameters and the excess cord can be trimmed (as illustrated in Figure A-19).



Figure A-19 Step 9

Note. Created by Director Cadets 3, 2007, Ottawa, ON: Department of National Defence.



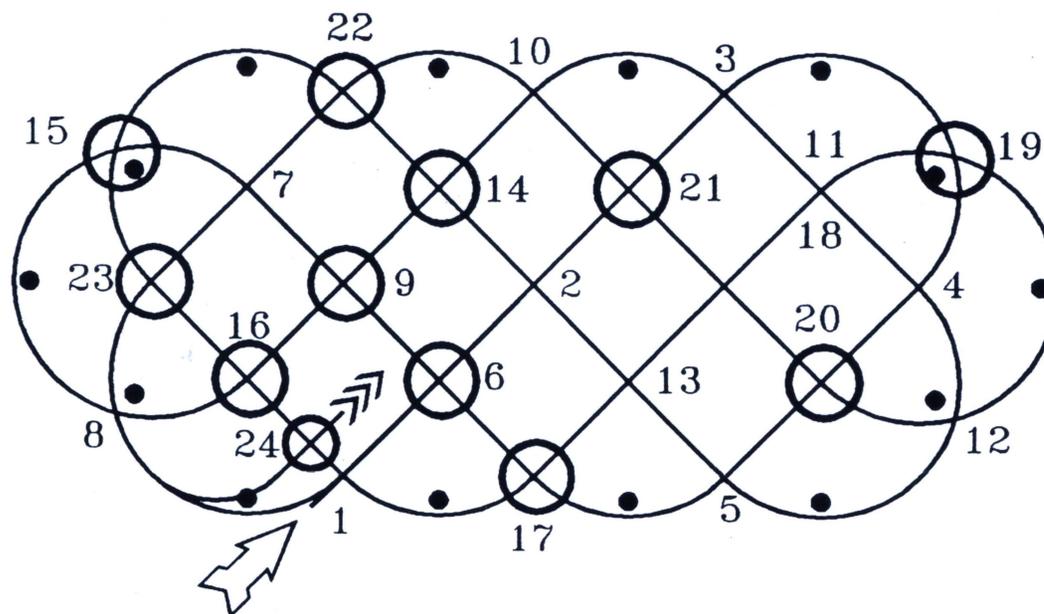
An alternative to finishing larger diameter cord is to sew the cord to its adjacent cord for about four cord diameters. Whip the ends and trim the excess.



Congratulations, you have completed your self study package on EO C521.01 (Complete a Ropework Project). Hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

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PROLONG MAT PATTERN



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ROYAL CANADIAN SEA CADETS

PHASE FIVE

INSTRUCTIONAL GUIDE



SECTION 1

EO C523.01 – EXAMINE NAVAL CUSTOMS AND TRADITIONS

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

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

Photocopy the self study package located at Attachment A for each cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail naval customs and traditions at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have examined naval customs and traditions.

IMPORTANCE

It is important for cadets to examine naval customs and traditions as they are an important part of our naval heritage. Canadian naval customs and traditions are descended from the Royal Navy's long and proud history. By becoming more familiar with them we develop pride in belonging to the naval environment.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet examine naval customs and traditions.

RESOURCES

- Self study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the self study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Understanding the traditions of an organization is an important way to better appreciate being a member. The Canadian navy has many customs that are unique and a better understanding of them allow cadets to feel like they are more connected to the navy and the sea cadet program.

INSTRUCTOR NOTES / REMARKS

Nil.

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Naval Customs and Traditions



- SECTION 1: ORIGIN AND HISTORY OF NAVAL OFFICER RANKS**
- SECTION 2: SUPERSTITIONS AND TRADITIONS OF NAVAL PERSONNEL**
- SECTION 3: HISTORICAL LAWS OF THE ROYAL NAVY (RN)**

SECTION 1 ORIGIN AND HISTORY OF NAVAL OFFICER RANKS

The evolution of our current naval rank system has been ongoing for over a century. From ancient times when the first rudimentary navies were put to sea the need for titles to identify the different positions arose. From these early beginnings the Royal Navy (RN) developed formal rank structures and in time this structure was adopted by Canada's Navy.

SUBORDINATE OFFICERS

Naval Cadet

The rank of naval cadet traces its origins to the RN rank of midshipman. A midshipman originally was, as the name suggests, one who lived amidships, midway between the officers who lived aft and the men who lived forward. Prior to being ranked as a midshipman, they served three years as a volunteer, officer's servant or able seaman. Once ranked, a midshipman served at least three years before being eligible for a promotion to lieutenant. A board composed of three captains would test the midshipman about seamanship, navigation and discipline. A pass did not automatically guarantee a promotion to lieutenant and they were granted the title passed midshipman.

With the implementation of naval colleges and shore training establishments of the later 19th century, the rank of midshipman continued to refer to the entry level officer position while the methods to train them changed dramatically. With the formation of the Royal Canadian Navy (RCN) in 1910, the ranks in use by the RN were adopted. This remained unchanged until the unification of the RCN into the Canadian Forces (CF) in 1968 when the rank of midshipman was replaced by officer cadet. With the introduction of the Distinctive Environmental Uniform (DEU) in the late 1980s / early 1990s the rank of officer cadet was transitioned to naval cadet to give another level of distinction to officers of Canada's Navy.



Did you know?

Why a naval cadet is referred to as snotty? At the time when midshipmen joined their first ships as boys of 12 or 13 they were often too poor to afford handkerchiefs. It is said, that they would dry their tears of homesickness and wipe their noses on their sleeves. To curtail this practice, three large brass buttons were sewn on the cuff of each sleeve.



Figure A-1 RN Midshipman
Uniform
c. 1810

Note. From *Dressed to Kill* (p.131), by A. Miller. 2007. London. National Maritime Museum.



Figure A-2 RCN Midshipman
Uniform
c. 1910

Note. From "Photo Archives", 2010, *Canadian Navy Heritage Project*. Retrieved January 21, 2010, from http://www.navy.gc.ca/project_pride/all_images/photo_archive_images/Large/DNDPalmer-5.jpg



Figure A-3 CF Naval Cadet
Uniform
c. 2010

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence

JUNIOR OFFICERS



Did you know?

The first uniform regulations for officers were issued in 1748, by Lord Anson. These regulations, however, were not highly detailed and as officers of the 19th century paid for their own uniform, they often adapted it to fit the civilian fashion of the day. In this way, RN uniforms were rarely uniform at all!

Acting Sub-Lieutenant

In 1955, the RN created the rank of acting sub-lieutenant. They were considered subordinate officers and subsequently did not hold a commission. Once an acting sub-lieutenant passed Fleet Board, they were confirmed as sub-lieutenant and their commissions were backdated to the date when they were appointed acting sub-lieutenant. The RN abolished the rank in 1993, however in Canada it remains as the first rank of a naval officer who holds a commission.



Did you know?

Once trained and promoted to acting sub-lieutenant / second lieutenant each officer of the CF is granted a commission. They are presented with a commissioning script, a document signed by the Governor General of Canada, on behalf of the reigning monarch. It grants the lawful power and authority an officer exercises over those under their command.

Sub-Lieutenant

During the early 19th century, a passed midshipman would serve time waiting for his commission as a master's mate or one who assisted the master with his duties. In 1838, a Royal Commission presided over by the Duke of Wellington recommended the adoption of a rank between midshipman and lieutenant. The rank of mate was created to refer to an officer who was qualified to become a lieutenant and waiting to be commissioned into that higher rank. In 1861, the rank of mate was changed to sub-lieutenant. As with other naval ranks, the rank of sub-lieutenant was adopted in 1910 from the RN for use in the RCN.

Lieutenant (Navy)

The word lieutenant is French in origin; *lieu* meaning "place" as in a position; and *tenant* meaning "holding" as in holding a position. A lieutenant is, therefore someone who holds a position in the absence of their superior. Originally, lieutenants were appointed by the captain of each ship to act as his immediate subordinate regardless of qualification. In an effort to standardize the level of knowledge for the rank, testing was implemented in the mid 17th century by the RN. In the early days, a lieutenant could range from a very young officer who had just passed his examination to a more senior officer who had not yet been presented the captaincy of a ship of his own. The need to differentiate the RN naval rank of lieutenant from the British army rank of lieutenant, the "(Navy)" was added to the official title which remains in use by the CF today.



Figure A-4 RN Lieutenant
Uniform
c. 1810

Note. From *Dressed to Kill* (p.142), by
A. Miller. 2007. London. National
Maritime Museum.



Figure A-5 RCN Lieutenant
(Navy) Uniform
c. 1910

Note. From "Officers", 2010,
Canadian Military Police Virtual Museum.
Retrieved January 21, 2010,
from <http://mpmuseum.org/index3.html>



Figure A-6 CF Lieutenant
(Navy) Uniform
c. 2010

Note. From Department of National
Defence, 2010, *The Naval Reserve Link
Magazine*. Retrieved January 21, 2010,
from [http://www.navy.forces.gc.ca/
navy_images/navres_images/eye/1508.jpg](http://www.navy.forces.gc.ca/navy_images/navres_images/eye/1508.jpg)

SENIOR OFFICERS

Lieutenant-Commander

In the 19th century, lieutenants were sometimes appointed to command smaller ships not warranting a commander or captain. These officers were referred to at various points by the RN as lieutenant in command, lieutenant and commander or senior lieutenant. During the same period, the RN had also split some ranks to bring the number of naval officer ranks in line with the number of army officer ranks. For this reason, lieutenants with fewer than eight years seniority, wore two stripes and ranked with an army captain while those with more than eight years wore two stripes with a thinner one between and ranked with an army major. In 1862, the United States Navy was the first to formalize a new rank of lieutenant-commander using the two thick stripes and one thin stripe. The RN adopted the rank in 1914 and subsequently the RCN shortly thereafter.



Figure A-7 RCN Lieutenant-
Commander Uniform
c. 1910

Note. From "Vintage Photographs -
Commanders", 2010, *Firstworldwar.com*.
Retrieved January 21, 2010, from
[http://www.firstworldwar.com/
photos/commanders2.htm](http://www.firstworldwar.com/photos/commanders2.htm)



Figure A-8 CF Lieutenant-
Commander Uniform
c. 2010

Note. From Department of National Defence,
2010, *MARPAC Maritime Forces Pacific
Profiles*. Retrieved January 21, 2010, from
[http://www.navy.forces.gc.ca/navy_images/
marpac_images/profiles/large/botting.jpg](http://www.navy.forces.gc.ca/navy_images/marpac_images/profiles/large/botting.jpg)

Commander

The rank of commander was created in much the same manner of lieutenant-commander only it occurred a little over a century earlier. In the late 18th century, there was no rank between lieutenant and captain. A lieutenant who was placed in charge of a smaller vessel was designated as master and commander. This title was shortened to commander and in 1794 became a new permanent rank. It is used today in both the RN and the Canadian Navy.



Figure A-9 RN
Commander Uniform
c. 1810

Note. From *Dressed to Kill* (p.129), by
A. Miller. 2007. London. National
Maritime Museum.



Figure A-10 RCN
Commander Uniform
c. 1910

Note. From "Blog", 2010, *Petition to Restore
the Royal Designation: Royal Canadian
Navy-Royal Canadian Air Force*. Retrieved
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photos/22214753@N07/2142206064/](http://www.flickr.com/photos/22214753@N07/2142206064/)

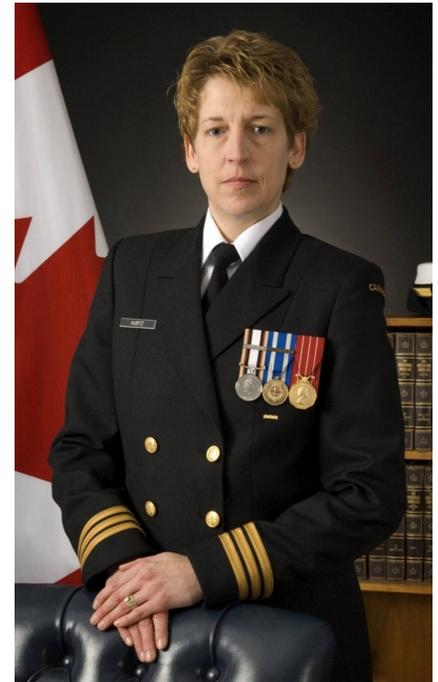


Figure A-11 CF
Commander Uniform
c. 2010

Note. From "Blog", 2009, *Assoluta Tranquillita*.
Retrieved January 21, 2010, from [http://
assolutatranquillita.blogspot.com/2009/04/
commander-josee-kurtz-first-woman-to.html](http://assolutatranquillita.blogspot.com/2009/04/commander-josee-kurtz-first-woman-to.html)

Captain

Prior to the 17th century, when navies were formed only during wartime, ships were hired by the sovereign for military service. In these times, a ship's operation and navigation were carried out by men led by the ship's master. The soldiers onboard who would oversee the armament and fighting tactics were commanded by an army lieutenant or captain. With the development of standing navies through the 17th and 18th centuries, the shipboard duties gradually merged and new naval officer ranks emerged. The naval ranks of lieutenant and captain were established in this manner, with captain referring to the officer in command of the entire ship's company. As we have already seen, the ranks of lieutenant-commander and commander were eventually established as positions of authority between the captain and lieutenant.



Figure A-12 RN Captain
Uniform
c. 1810

Note. From *Dressed to Kill* (p.124), by
A. Miller. 2007. London. National
Maritime Museum.



Figure A-13 RCN Captain
(Navy) Uniform
c. 1910

Note. From "People", 2010, *HMCS
ALGONQUIN R17/ 224*. Retrieved
January 21, 2010, from [http://
www.jproc.ca/r17/peacpeop.html](http://www.jproc.ca/r17/peacpeop.html)



Figure A-14 CF Captain
(Navy) Uniform
c. 2010

Note. From Department of National Defence,
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2010, from [http://www.cmp-cpm.forces.gc.ca/
dsa-dns/sa-ns/ab/sobv-vbos-eng.asp?
mAction=View&mBiographyID=681](http://www.cmp-cpm.forces.gc.ca/dsa-dns/sa-ns/ab/sobv-vbos-eng.asp?mAction=View&mBiographyID=681)



Did you know?

Until 1857, captains of the RN were free to dress their ship's company in whatever uniform style they wished, ranging from practical and tasteful to the absolutely ridiculous. On one occasion in 1853, the commanding officer of HMS Harlequin paid for his boat crews to dress as harlequins (theatrical characters who pantomime dressed in a diamond-patterned costume), an incident which may have contributed to the Admiralty's decision to adopt a standard uniform.

FLAG OFFICERS

Flag officers refer to the highest ranking officers of the navy. The term originates from the practice of these high ranking officers flying a flag while aboard a ship to indicate their command. The term general officer is used in Canada to refer to army and air force officers of equivalent ranks while flag officer is used for naval personnel.

Commodore

The rank of commodore was at first a position created as a temporary title for a captain who commanded a squadron of more than one vessel. In some navies, including the RN, the rank of commodore was seen as a senior captain position while in others it was afforded the prestige of flag officer status. The reason for withholding this in the RN was to curtail the costs of appointing more admirals when the fleet was rapidly expanding. The practice of appointing commodores dates to the mid 17th century and for many years two classes of commodores existed in the RN, finally being consolidated in 1958. The RCN adopted the rank in 1910 and it currently exists in the Canadian Navy, however it is considered the first flag officer rank.



Figure A-15 RN Commodore
Uniform
c. 1810

Note. From *Dressed to Kill* (p.161), by
A. Miller. 2007. London. National
Maritime Museum.



Figure A-16 RCN Commodore
Uniform
c. 1910

Note. From "A Sad State of Affairs", 2010,
Legion Magazine. Retrieved January 21,
2010, from [http://www.legionmagazine.com/
en/index.php/2009/08/a-sad-
state-of-affairs-navy-part-34/](http://www.legionmagazine.com/en/index.php/2009/08/a-sad-state-of-affairs-navy-part-34/)



Figure A-17 CF Commodore
Uniform
c. 2010

Note. From Department of National Defence,
2010, *DSA Profiles*. Retrieved January 21,
2010, from [http://www.cmp-cpm.forces.gc.ca/
dsa-dns/sa-ns/ab/sobv-vbos-eng.asp?
mAction=View&mBiographyID=628](http://www.cmp-cpm.forces.gc.ca/dsa-dns/sa-ns/ab/sobv-vbos-eng.asp?mAction=View&mBiographyID=628)

Rear Admiral

Over the years, the rank of admiral has been subdivided, for practical purposes, during naval warfare. While these needs are now historically extinct, the ranks remain in common usage. During the age of sail, when two fleets met in battle each opposing force would roughly form a straight line. The admiral's (overall commander) vessel would be placed in the centre of the fleet. The ships in the rear were in the least danger and therefore it was commanded by the least experienced admiral who was designated third in command. He was known as admiral of the rear, later changed to rear admiral.



Figure A-18 RN Rear-Admiral Uniform
c. 1810

Note. From *Dressed to Kill* (p.122) by A. Miller. 2007. London. National Maritime Museum.



Figure A-19 RCN Rear-Admiral Uniform
c. 1910

Note. From "Photo Archives", 2010, *Canadian Navy Heritage Project*. Retrieved January 21, 2010, from http://www.navy.gc.ca/project_pride/all_images/photo_archive_images/Large/PA-096505.jpg



Figure A-20 CF Rear-Admiral Uniform
c. 2010

Note. From Department of National Defence, 2010, *DSA Profiles*. Retrieved January 21, 2010, from <http://www.cmp-cpm.forces.gc.ca/dsa-dns/sa-ns/ab/sobv-vbos-eng.asp?mAction=View&mBiographyID=219>

Vice Admiral

With the admiral's vessel taking position in the centre and the rear-admiral at the end, the task of commanding the fleet's leading portion or van, fell to the vice admiral. The leading ships of a fleet were placed in the greatest danger so having the second most experienced admiral in this position was advantageous. Within the CF today, a vice admiral is second only to the rank of admiral.



Figure A-21 RN Vice-Admiral
Uniform
c. 1810

Note. From *Dressed to Kill* (p.112), by
A. Miller. 2007. London. National
Maritime Museum.



Figure A-22 RCN Vice-Admiral
Uniform
c. 1910

Note. From "Cutthroat Careerism", 2010,
Legion Magazine. Retrieved January 21,
2010, from [http://www.legionmagazine.com/
en/index.php/2009/12/cutthroat-
careerism-navy-part-36/](http://www.legionmagazine.com/en/index.php/2009/12/cutthroat-careerism-navy-part-36/)



Figure A-23 CF Vice-Admiral
Uniform
c. 2010

Note. From Department of National Defence,
2010, *DSA Profiles*. Retrieved January 21,
2010, from [http://www.cmp-cpm.forces.gc.ca/
dsa-dns/sa-ns/ab/sobv-vbos-eng.asp?
mAction=View&mBiographyID=125](http://www.cmp-cpm.forces.gc.ca/dsa-dns/sa-ns/ab/sobv-vbos-eng.asp?mAction=View&mBiographyID=125)

Admiral

The word admiral has its origins in the Arabic *amir-al* meaning "commander of" as in *amir-al-baha* or "commander of the sea". Crusaders from Europe brought the word back where it was transformed through the years to the word admiral. It became associated with the highest naval rank in most of the world's navies. The RN still maintains one rank higher for use during wartime, Admiral of the Fleet. Within the CF, the highest rank to which a naval officer can aspire is admiral, and only then by being appointed as Chief of Defence Staff (CDS).



Figure A-24 RN Admiral
Uniform
c. 1810

Note. From *Dressed to Kill* (p.108), by
A. Miller. 2007. London. National
Maritime Museum.



Figure A-25 RCN Admiral
Uniform
c. 1910

Note. From "Photo Archives", 2010,
Canadian Navy Heritage Project.
Retrieved January 21, 2010, from [http://
www.navy.gc.ca/project_pride/all_images/
photo_archive_images/Large/DNDKingsmill-1.jpg](http://www.navy.gc.ca/project_pride/all_images/photo_archive_images/Large/DNDKingsmill-1.jpg)



Activate Your Brain #1:

What year was the rank of lieutenant-commander adopted?



Activate Your Brain #2:

What is the origin of the rank of rear admiral?

SECTION 2 SUPERSTITIONS AND TRADITIONS OF NAVAL PERSONNEL

Superstitions are defined as beliefs or notions not based on reason or knowledge or alternatively as a system or collection of such beliefs. Traditions are the beliefs, legends, customs, information, statements handed down from one generation to the next. Within the naval environment, many such superstitions and traditions have intertwined over the years to make up the rich history we cherish today.

TRADITIONS

Beards

The ancient Hebrews, Greeks and Romans associated beards with wisdom and manhood. The practice of sailors wearing beards arose from a more practical source. Water has, until recently, been a prized commodity on-board ship. Using any water to shave would have been a waste of this resource. With the advent of modern ships and abundant fresh water, shaving has become easy. However, sailors around the world honour tradition by wearing beards. Beards are now officially prohibited for sea going personnel in the Canadian Navy due to them preventing a good seal when modern breathing masks are used during shipboard firefighting.

Wardroom

Prior to the 18th century, each officer lived and messed in his own quarters, cramped as they were. The captain's cabin, on the other hand, was known as the great cabin. Under it was the wardrobe, a locker often used to stow articles of value taken from prizes, enemy ships captured during wartime. When not in use, the officers used it to hang their spare uniforms. It is first spoken of as being used as a general officers' mess about 1750, at which time it was of much greater size than a locker, and was renamed the wardroom. Ships today still contain a wardroom where officers eat their meals, spend time when not on duty and entertain guests when alongside in port. Some smaller shore establishments have integrated dining and messing facilities in an effort to make their operation more efficient; however, most still retain a bar or other mess facility for officers which is still referred to as a wardroom.

Burial at Sea

Burial at sea, a simple yet impressive and dignified ceremony, is the most natural means of disposing of a body from a ship at sea. It was the custom to sew the body into the deceased sailor's hammock or other piece of canvass with heavy weights, such as several cannonballs, at the feet to counteract the tendency of a body to float. To satisfy superstition, or to ensure that the body is actually dead, the last stitch of the sailmaker's needle was placed through the nose of the deceased.

Ringling Bells

The custom of using the ship's bell to mark the passage of time probably dates from the 13th century when it was used in conjunction with a half-hour glass. A bell was sounded each time the glass was turned and the number of bells was progressive throughout a watch. These glasses did not disappear from the navy until 1857. Bells were not sounded between pipe down and call the hands, hence the expression silent hours. Prior to 1797, bells were sounded, one to eight, throughout the dog watches. It is said that the signal for the Nore Mutiny was to be five bells in the dog watches but that an officer who heard of this intention had only one bell sounded. It is a matter of historic fact that his action had no effect on the commencement of the mutiny, however the custom remains.



Did you know?

The Nore Mutiny was led by Richard Parker and began on May 12, 1797. It began when the crew of the HMS Sandwich seized control of their ship at the Nore, an anchorage in the Thames Estuary. The mutineers demanded pay increases and modifications to the *Articles of War*. Unlike the Spithead mutiny that occurred a few weeks before, the Nore Mutiny turned violent and their demands were not met. It ended with the hanging of Richard Parker and 28 other leaders, while the majority of the ships' crews were spared any punishment at all.



Can you list the correct bells to be struck for each half hour during the day?

This information was covered in M123.04 (Ring the Ships Bell).

Killick

Killick is the Gaelic word for anchor. Since the badge of a leading seaman featured a single foul anchor, killick developed into the naval slang term for his rank. The foul anchor is not a reflection on the wearer's seamanship ability, but had its origin in ancient times as a religious symbol of steadfastness, hope and salvation. It reappears in the heraldic device of Lord Effingham, Lord High Admiral in the late 16th century and naval use of it probably dates from that time.

Ships' Crests

The naval Tudor crown consists of a circlet surmounted by the sterns of four men-of-war, each with three poop lanterns, and four square sails each spread on a mast and yard and fully filled and sheeted home. The ships' sterns and sails are positioned alternately. The *Sailing and Fighting Instructions* published in 1746 appear to contain the first written description and use of the crown in the navy. It was stated that it was an award to a ship's company for being the first to board successfully an enemy man-of-war. The normal place for the naval crown now is at the top of ships' crests or badges. HMC ships' crests have three gold maple leaves at the bottom of the crest in addition to any other distinctive Canadian symbols or animals. Sea Cadet Corps' crests have three red maple leaves in place of the gold.



List some other military / cadet symbols that use the Tudor crown or naval Tudor crown.

Boarding / Departing

A junior officer always enters a boat or car first and leaves last, the original idea possibly being that the senior officer might remain dry and safe that much longer. Although confusion exists on this point, a junior officer should precede their senior over the brow when going ashore and follow the senior officer on board. This works best when a senior officer is accompanied by their staff because it enables the captain to greet the senior officer and lead them to the captain's cabin without having to become ensnared in staff officers. On departing, the entourage can disappear over the brow or down the ladder, leaving the senior officer to engage in parting conversation with the captain.



Activate Your Brain #3:

Describe the origins of the term wardroom.

The Tot

In early centuries, wine, beer or spirits were substituted for water during watch. The usual ration was a gallon per day per man for wine or beer. Sir Martin Frobisher (1535–1594) is quoted as saying "We'll sail as long as the beer lasts." If rum was chosen, it was issued twice a day, at lunch and at supper. The daily ration was a pint for a man and half a pint for a boy.

Admiral Edward Vernon, in 1740, ordered his captains and surgeons to make recommendations regarding the rum issue. His concern was the amount of alcohol being consumed was contributing to the delinquency of the men. They recommended that the rum be diluted with water. This mixture is called grog after the nickname of the admiral, 'Old Grog', who's boat cloak was made of a heavy material called gogram.

In 1824, the rum rations were decreased to two and a half ounces of neat or tot rum. When the use of tea became common in the navy, the supertime ration was cancelled. In 1831, citing a lack of storage space, the RN eliminated wine and beer leaving rum the only ration.

Up spirits was the call used to notify the ship's company of the tot issue. The pipe occurred at six bells in the forenoon watch or 1100 hrs. The ships company's daily ration of rum was drawn by the Officer of the Day (OOD), the supply petty officer, and the master at arms from the spirit locker. After the ration for the chiefs and petty officers had been allotted, the remaining rum was placed in an oak tub with the inscription "The King–God Bless Him", later changed to "The Queen–God Bless Her", for the junior ranks. Men would often use their tot in exchange for favours such as standing another's watch or doing laundry.

With the formation of the RCN in 1910, the issue of the tot was adopted for Canadian sailors. By the latter half of the 20th century, warships had become expensive, complex, electronic vessels and the consumption of alcohol before lunch seemed ill advised. On July 31, 1970 the RN celebrated up spirits for the last time. Canada was the last commonwealth navy to celebrate up spirits on March 31, 1972. As expected, the ending of this 300-year old tradition did not sit well with some and became known as Black Tot Day thereafter.

SUPERSTITIONS

Earrings

The seaman's practice of wearing earrings can be attributed to several sources. Some believe it is descended from an ancient custom of wearing earrings as charms to ward off evil spirits, thought to enter the body through the ear. During the middle ages, sailors wore earrings to ensure a proper Christian burial should they drown at sea. The thought was anyone finding the sailor's corpse would use the value of the earring to offset the cost of burial. Acupuncturists believed that piercing the ear improved eyesight, a valuable resource for any sailor. Whatever the origin, it is clear that earrings and sailors enjoyed a long history together until the 20th century by which time they have fallen out of fashion.

Tattoos

The concept of tattooing was taken from the natives of the South Pacific by the first expeditions to reach them in the 17th century. Tattooing of a crucifix, as a means of identification for their bodies so they would be assured of the sacred rites and burial was practiced by some. Due to its association with sailors, tattooing parlors could be found in all seaport towns at a time when few would be found elsewhere. One particular design which is considered lucky as charm is that of a pig or rooster. It used to be on the foot but now normally appears just above the kneecap. Pigs and roosters were kept aboard sailing ships in cages. When a ship sunk these cages would float and be carried to shore by the wind and waves resulting in these animals being the only survivors in most cases. Among sailors today tattooing is, in most cases, purely decorative.

Whistling

Whistling is forbidden in most ships since it can be confused with the sound of the boatswain's call used for attracting attention before making a pipe. Another reason for the no whistling rule was that it was the custom to whistle a wind when calm winds stopped a sailing ship; if a gale ensued the assumption was that they overdid it. Sailors, being superstitious, rigidly curtailed their whistling habits. At the time of whistling for a wind, it was customary to drive a knife into the mainmast on the bearing the wind was desired.



Did you know?

Another strange superstition for producing wind was the knotting of a short length of rope, a single knot for a light breeze, two for fresh breezes, and three for strong winds.

Coins

In the sixth book of the Roman poet Virgil, the old seamen used to place a coin under the heel of each mast to pay the fare to Charon for crossing the River Styx, thereby ensuring a safe passage for all hands over the river of the underworld should disaster overtake the vessel. In reverence to this old superstition, the practice is still carried out; albeit with a coin being placed within the steel frame as opposed to under the wooden mast. A copper coin inserted in the mouth of a dead seaman in Roman times served the same purpose in respect to the individual.

Toasts

The custom of toasting is said to have begun with the ancient Greeks. The host took the first sip of wine to show his guest that it was not poisoned. Restaurants where wine is served allow the host to sample the wine before the guests' glasses are filled. At a mess dinner, it is forbidden to propose a toast before the Loyal Toast to the Sovereign, except that foreign heads of state are toasted first if foreign guests are present. In civilian circles, it is permissible to drink toasts with water however; naval superstition indicates doing so would cause death by drowning for the person toasted. Likewise, a glass that rings tolls the death of a sailor. This explains why naval officers never clink glasses when drinking a toast.



Can you list the naval toasts of the day?

This information was covered in M220.03 (Recognize Naval Ship's Traditions).



Activate Your Brain #4:

Why was whistling not allowed aboard ship?

SECTION 3

HISTORICAL LAWS OF THE ROYAL NAVY (RN)

All forms of society require rules governing conduct of its population, and this is especially true within the confines of a ship at sea. By its nature, a ship is separate and to some extent independent of other authority. Laws dealing with service at sea had to be formulated or established by custom, and forms of retribution were necessary to enforce these laws. There is a very close relationship between laws and punishments, and we must think of both in considering the broad term discipline in the historical sense

12TH AND 13TH CENTURY LAWS

The first laws of the sea written in English, from which the *Naval Discipline Act of 2006* and the *National Defence Act of Canada* have been developed, were recorded in the 12th century.

The Rolls of Oléron

The *Rolls of Oléron* were the first formal statement of maritime or admiralty laws in northwestern Europe. They were credited to Richard I by the British authority at the time but current studies suggest that his mother, Eleanor of Aquitaine, may have been the author. The following is an excerpt of the *Rolls of Oléron* dating from about 1160.



Figure A-26 Richard I

Note. From "www.walterscott.lib.ed.ac.uk", 2009. Retrieved November 26, 2009, from <http://www.walterscott.lib.ed.ac.uk/portraits/engravers/graphics/richard.jpg>

Richard by the grace of God, King of England, Duke of Normandy and earl (etc., etc.) to all his men going by sea to Jerusalem, greeting. Know ye, that by the common council of all good men, we have made the underwritten ordinances:

- He, who kills a man on shipboard, shall be bound to the dead man, and thrown into the sea; if the man is killed on shore, the slayer shall be bound to the dead body and buried with it.
- Anyone convicted by lawful witness of having drawn his knife to strike another, or who shall have drawn blood of him, he is to lose his hand. If he shall have only struck with the palm of his hand, without drawing blood, he shall be thrice ducked in the sea.
- Anyone who shall reproach, abuse or curse his companion, shall for every time he is convicted thereof, give him so many ounces of silver.
- Anyone convicted of theft shall be shorn like a champion; boiling pitch shall be poured on his head and he shall be set ashore at the first land the ship touches.

14TH AND 15TH CENTURY LAWS



Did you know?

The term court martial probably dates from the early 14th century, from Edward III's Court of Chivalry.

Black Book of the Admiralty

As new laws were developed since the *Rolls of Oléron*, a compilation was produced. The High Court of the Admiralty was established during this time, as was *The Black Book of the Admiralty*, in which all laws relating to seafaring under the British flag were recorded. The oldest surviving manuscript copy dates from around 1450. In 1871, Sir Travers Twiss published an edition which includes the original medieval text.

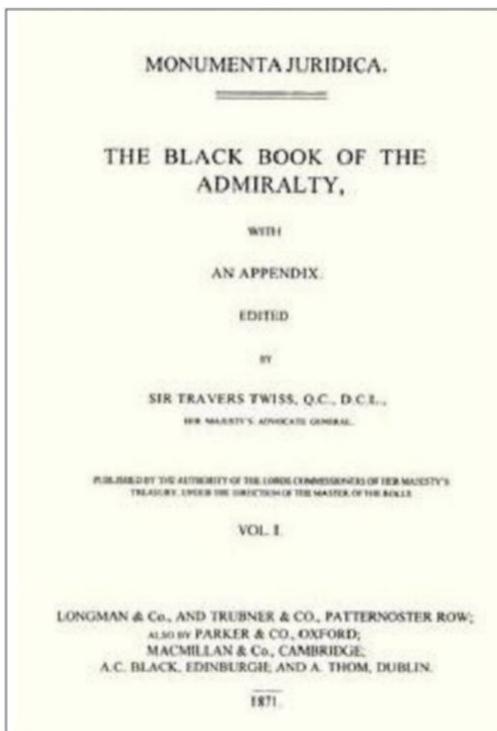


Figure A-27 The Black Book of the Admiralty

Note. From "Google Images", 2009. Retrieved November 26, 2009, from <http://images.google.ca/imgres?imgurl=http://www.lawbookexchange.com/images/36551.JPG>

Know all men that We, with the aid of upright councils, have laid down these ordinances:

Whoever shall commit murder aboard ship shall be tied to the corpse and thrown into the sea.

If a murder be committed on land the murderer shall be tied to the corpse and buried alive.

If any man be convicted of drawing a knife for the purpose of stabbing another, or shall have stabbed another so that blood shall flow, he shall lose a hand.

If any man strikes another with his hand, he shall be ducked three times into the sea.

If any man defame, vilify, or swear at his fellow, he shall pay him as many ounces of silver as times he has reviled him.

If a robber be convicted of theft, boiling pitch shall be poured over his head and a shower of feathers be shaken over to mark him, and he shall be cast ashore at the first land at which the Fleet shall touch.

These laws further stated that: All other faults committed at sea shall be punished according to the customs used at sea.

The punishment listed in *The Black Book of the Admiralty* for sleeping on watch, a very serious offence because it endangered the ship, was at first humiliating and for repeated offences brutal. A bucket of sea-water was poured over the head of a first time offender. A second time, the offender's hands were tied over his head and a bucket of water was poured down each sleeve. For a third offence, the man was tied to the mast with heavy gun chambers secured to his arms, and the captain could order as much additional pain to be inflicted as he wished. The fourth offence was inevitably fatal. The offender was slung in a covered basket that was hung below the bowsprit. Within this prison, he had a loaf of bread, a mug of ale and a sharp knife. An armed sentry ensured that he did not return aboard if he managed to escape from the basket. Two alternatives remained; he could starve to death or cut himself adrift to drown in the sea.

	Why do you think these punishments were so harsh?
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The Articles of War

The Articles of War first formalized in the *Act for the Establishing Articles and Orders for the Regulating and Better Government of His Majesties Navies Ships of War & Forces by Sea* was a naval code of discipline developed from *The Black Book of the Admiralty*. These were first entered into legislation in 1661 in the reign of Charles II. The punishments listed were brutal but the principle of discipline has remained to present times.

18TH AND 19TH CENTURY LAWS

Revisions to the Articles of War

As the power of politicians, the British House of Commons and the common law court rose they began interfering with the naval system of law already established. This interference led to a revision in 1749 that established the independence and power of a naval court martial, but gave them virtually no latitude in varying, or more importantly, waiving the severe punishments prescribed in the Articles of War. After the execution of Vice Admiral John Byng in 1757, one which the navy was powerless to prevent, another amendment of the Articles of War was passed that provided some latitude in passing sentences. By the mid-eighteenth century the punishments of earlier laws such as the *Rolls of Oléron* and *The Black Book of the Admiralty* had fallen out of practice by the majority of ships' captains although they were for the most part still prescribed by law.

Naval Discipline Act

In 1860, Lord Clarence Paget, the First Secretary of the Admiralty and government spokesman on naval affairs, introduced a new bill to bring the law into line with the practices already being carried out. In this way the older barbaric punishments were officially removed from the law. Some small revisions were carried out over the next hundred years. However, it remained in force until a major revision in 1957.

	Activate Your Brain #5:
What is <i>The Black Book of the Admiralty</i> ?	
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VARIOUS PUNISHMENTS

Keelhauling

A punishment which was particularly harsh and usually fatal was keelhauling. It was reserved for serious offences and discontinued in the RN about 1720. It was still practiced in the Dutch and French navies until 1750. A stout line was rove through a block on the lower yardarm on each side of the ship. One end was secured under the arms and around the chest of the offender whose wrists were secured behind his back. From the other yard, the line went under the ship, as a bottom line, and was secured around the man's ankles. On the word of the captain, the boatswain ordered the man hoisted off the deck and clear of the ship; slack was taken down on the bottom line, and as it was hauled in, the line around the man's chest was slacked away. In this way, he was hauled under the ship and came up on the other side feet first. With both lines taut, the man was slung in such a way that his stomach, chest and face were dragged across the barnacles of the keel and, in addition, he was at least partially drowned.

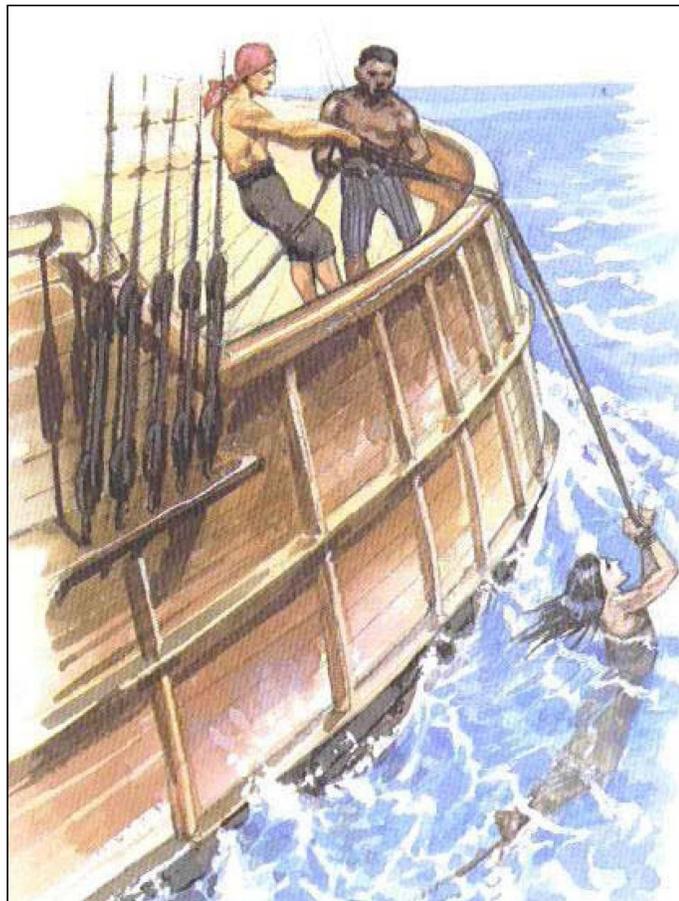


Figure A-28 Keelhauling

Note. From "Photobucket", 2009. Retrieved November 26, 2009, from <http://media.photobucket.com/image/keel-hauling/PokerStick/kielhalen.jpg>

Hanging

Execution by hanging at the yardarm was the punishment for mutiny in the fleet. The last execution was carried out in 1860 on a marine who attempted to murder his captain. As a capital punishment, it was by no means instantaneous, such as hanging from a gallows. The prisoner's hands and feet were tied and the noose placed around his neck. A dozen or so men, usually boats' bowmen (the worst scoundrels in the ship) manned the whip and hoisted him to the block of an upper yard to die there by slow strangulation.

Flogging

The most common type of punishment, inflicted for almost any crime at the discretion of the captain, was flogging with a cat-o'-nine-tails. A cat-o'-nine-tails consisted of a short rope or wooden handle, often red in colour, to which was attached nine waxed cords of equal length each with a small knot in the end. Floggings were carried out aboard ship near the gangway. In the early 19th century, a man who was to be flogged was given twenty-four hours in which to make his own cat. He was kept in leg-irons on the upper deck while awaiting his punishment and when the cat was made the boatswain cut out all but the best nine tails. If the task was not completed in time the punishment was increased.



Figure A-29 Cat-O'-Nine-Tails

Note. From "Cat O' Nine Tails—People and places", 2009, *PortCities London*, Copyright 2009. Retrieved December 9, 2009, from <http://www.portcities.org.uk/London/server/show/conMediaFile.852/Cat-ONine-Tails.html>

At the appointed, time the ship's company, with heads uncovered to show respect for the law, heard the Article of War the offender had contravened. The prisoner was then brought forward, asked if he had anything to say in mitigation of punishment, then removed his shirt and had his hands secured to the rigging or a grating above his head. At the order "Boatswain's mate, do your duty" a sturdy seaman stepped forward with the cat and the offender was lashed on the bare back with a full sweep of the arm. After each dozen lashes, a fresh boatswain's mate stepped forward to continue the punishment. Each blow of the cat tore back the skin and subsequent cuts bit into the flesh so that after several dozen lashes had been inflicted the man's back resembled raw meat. After each stroke the cords were drawn through the boatswain's mate's fingers to remove the clotting blood. Left-handed boatswain's mates were especially popular with sadistic captains because they would cross the cuts and mangle the flesh even more.

After the man was cut down, he was taken to the sick berth to have salt rubbed into his wounds. This was done not so much to increase the pain as for its antiseptic qualities. At one time, men were flogged to death with a hundred lashes or more. As late as the early 17th century, a thousand lashes was a punishment for mutiny and other serious offences in the British forces; this was more prolonged as hanging but just as fatal. From 1750 into the 19th century, 12 lashes were the maximum authorized for any one offence. The famous Admiral John Jervis and Vice Admiral Cuthbert Collingwood rarely exceeded this maximum except in the case of a double offence. It is recorded that they punished fewer men than captains who awarded more than the maximum. Vice admiral Horatio Nelson usually sentenced men to less than a dozen lashes, occasionally as many as 18, and rarely 24. In ships of the line, with companies of up to 550 men, the more merciful captains punished about 16 men a year while some others punished over 50. Not taken into account in the records were unofficial punishments which were quite prevalent.



Can you think of any movies in which a flogging was depicted?

Running the Gauntlet

Until the end of the 18th century, the punishment for theft, a hateful crime aboard ship when stealing would affect the entire ship's company, was for the thief to run the gauntlet. The offender first received a dozen lashes in the normal manner with a thieves' cat, similar to a cat-o'-nine-tails but with knots throughout the length of the cords, and while still stripped to the waist passed through two lines of all the ship's company to be flogged with short lengths of rope. To ensure he did not move too fast and not benefit fully from this ordeal, the master-at-arms marched backward a pace ahead of him with the point of his cutlass against the thief's chest. To prevent him from stopping, a ship's corporal followed him in a similar manner. On completion of the course, the thief was given a further dozen lashes.

Limitations of Punishment

The *Naval Discipline Act* of 1866 limited corporal punishment to 48 lashes. Flogging was abolished in the British forces by the *Army Act* of 1881 in response to strong public opinion. It was said that flogging made a bad man worse, and broke a good man's heart. Other forms of punishment were usually harsh and often ingenious in an attempt to make a punishment fit each crime. In the 19th century, it was ordered that cruel and unusual punishments were to be avoided. Cell punishment was instituted in 1847, and a few years later came the first set of modern minor punishments to offences.

CONCLUSION

Understanding the customs and traditions that are associated with both the RN and the Canadian Navy is an important aspect of preserving our shared naval heritage. Changes in society will undoubtedly occur that require the adjustment of some of these customs. The spirit however, of these traditions will endure as long as we continue to pass them on to future generations.



Congratulations, you have completed your self study package on EO C523.01 (Examine Naval Customs and Traditions). Complete the following exercise and hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

FINAL EXERCISE

Cadet's Name: _____ Date: _____

1. Describe the origins of the naval rank of lieutenant.

2. What year was the rank of sub-lieutenant named?

3. List five superstitions or traditions observed by naval personnel.

4. Describe the origins of placing a coin under the mast of a ship.

5. Name two 14th or 15th century documents of law that pertain to the navy.

6. List four types of punishment used by the navy.

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ACTIVATE YOUR BRAIN ANSWER KEY



Activate Your Brain #1:

What year was the rank of lieutenant-commander adopted?

Before World War I a lieutenant who held a command was called lieutenant and commander; in 1912 this was officially abbreviated to lieutenant-commander.



Activate Your Brain #2:

What is the origin of the rank of rear admiral?

During the age of sail, when two fleets met in battle each opposing force would roughly form a straight line. The admiral's (overall commander) vessel would be placed in the centre of the fleet. The ships in the rear were in the least danger and therefore it was commanded by the least experienced admiral who was designated third in command. He was known as admiral of the rear, later changed to rear admiral.



Activate Your Brain #3:

Describe the origins of the term wardroom.

Prior to the 18th century, each officer lived and messed in his own quarters, cramped as they were. The captain's cabin, on the other hand, was known as the great cabin. Under it was the wardrobe, a locker often used to stow articles of value taken from prizes. When not in use, the officers used it to hang their spare uniforms. It is first spoken of as being used as a general officers' mess about 1750, at which time it was of much greater size than a locker, and was renamed the wardroom.



Activate Your Brain #4:

Why was whistling not allowed aboard ship?

Whistling is forbidden in most ships since it can be confused with the sound of the boatswain's call used for attracting attention before making a pipe. Another reason for the no whistling rule was that it was the custom to whistle a wind when calm winds stopped a sailing ship; if a gale ensued the assumption was that they overdid it. Sailors, being superstitious, rigidly curtailed their whistling habits. At the time of whistling for a wind, it was customary to drive a knife into the mainmast on the bearing the wind was desired.



Activate Your Brain #5:

What is *The Black Book of the Admiralty*?

As new laws were developed since the *Rolls of Oléron*, a compilation was produced. The High Court of the Admiralty was established during this time, as was *The Black Book of the Admiralty*, in which all laws relating to seafaring under the British flag were recorded. The oldest surviving manuscript copy dates from around 1450. In 1871, Sir Travers Twiss published an edition which includes the original medieval text.

FINAL EXERCISE ANSWER KEY

1. Describe the origins of the naval rank of lieutenant.

The word lieutenant is French in origin; the *lieu* meaning "place" as in a position; and *tenant* meaning "holding" as in holding a position. A lieutenant is, therefore someone who holds a position in the absence of their superior.

2. What year was the rank of sub-lieutenant named?

The rank of sub-lieutenant was named in 1861.

3. List five superstitions or traditions observed by naval personnel.

Earrings, beards, tattoos, burial at sea, ringing bells, rum, whistling, killick, ships' crests, coins, wardroom, boarding / departing or toasts are all superstitions or traditions observed by naval personnel.

4. Describe the origins of placing a coin under the mast of a ship.

In the sixth book of the Roman poet Virgil, the old seamen used to place a coin under the heel of each mast to pay the fare to Charon for crossing the River Styx, thereby ensuring a safe passage for all hands over the river of the underworld should disaster overtake the vessel. In reverence to this old superstition, the practice is still carried out; albeit with a coin being placed within the steel frame as opposed to under the wooden mast. A copper coin inserted in the mouth of a dead seaman in Roman times served the same purpose in respect to the individual.

5. Name two 14th or 15th century documents of law that pertain to the navy.

The Black Book of the Admiralty and *The Articles of War* are two 14th or 15th century documents of law that pertain to the navy.

6. List four types of punishment that were used by the navy.

Keelhauling, hanging, flogging or running the gauntlet are four types of punishment that were used by the navy.



ROYAL CANADIAN SEA CADETS
PHASE FIVE
INSTRUCTIONAL GUIDE



SECTION 2

EO C523.02A – PLOT A FIX

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

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

Photocopy the self study package located at Attachment A for each cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to examine in greater detail plotting a fix at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have plotted a fix.

IMPORTANCE

It is important for cadets to plot a three-bearing fix and a horizontal angle fix as it is an accurate way of fixing a position by a visual means. Plotting a fix ensures the vessel's safety during navigation.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet plot a fix.

RESOURCES

Self study package,
Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel,
Navigation instruments, and
Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A, *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*, navigation instruments and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the self study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package 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

EO C523.02A (Plot a Fix) may be completed by cadets who have not completed complementary navigation EOs during Phase Four training.

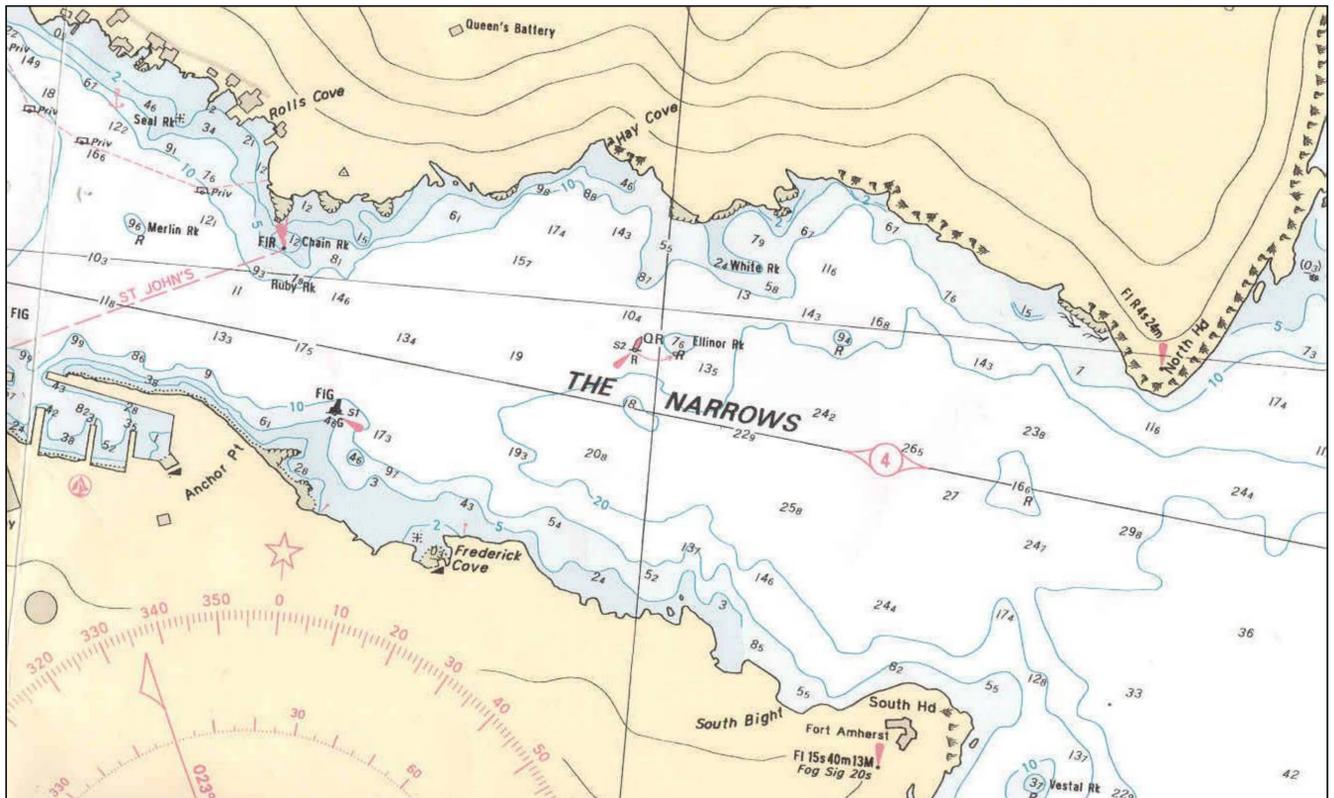
This lesson requires the use of a station pointer, which is a navigation instrument that the cadets have not been introduced to previously.

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.

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PLOT A FIX



Self Study Package

- Section 1: PLOT A POSITION USING A THREE-BEARING FIX
- Section 2: PLOT A POSITION USING A HORIZONTAL ANGLE FIX

SECTION 1

PLOT A POSITION USING A THREE-BEARING FIX

FIXING TERMINOLOGY

To better understand the principles outlined, it is important to know the following terms:

Heading. The direction in which the bow of the small craft is pointing. Headings are expressed in degrees (°)—000 through 360.

Bearing. A line of position sighted from a small craft to another object. Only true bearings can be plotted on charts.

Lines of Position (LOPs). Lines that are plotted on a chart for the bearings taken of objects.

A fix. The intersection of two or more LOPs. While a fix can be made with two LOPs, it is considered more accurate to use three LOPs in every fix. An ideal three-bearing fix should have 60-degree angles between the LOPs.



Did you know?

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 should be converted to true bearings before plotting them on a chart.



Throughout this self study package, 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.

Example: Plot the following fix on *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*:

	East Pt. light	010°
0800	Skipjack I. light	085°
	Monarch Hd.	326°

1. Align the parallel ruler with the centre of the compass rose and 010° on the outer ring of the compass rose.
2. Roll the ruler along the chart until the edge aligns with East Pt. light.
3. Draw a line from the light along the ruler.
4. Repeat Steps 1–3 for the other two bearings. After the first LOP is plotted, the remaining LOPs are only drawn across the first LOP plotted.

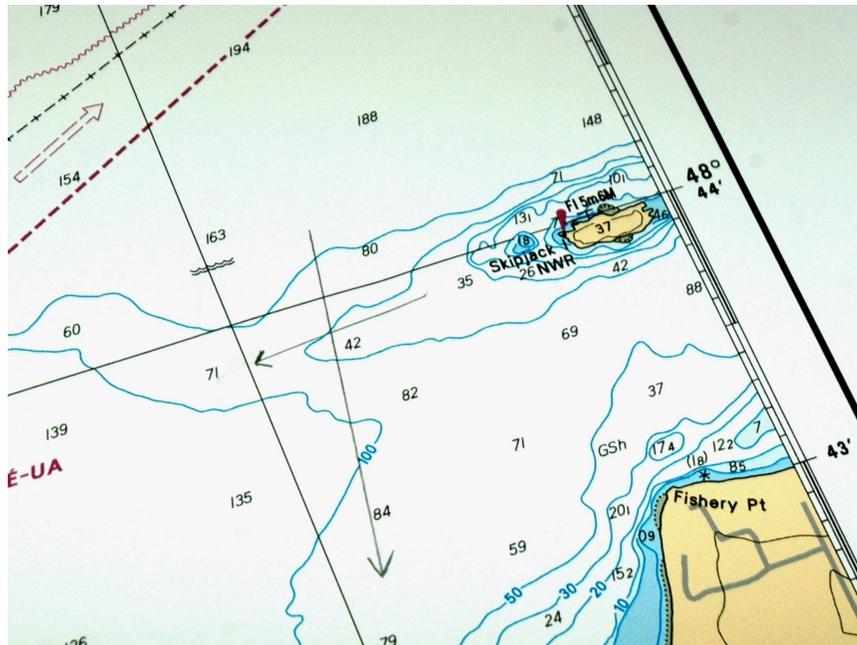


Figure A-1 Three-Bearing Fix Step 4

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

5. Once an LOP is drawn it can be shortened to the same size as the diameter of a quarter.



Figure A-2 Three-Bearing Fix Step 5

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

6. Draw arrows at the outer ends of the LOPs pointing away from the object. These arrows indicate the direction in which the observer must lie from the observed object.
7. Circle the intersection of the three LOPs and label with the four digit time the bearings were taken next to the fix.

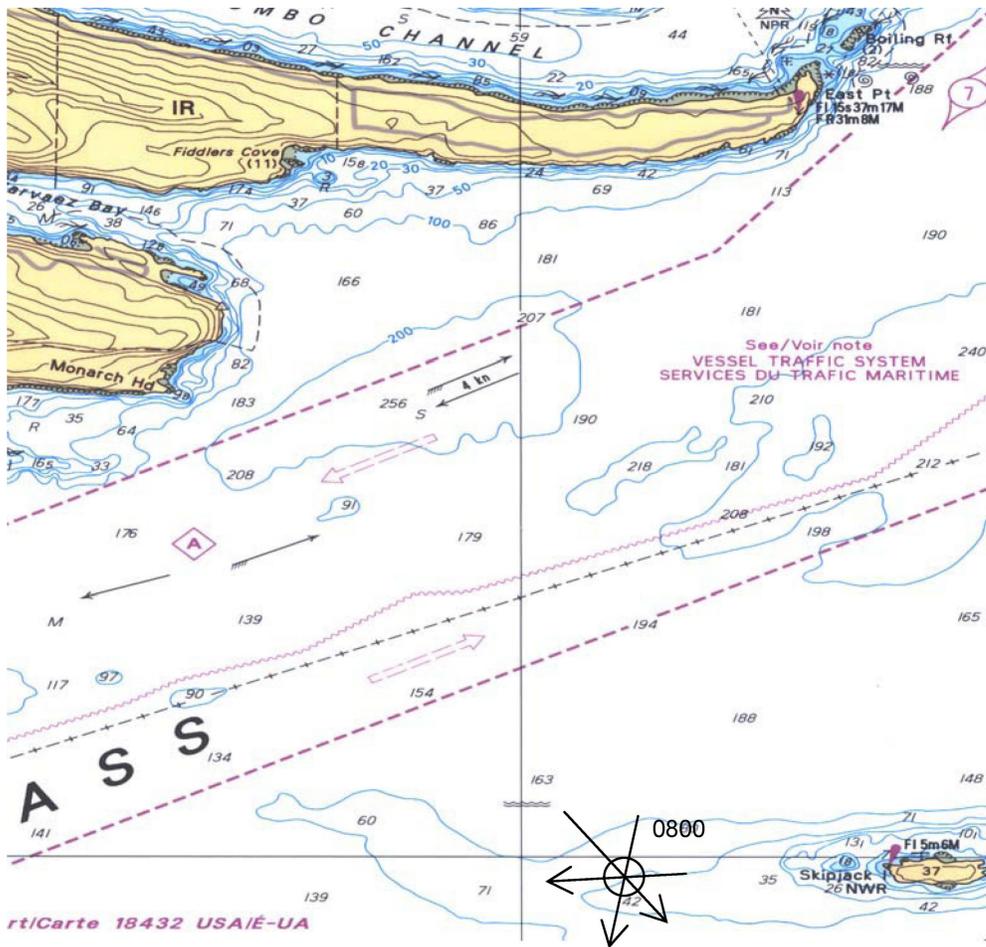


Figure A-3 Three-Bearing Fix Step 7

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

 When plotting LOPs, plot from the black dot at the bottom of the symbol or from the edge of the points of land.

 When referring to edges of land, it is common to use RHE for right-hand edge and LHE for left-hand edge.

SECTION 2

PLOT A POSITION USING A HORIZONTAL ANGLE FIX

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.

Parts of a Station Pointer

The following parts are found on a station pointer (as illustrated in Figure A-4):

1. **Body.** A graduated circle.
2. **Position hole.** A hole in the centre of the body used to mark a position with the point of a pencil.
3. **Index arm.** Centre arm that is fixed to the body with its measurement line oriented to zero degrees on the circle. This arm is also referred to as the zero arm.
4. **Rotating arms.** Two arms, attached at the position hole that rotate freely around the body. The measurement lines on the arms overlay the graduated circle on the body.
5. **Graduated scale.** Marked in degrees around the circumference of the body.

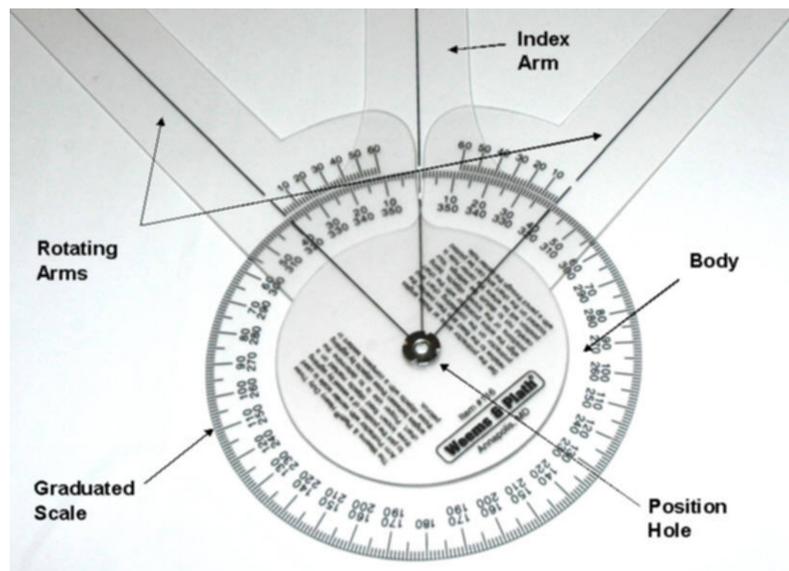


Figure A-4 Parts of a Station Pointer

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

HORIZONTAL ANGLE FIX

A horizontal angle fix uses the difference in the angles between three points to locate position. 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.



For the steps listed below, a magnetic compass is used. However, any navigational instrument that measures a bearing of an object can be used.

Use the following directions to plot a position on a chart using a station pointer:

1. Identify three visible, fixed objects that can be found on the chart.

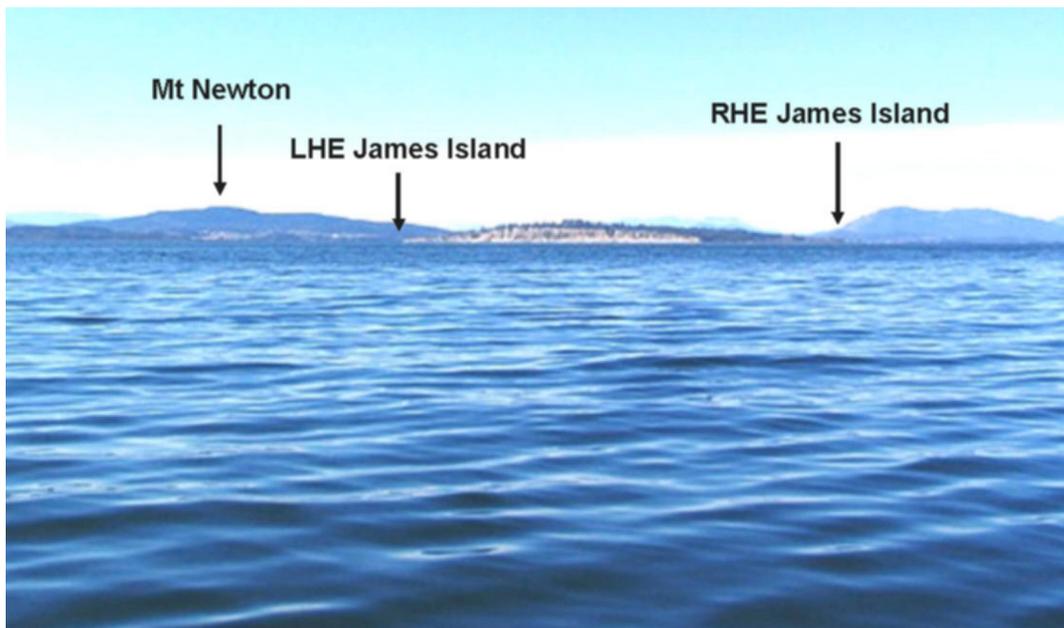


Figure A-5 Horizontal Angle Fix Step 1

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

2. Using a hand-held compass, measure the bearings to the objects.

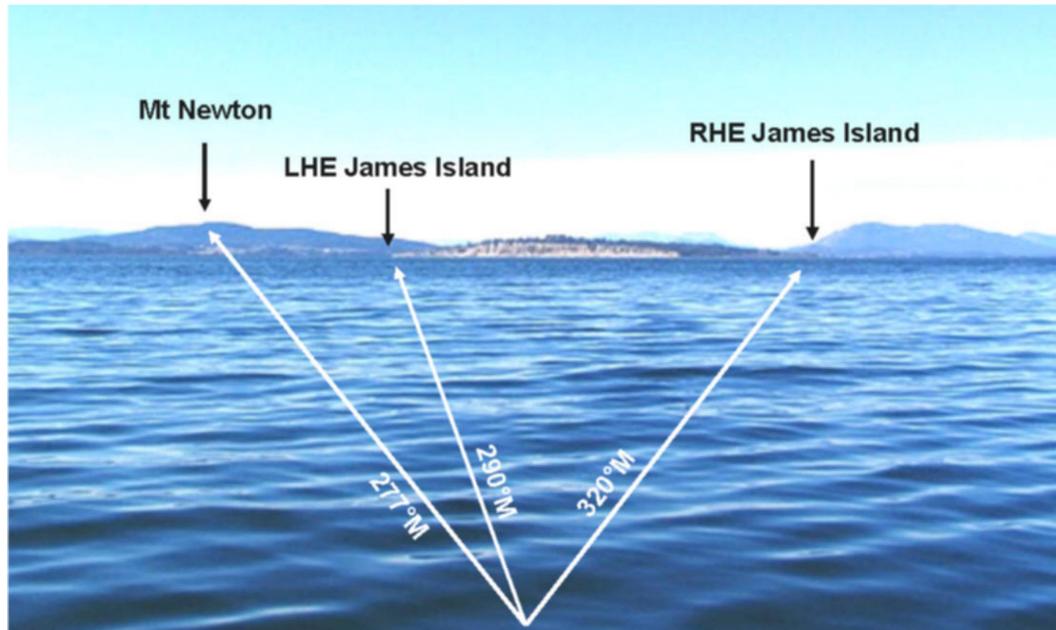


Figure A-6 Horizontal Angle Fix Step 2

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

3. The angles for the fix will be written as:

Mt. Newton	277°M
LHE James Island	290°M
RHE James Island	320°M



For the purposes of this example, the middle bearing will be the index arm of the station pointer.

4. Calculate the two relative bearings between the left and centre and the right and centre objects. These are known as the horizontal angles.

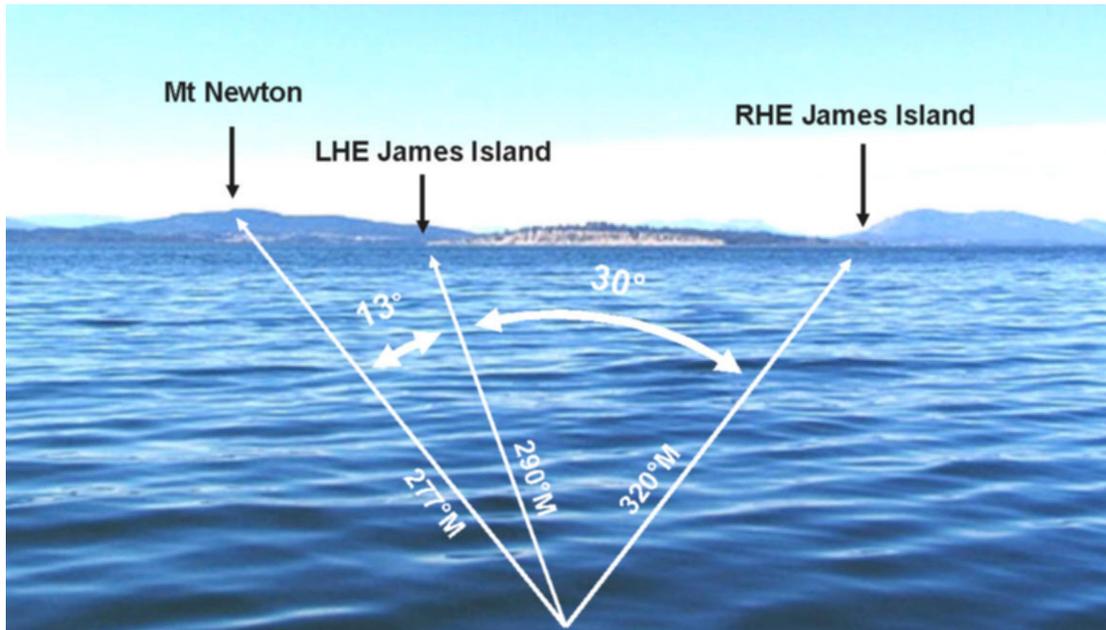


Figure A-7 Horizontal Angle Fix Step 4

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

5. Set the rotating arms of the station pointer to the relative bearings, calculated in Step 4, using the graduated scale.

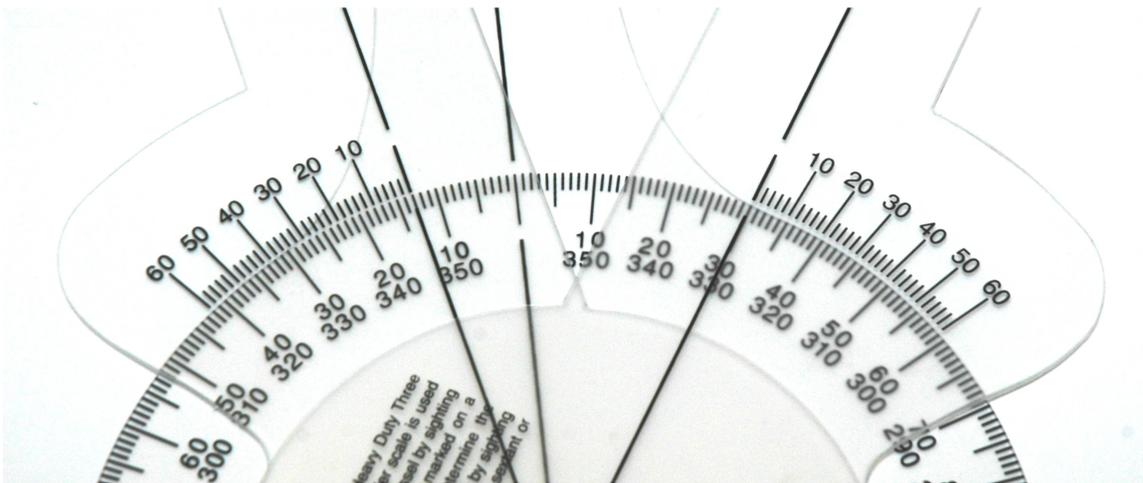


Figure A-8 Horizontal Angle Fix Step 5

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

- Place the station pointer on the chart with the index arm passing through the centre object.

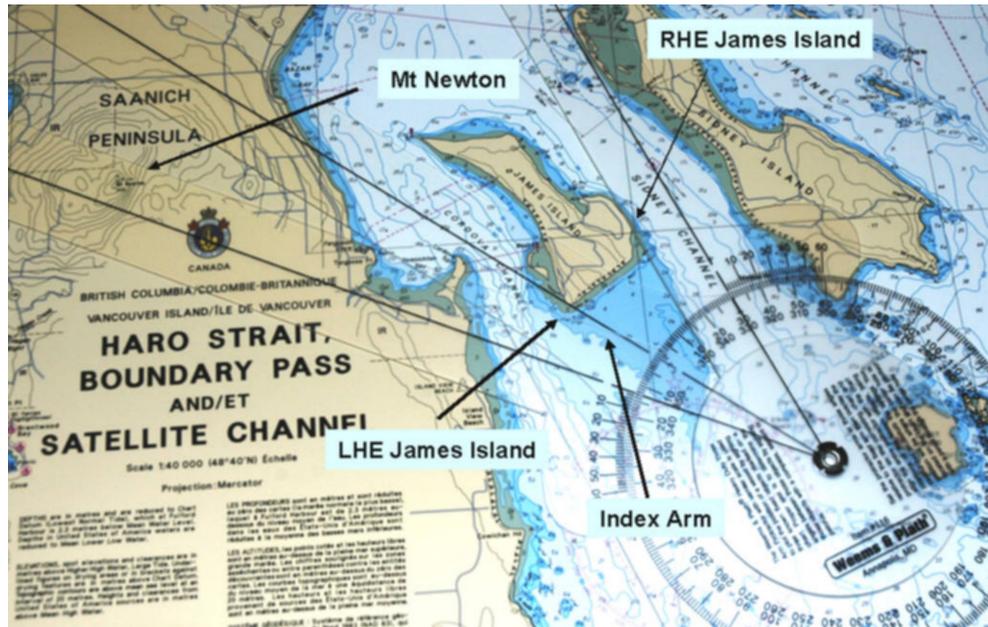


Figure A-9 Horizontal Angle Fix Step 6

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

- Slowly move the station pointer until all three arms are aligned with the three objects.

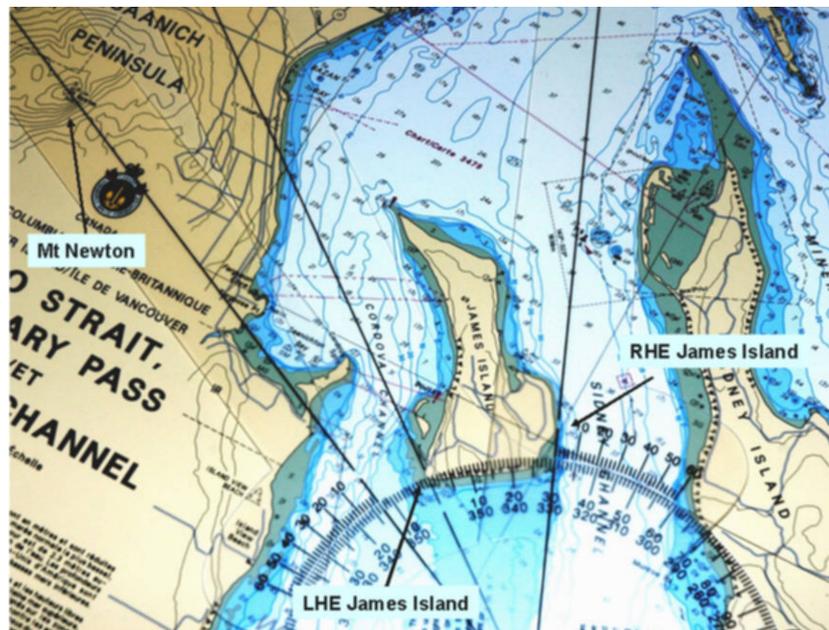


Figure A-10 Horizontal Angle Fix Step 7

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

8. Using the point of a pencil, mark the position on the chart through the position hole.



Figure A-11 Horizontal Angle Fix Step 8

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.

9. Draw a small circle around the pencil mark and label the fix with 'HA' and the time.

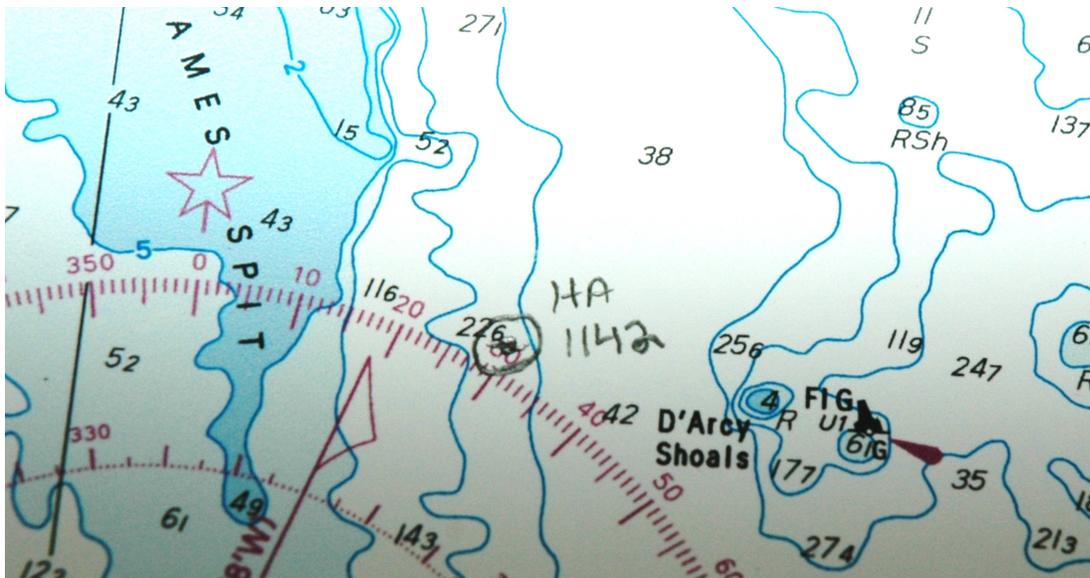


Figure A-12 Horizontal Angle Fix Step 9

Note. Created by Director Cadets 3, 2008, Ottawa, ON: Department of National Defence.



The fix is labelled with 'HA' to describe that the fix was obtained using horizontal angles.

CONCLUSION

Plotting a fix using a three-bearing fix and horizontal angle fix are an important aspect of navigation. Knowing where you are and where you will be at any given time leads to safe navigation.



Congratulations, you have completed your self study package on EO C523.02 (Plot a Fix). Complete the following exercise and hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

FINAL EXERCISE

Instructions:

Complete the following work on your chart. When you have finished, inform your training / level officer who will correct your work.

1. On *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*, plot the following fixes.

a.	0900	Gowlland Pt.	025°	b.	0930	Thieves Bay light	050°
		Turn Pt.	225°			Canoe Rk. light	181°
		Wallace Pt.	319°			Beaver Pt. light	310°
c.	1000	RHE Russell I.	000°	d.	1030	Pt. Fairfax light	090°
		Isabella I. light	294°			Greig I. day mark	160°
		Kanaka Bluff light	060°			Dock I. light	190°

2. On *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*, calculate the relative bearings and plot the following horizontal angle fixes (the middle bearing will be the index arm).

a.	1100	Hay Pt.	300°	b.	1130	Arachne Rf Light	230°
		Turn Pt. light	340°			Pt. Fairfax Light	250°
		Wallace Pt.	358°			Turn Pt. Light	280°
c.	1200	Turn Pt. light	137°				
		Tom Pt. light	197°				
		Arachne Rf. light	247°				

FINAL EXERCISE ANSWER KEY

1. If the fixes are plotted correctly, the following symbols should be identified:

- a. Border between Canada and USA,
- b. 64 m depth,
- c. Contour line around 34 m hole, and
- d. 44 m depth

Check to ensure the cadets are using the correct symbol for a fix:

- Arrows away from the object,
- Circle around the intersection of the LOPs,
- Four digit time next to the fix, and
- Each fix no larger than the diameter of a quarter.

2. If the fixes are plotted correctly, the following symbols should be identified:

- a. Next to 243 degree mark on the compass rose,
- b. In south-bound traffic lane southwest of Gowlland Pt, and
- c. Just north of 300 m contour in Swanson Channel.

Check to ensure the cadets are using the correct symbol for a fix:

- Circle around the fix,
- Four digit time next to the fix, and
- Fix labelled HA to describe that the fix was obtained using horizontal angles.

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ROYAL CANADIAN SEA CADETS

PHASE FIVE

INSTRUCTIONAL GUIDE



SECTION 3

EO C523.02B – COMPLETE A FIXING PAPER

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self study package are listed in the lesson specification located in A-CR-CCP-605/PG-001, *Phase Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self study package within the section for which they are required.

Self study packages are intended to be completed by the cadet independently. More information about self study packages can be found in the foreword and preface.

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

Photocopy the self study package located at Attachment A for each cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to complete a fixing paper at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have completed a fixing paper.

IMPORTANCE

It is important for the cadet to complete a fixing paper as it allows them to practice their navigation skills in a safe and controlled environment. The fixing paper will require the cadet to use their knowledge to perform chartwork, work out a result and respond with the correct information as if they were on the bridge of a vessel.

SELF STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self study package is to have the cadet complete a fixing paper.

RESOURCES

- Self study package,
- *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel,*
- Navigation instruments, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self study package located at Attachment A, *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel,* navigation instruments and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self study package.
3. Provide assistance as required to the cadet.
4. Collect the self study package once the cadet has finished.
5. Correct the self study package with the fixing paper answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the enabling objective (EO).
7. Return the completed self study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and Cadet Training Record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

It is important for you to complete a fixing paper as it allows you to practice your navigation skills in a safe and controlled environment. The fixing paper will require you to use your knowledge to perform chartwork, work out a result and respond with the correct information as if you were on the bridge of a vessel.

INSTRUCTOR NOTES / REMARKS

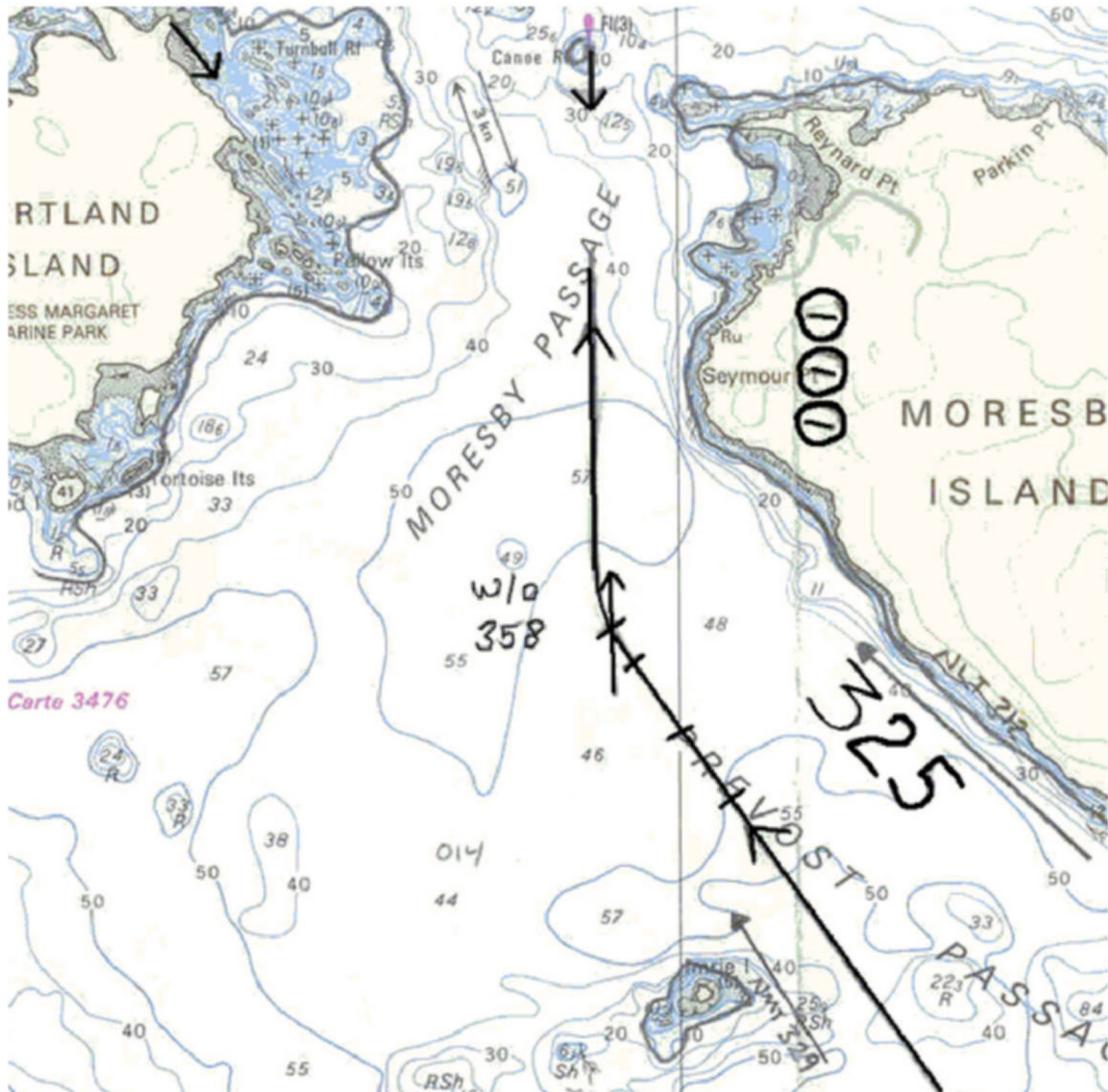
EO C523.02B (Complete a Fixing Paper) may only be completed by cadets who have completed all complementary navigation EOs during Phase Four training.

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.

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COMPLETE A FIXING PAPER



Self Study Package

- Section 1: **FIXING PAPER TERMINOLOGY**
- Section 2: **COMPLETE A FIXING PAPER**

SECTION 1 FIXING PAPER TERMINOLOGY

INTRODUCTION

A fixing paper is a set of written instructions that simulate the execution of a ship's passage, allowing the navigator to practice their skills in a safe and controlled environment. Each instruction requires the navigator to use their knowledge to perform chartwork, work out a result, and respond with the correct information as if they were on the bridge of a vessel.

FIXING PAPER TERMINOLOGY

To better understand the principles outlined, it is important to know the following terms.

Course Made Good / Course to Steer (CMG / CTS)

The vessel's direction is affected by wind and current, which is sometimes difficult to predict. After taking two good fixes, the vessel's actual course or CMG can be found. The CMG shall be labelled using a three-digit number and two open arrowheads on the track. The CTS is the actual course that the helmsman steers and is indicated in brackets when it differs from the CMG.

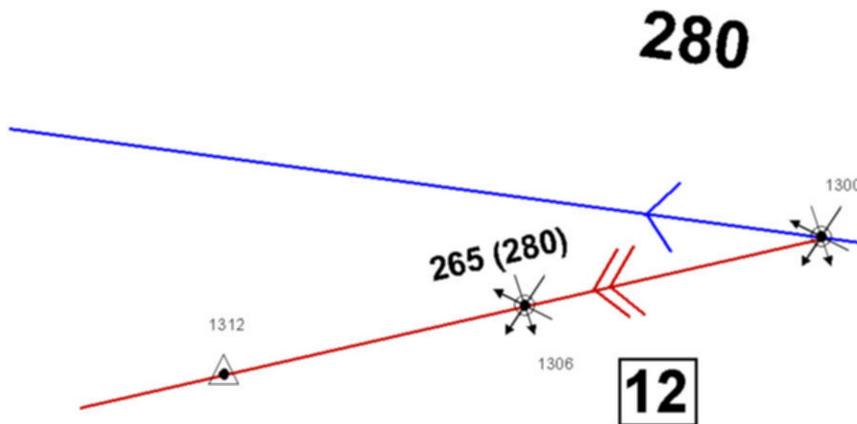


Figure 1 CMG / CTS

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

Speed Made Good / Speed Rung On (SMG / SRO)

The vessel's set speed, or speed rung on, is also affected by wind and current. By measuring the distance between two good fixes and dividing by the time interval between them, the SMG can be calculated.

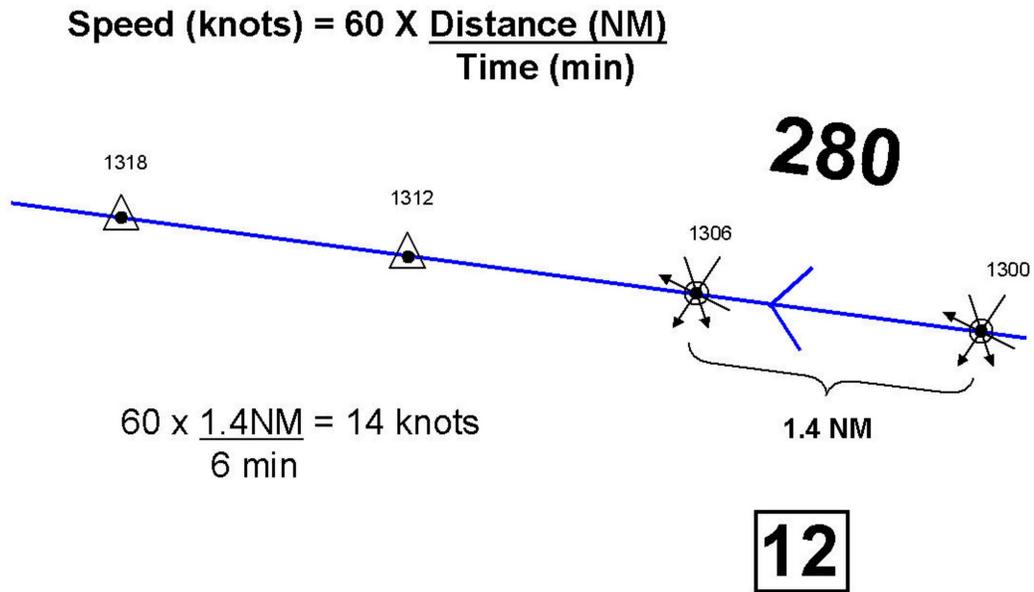


Figure 2 SMG / SRO

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

Estimated Position (EP)

An EP is the continuous plotting of a course and position based on the vessel travelling at a constant speed over a set time period. As learned previously, a dead reckoning (DR) assumes the vessel's actual speed was the same as that ordered by the engine telegraphs. If the navigator has calculated the actual speed of the vessel, a more precise estimate of where the vessel will be in the future can be made. The symbol to denote an EP is a dot surrounded by a triangle, drawn in a north-south orientation.

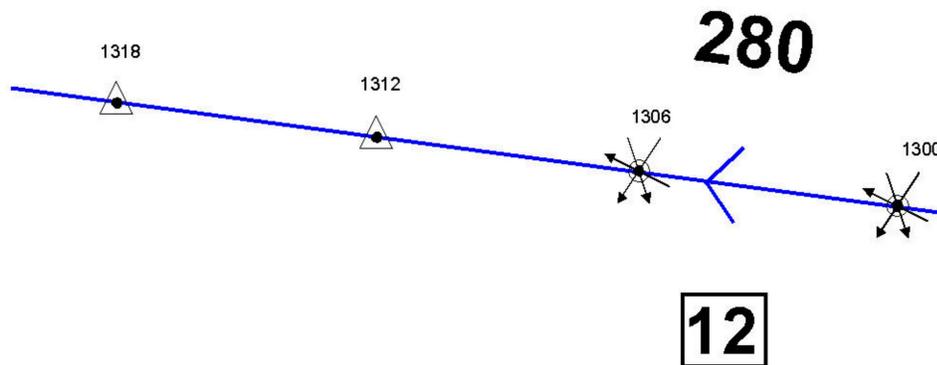


Figure 3 Estimated Position

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

Gyro Error

A gyrocompass is a navigational instrument used on a vessel to indicate its direction in relation to True North. Due to the electromechanical nature of a gyrocompass, errors can exist in the direction indicated. Therefore, the gyrocompass should be checked throughout the voyage. If a gyrocompass is not correct, any fixes taken with it will also exhibit the same error. For example, a three-bearing fix is taken that produces a fix known as a cocked hat (as illustrated in Figure 4).

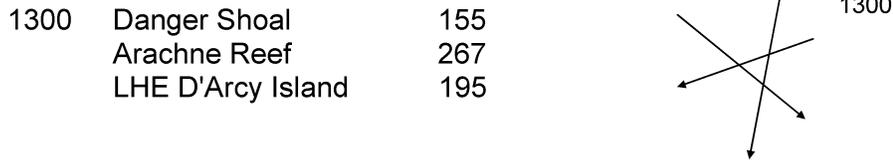
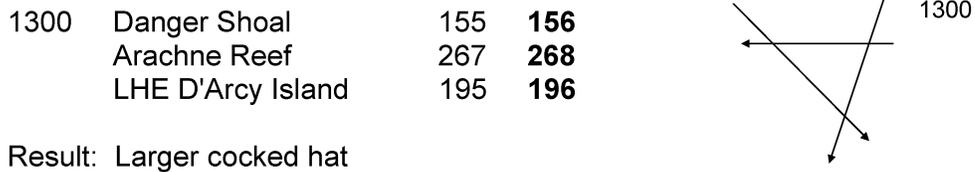


Figure 4 Cocked Hat

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

By using a trial and error type procedure known as fix reduction, degrees can be manually added or subtracted from the three bearings (as illustrated in Figure 5) to find the gyro error. If the gyrocompass reads higher than the actual bearing, the error is high and must be subtracted.

ADD 1



SUBTRACT 2

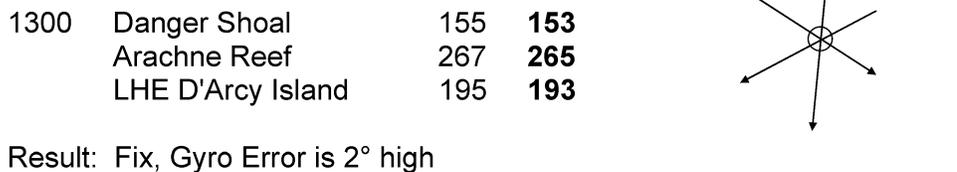


Figure 5 Fix Reduction

Note. Created by Director Cadets 3, 2010, Ottawa, ON: Department of National Defence.

SECTION 2
COMPLETE A FIXING PAPER

Using *Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel*, complete the fixing paper below. Show all work on the chart using the correct symbology. Answer any questions in the space provided.

Q#	TIME	QUESTION	ANSWER
1	1030	Use <i>Chart 3441 Haro Strait, Boundary Pass and / et Satellite Channel</i> . The ship's position was read from the GPS as: 48° 41.0'N, 123° 05.0'W. You are steering course 310° and have Speed 10 rung on. Show DRs for 6 and 12 minutes.	
2	1036	Skipjack I light 048° RHE Stuart I 268° RHE Blunden I 322° Plot the fix.	
3		Where are you in relation to your track? Explain how far off, to which side and why you could be off track.	
4		Properly label CMG, SMG and the EP for minute 42 on the chart.	
5	1048	Gowlland Pt 1.91NM Satellite I 1.95NM Sandy Pt 3.32NM Plot the fix. Show two DRs.	
6		Alter course to 275° Speed 12. Lay down and label the new track from the last fix.	
7	1056	Turn Pt light 227° Tilly Pt 344° Gowlland Pt light 023° Plot the fix. Show SMG and DRs for 6 and 12 minutes.	
8	1108	Turn Pt 208° at 1.68NM Plot the fix. Show 6 and 12 minute EPs.	
9	1114	Pelorus Pt 1.32NM Parkin Pt 2.02NM Parkin Pt 282° Plot the fix.	
10		A fishing vessel has been reported taking on water in position 48° 38.0'N, 123° 15.1'W. Plot the vessel's position. Determine the CTS and DR time to the vessel at your current speed.	

Q#	TIME	QUESTION	ANSWER
11	1116	Pt Fairfax light in transit with Dock I light 233° Turn Pt light 151° Plot the fix.	
12		Does the chart agree with the gyro? If not, what was the gyro error?	
13	1128	Pt Fairfax light 263° Arachne Rf light 233° Turn Point light 134° Plot the fix.	
14	1132	RHE Comet I 251° Rum I light 212° Arachne Rf light 280° Plot the fix. Show the SMG, CMG, 6 and 12 minute DRs. What is the DR time to the distressed vessel?	
15		Alter course to 180° and increase speed to 20 kts from the 1132 fix.	
16		How close will you pass to the position of the fishing vessel? What time will this be?	
17		What country are you in at 1132?	
18	1146	As you stop to help the fishing vessel, the visibility closes in. When all way is off the ship the following fix is taken: RHE Mandarte I 274° LHE Halibut I 211° Hamley Pt 1.28NM Plot the fix.	
19	1206	Having saved the fishing vessel, you are now ready to proceed. LHE Halibut I 274° Halibut I 0.80NM Hamley Pt 1.28NM Plot the fix.	
20		How far have you drifted and in what direction? Calculate the speed the vessel has drifted at.	

Q#	TIME	QUESTION	ANSWER
21		From your last fix, what would be the CTS and speed needed to reach a position with Kelp Rf. light at 270° and five cables away by 1234?	



Congratulations, you have completed your self study package on EO C523.02 (Complete a Fixing Paper). Complete the following exercise and hand your completed package to the Training Officer / Course Officer who will record your completion in your Phase Five logbook.

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FIXING PAPER – ANSWER KEY

Cadet: _____

Date: _____

Q#	Answers	Mark
1.	<input type="checkbox"/> Fix, <input type="checkbox"/> Track, <input type="checkbox"/> DR 6, <input type="checkbox"/> DR 12, <input type="checkbox"/> Course Label, <input type="checkbox"/> Speed Box, <input type="checkbox"/> Plot Correct	/ 7
2.	<input type="checkbox"/> Fix, <input type="checkbox"/> Track, <input type="checkbox"/> DR 6, <input type="checkbox"/> DR 12	/ 4
3.	<input type="checkbox"/> 0.15NM (300x), <input type="checkbox"/> Port, <input type="checkbox"/> Wind or Current	/ 3
4.	<input type="checkbox"/> CMG: 299 , <input type="checkbox"/> SMG: 11 kts , <input type="checkbox"/> Course Label (CMG[CTS]), <input type="checkbox"/> EP Correct	/ 4
5.	<input type="checkbox"/> Fix, <input type="checkbox"/> Track, <input type="checkbox"/> DR 6, <input type="checkbox"/> DR 12	/ 4
6.	<input type="checkbox"/> Track correct, <input type="checkbox"/> Course Label, <input type="checkbox"/> Speed Box	/ 3
7.	<input type="checkbox"/> Fix, <input type="checkbox"/> Track, <input type="checkbox"/> DR 6, <input type="checkbox"/> DR 12, <input type="checkbox"/> SMG: 12.8 kts ,	/ 5
8.	<input type="checkbox"/> Fix, <input type="checkbox"/> Track, <input type="checkbox"/> DR 6, <input type="checkbox"/> DR 12	/ 4
9.	<input type="checkbox"/> Fix, <input type="checkbox"/> Track, <input type="checkbox"/> DR 6, <input type="checkbox"/> DR 12	/ 4
10.	<input type="checkbox"/> Plot correct, <input type="checkbox"/> CTS: 176 , <input type="checkbox"/> DR Time: 27 min @ 1141	/ 3
11.	<input type="checkbox"/> Fix, <input type="checkbox"/> Track, <input type="checkbox"/> DR 6, <input type="checkbox"/> DR 12	/ 4
12.	<input type="checkbox"/> Does the chart agree? NO , 1° LOW	/ 1

Q#	Answers	Mark
13.	<input type="checkbox"/> Fix, <input type="checkbox"/> Track, <input type="checkbox"/> DR 6, <input type="checkbox"/> DR 12	/ 4
14.	<input type="checkbox"/> Fix, <input type="checkbox"/> Track, <input type="checkbox"/> DR 6, <input type="checkbox"/> DR 12, <input type="checkbox"/> SMG: 12.7 kts , <input type="checkbox"/> CMG: 176 , <input type="checkbox"/> DR Time: 13 min @ 1145	/ 7
15.	<input type="checkbox"/> Track correct, <input type="checkbox"/> Course Label, <input type="checkbox"/> Speed Box	/ 3
16.	<input type="checkbox"/> Distance: 0.2NM (400x) , <input type="checkbox"/> Time: 8 min @ 1140	/ 2
17.	<input type="checkbox"/> Country: USA	/ 1
18.	<input type="checkbox"/> Fix, <input type="checkbox"/> Track, <input type="checkbox"/> DR 6, <input type="checkbox"/> DR 12	/ 4
19.	<input type="checkbox"/> Fix, <input type="checkbox"/> Track, <input type="checkbox"/> DR 6, <input type="checkbox"/> DR 12	/ 4
20.	<input type="checkbox"/> Distance: 0.9NM , <input type="checkbox"/> Direction: 164 , <input type="checkbox"/> Speed: 2.7 kts	/ 3
21.	<input type="checkbox"/> Plot position, <input type="checkbox"/> CTS: 164 , <input type="checkbox"/> Speed: 10	/ 3
All answers should be accurate to within 100x for distances, 2 minutes for times, 2 knots for speeds and 2 degrees for bearings.		/ 76

Evaluator's Notes: