

**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.



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## 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.



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**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.

### 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, with at least one of those activities completed with the community service learning model, to meet 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 fitness goals that contribute to an active lifestyle. Cadets are expected to complete the Cadet Fitness Assessment as well as 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



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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.

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**CONFIRMATION OF TEACHING POINT 1**

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**QUESTIONS**:

Q1. What is the aim of Phase Five citizenship training?

Q2. What is a cadet expected to complete to satisfy the requirements of PO 504?

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. Cadets are expected to complete the Cadet Fitness Assessment as well as a prescribed number of hours of physical fitness to satisfy the requirements of PO 504.

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.

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**Teaching point 2** **Identify Phase Five complementary training opportunities.**

Time: 10 min Method: Interactive Lecture

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**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. 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.



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**COMMON COMPLEMENTARY TRAINING**

Common complementary training self study packages are available in four topic areas.

**Citizenship – PO 501 (Explain Global Citizenship)**

C501.01 (Reflect Upon What It Means To Be a Good Canadian Citizen) examines what it means to be Canadian and how to become an active and responsible citizen;

C501.02 (Reflect Upon Individual Global Citizenship) provides the cadet an opportunity to reflect upon how globalization affects daily choices in all aspects of life; and

C501.03 (Analyse a Global Issue) provides the cadet with an opportunity to develop their critical thinking / reading skills.

**Personal Fitness and Healthy Living – PO 504 (Adopt an Active Lifestyle)**

C504.01 (Reflect on Personal Fitness and Healthy Living) allows the cadets to reflect on and examine in greater detail the key concepts related to physical fitness and healthy living.

**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 enrol 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 enrol 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 though 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.



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**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.



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## 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.



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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.



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**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 Shipwight 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.



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**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



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**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).



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## 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.



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**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 complete a minimum of 60 minutes of moderate- to vigorous-intensity physical activity (MVPA) daily for 24 days over four consecutive weeks. If cadets complete a minimum of 60 minutes of MVPA daily for 28 days over four 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.



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**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.

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**CONFIRMATION OF TEACHING POINT 5**

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**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.

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**Teaching point 6** **Have the cadets develop a personalized schedule.**

Time: 30 min Method: In-Class Activity

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**ACTIVITY**

Time: 30 min

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**OBJECTIVE**

The objective of this activity is to have the cadets develop a personalized schedule.



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**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.



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**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.

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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.

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| PHASE FIVE POs and EOs | |
|---|---|
| **Citizenship**<br>PO 501 (Explain Global Citizenship) | |
| C501.01 | Reflect Upon What it Means to be a Good Canadian Citizen |
| C501.02 | Reflect on Individual Global Citizenship |
| C501.03 | Develop an Awareness of Global Issues |
| **Community Service**<br>PO 502 (Perform Community Service) | |
| M502.01 | Perform 45 Hours of Individual of Community Service |
| **Leadership**<br>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 | Examine Meeting Procedures |
| **Personal Fitness and Healthy Living**<br>PO 504 (Adopt an Active Lifestyle) | |
| M504.01 | Participate in the Cadet Fitness Assessment and Identify Strategies for Improving Personal Physical Fitness |
| C504.01 | Reflect on Personal Fitness and Healthy Living |
| **General Cadet Knowledge**<br>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**<br>PO 509 (Instruct Cadets) | |
| C509.01 | Monitor Instruction |
| **Professional Development**<br>PO 513 (Attend a Workshop) | |
| **Personal Development**<br>PO 514 (Pursue Individual Learning) | |
| **Canadian Navy and Maritime Community**<br>PO 520 (Describe Aspects of the Canadian Naval and Maritime Community) | |
| C520.01 | Examine Canadian Naval and Maritime Educational and Career Opportunities |
| **Ropework**<br>PO 521 (Complete a Ropework Project) | |
| C521.01 | Complete a Ropework Project |
| **Ship's Operations**<br>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**<br>PO 524 (Identify Sailing Opportunities) | |
| C524.01 | Identify Sailing Opportunities |



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