



National  
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A-CR-CCP-605/PW-001



**ROYAL CANADIAN SEA CADETS**

# **PHASE FIVE LOGBOOK**

Cette publication est disponible en français sous le numéro  
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Canada



**NOTICE**

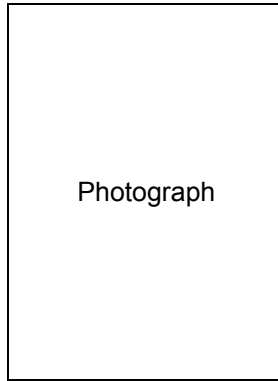
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**PERSONAL INFORMATION**



Name: \_\_\_\_\_ Rank: \_\_\_\_\_

Corps No: \_\_\_\_\_ Corps Name: \_\_\_\_\_

Corps Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Corps Phone Number: \_\_\_\_\_

Corps Location: \_\_\_\_\_

## **GENERAL INSTRUCTIONS**

1. The aim of this Phase Five Logbook is to ensure consistent development of cadets undergoing Phase Five training. This logbook will assist cadets in Phase Five training by recording their participation in mandatory and complementary training, as well as the activities the cadet participates throughout the Phase Five training.
2. There are no limits to the number of attempts a cadet may be given to complete each task. Phase Five focuses on giving all cadets instruction and opportunities to develop knowledge and skills in a variety of subject areas.
3. This logbook is issued as an independent document to each cadet prior to the start of Phase Five. It is the responsibility of the cadets in Phase Five training to ensure that the Phase Five Logbook is completed and that an authorized person signs off each task upon completion.
4. The Phase Five logbook should be used to help organize Phase Five training, track progress, and to identify opportunities for development. If the Phase Five Logbook is used effectively, the Phase Five cadet is more likely to have a positive training experience.
5. Once the Phase Five Logbook is complete, it shall be returned to the Phase Five cadet. The Phase Five Logbook may be used as a record of service and a record of training.

## **PERFORMANCE OBJECTIVES**

## **PO 501 EXPLAIN GLOBAL CITIZENSHIP**

### **Overview**

This PO introduces you to your role and responsibility as a citizen in a globalized world. You will define global citizenship and become aware of world affairs, global issues, the strengths and limitations of an individual within a globalized world, and the impact of individual action on local and global issues.

### **Requirements and Standards**

Attend a period of instruction that focuses on:

1. defining global citizenship; and
2. describing characteristics of a global citizen, to include being:
  - a. knowledgeable of world affairs;
  - b. knowledgeable of global issues;
  - c. aware of individual strengths and limitations; and
  - d. aware of the impact of individual action on local and global issues.

### **Attended**

#### **M501.01**

#### **Define Global Citizenship**



Define global citizenship by explaining globalization, distinguishing between local, national and global citizenship, identifying the characteristics of a global citizen, and recognizing the importance of being a global citizen.

## **PO 502 PERFORM COMMUNITY SERVICE**

### **Overview**

This PO encourages you to be an active citizen through participation in local community service activities. You are expected to participate in a minimum of 45 hours of community service. The community service activity should not be in direct support of the cadet corps and should be aimed at benefiting the community as a whole. All activities need to be approved by the Commanding Officer.

### **Requirements and Standards**

Complete a minimum of 45 hours of community service. The community service may come from one of the following four categories:

**Corps Activities** – participating in corps community service activities; poppy days etc.

**Community Activities** – volunteering with other youth groups; being involved with community theatre; helping with clothing drives, food drives, soup kitchens, and food banks, etc.

**School Activities** – being a breakfast program volunteer, a canteen volunteer, raising and lowering the flag; tutoring (free of charge) younger students at lunch time / after school, etc.

**Individual Activities** – helping the disadvantaged; coaching / refereeing / keeping statistics / timekeeping etc. with sports programs; helping the elderly (shopping, snow removal, cleaning gutters, painting fences, washing windows, running errands, yard work), etc.

*Note:* You may achieve enhanced proficiency by completing 70 hours of community service.











**Assessor's Feedback:**

Overall Assessment						
Check One	Incomplete		Complete		Exceeded Standard	
<b>Overall Performance</b>	45 hours of community service were not completed.		A minimum of 45 hours of community service were completed.		70 hours of community service were completed.	

Assessor's Name	Position
Assessor's Signature	Date





**PART A**  
**Leadership Assignment**

1. Obtain your leadership assignment either verbally or in writing.
2. Ensure you understand the leadership assignment.
3. Obtain the Assessment Rubric for the leadership assignment. Become familiar with the rubric and how it applies to you completing your leadership assignment.
4. Complete your leadership assignment.
5. Complete a self-assessment of your performance of the leadership assignment by completing the Assessment Rubric. This assessment is not included in your overall assessment. It will not be recorded on your performance record.
6. Record your leadership assignment in the following blocks. Ensure your supervisor completes each block at the end of each leadership assignment. Additional leadership assignments may be recorded in the Record of Service at the back of the Phase Five Logbook.

Date	Assignment
Comments	
Overall Performance	Signature

Date	Assignment
Comments	
Overall Performance	Signature

Date	Assignment
Comments	
Overall Performance	Signature



## **PART B**

### **Leadership Appointment**

1. Obtain your leadership appointment either verbally or in writing.
2. Ensure you understand the leadership appointment. Meet with your immediate supervisor and complete Section 1 of the Leadership Appointment entry. Identify the expectations of your leadership appointment (terms of reference) and set goals that relate to your leadership appointment.
3. Obtain the Assessment Rubric for the leadership appointment. Become familiar with the rubric and how it applies to you completing your leadership appointment.
4. During your leadership appointment, meet with your supervisor to complete Section 2 of the Leadership Appointment entry. Review the goals that were set for your leadership appointment. Adjust any goals or set new goals based on your experience in the leadership appointment.
5. At the end of your leadership appointment, complete a self-assessment of your performance by completing the Assessment Rubric. This assessment is not included in your overall assessment. It will not be recorded on your performance record.
6. Meet with your supervisor to discuss your overall performance of your leadership appointment. Identify three positive experiences from your leadership appointment. Review the goals that were set and if you were successful in achieving the goals. Discuss how your performance in this leadership appointment may help you in future leadership appointments.
7. Record your leadership appointment in the following block. Ensure your supervisor completes each block of your leadership appointment. Additional leadership appointments may be recorded in the Record of Service at the back of the Phase Five Logbook.

Leadership Appointment	
Appointment	Start Date
	End Date
Section 1	
Appointment Expectations	
Appointment Goals	
Cadet's Signature	Supervisor's Signature
Section 2	
Review Appointment Expectations	
Adjusted Appointment Goals	
New Appointment Goals	
Cadet's Signature	Supervisor's Signature
Section 3	
Three Positive Experiences	
1.	
2.	
3.	
Cadet's Signature	Supervisor's Signature

## **PART C**

### **Leadership Project**

1. Create a team of peers for the purpose of completing the leadership project.
2. Meet with the project supervisor to discuss the expectations of the leadership project.
3. Obtain the assessment tool for the leadership project. Become familiar with the assessment tool and how it applies to you completing your leadership project.
4. Meet with the training officer to select a topic area for the leadership project.
5. As a team, create a proposal for a leadership project (exercise).
6. Submit the leadership project proposal to the leadership project supervisor. Consider any feedback that the leadership project supervisor makes on the leadership project proposal.
7. Once the leadership project proposal has been approved, meet as a team to prepare for the exercise.
8. Meet with the project supervisor to review your exercise plan.
9. Announce the exercise.
10. Conduct the exercise.
11. Conclude the exercise.
12. Meet as a team to debrief the exercise and to create an after action report.
13. Meet with the project supervisor to reflect on how the exercise went and to present the after action report.
14. Track the progress of your leadership project. Ensure your supervisor completes each block at the end of each phase of the leadership project. Additional leadership projects may be recorded in the Record of Service at the back of the Phase Five Logbook.

<b>Create a proposal</b>
Notes:
Meeting dates:
<b>Prepare for an Exercise</b>
Notes:
Meeting dates:
<b>Conduct an Exercise</b>
Notes:
Meeting dates:
<b>Conclude an Exercise</b>
Notes:
Meeting dates:

**Assessor's Feedback:**

Overall Assessment				
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
<b>Overall Performance</b>	Eight or more of the components of the leadership project assessed as incomplete; or not successfully completing the leadership assignment or the leadership appointment.	Less than eight but more than four components of the leadership project assessed as incomplete; and receiving an "incomplete" on not more than four (between both assessments) of the criteria and a minimum of "completed with difficulty" on all other criteria	Less than five but more than one components of the leadership project assessed as incomplete; and receiving a minimum of "completed with difficulty" on all criteria and "completed without difficulty" on nine (between both assessments) or more of the criteria.	One or less component of the leadership project assessed as incomplete; and receiving a minimum of "completed without difficulty" on all criteria and "exceeded standard" on 12 (between both assessments) or more of the criteria.

Assessor's Name	Position
Assessor's Signature	Date

## **PO 504 ADOPT AN ACTIVE LIFESTYLE**

### **Overview**

This PO encourages you to set and pursue personal goals that contribute to an active lifestyle. You will adopt an active lifestyle by participating in the Cadet Fitness Assessment, setting new short- and long-term personal goals, comparing start and end of year Cadet Fitness Assessment results, and participate in an average of seven hours of physical activity per week.

### **Requirements and Standard**

1. Participate in the Cadet Fitness Assessment.
2. Update your Personal Activity Plan.
3. Evaluate your Personal Activity Plan.
4. Participate in an average of seven hours of physical activity per week.

### **Attended**

**M504.01                      Participate in the Cadet Fitness Assessment**

Complete the cardiovascular component, the muscular strength component, and the muscular flexibility component of the Cadet Fitness Assessment.

**M504.02                      Update Personal Activity Plan**

After reflecting upon your results of the Cadet Fitness Assessment, update the Personal Activity Plan you created in Phase Four. There is no time allotted for this EO; you are expected to complete this on your own time.

**M504.03**

**Evaluate Personal Activity Plan**



Compare your start of the year and end of the year Cadet Fitness Assessment results. Compare the planned physical activities in your Personal Activity Plan to the actual physical activity you achieved. There is no time allotted for this EO; you are expected to complete this on your own time.

*Note:* This PO may be assessed for enhanced proficiency.











**Assessor's Feedback:**

Overall Assessment						
Check One	Incomplete		Completed With Difficulty		Completed Without Difficulty	Exceeded Standard
<b>Overall Performance</b>	An average physical activity of seven hours of physical activity per week over 16 consecutive weeks was not achieved.		The cadet could not complete the plan according to the time frames specified but met the hours requirement.		An average of seven hours of physical activity per week over 16 consecutive weeks was achieved.	An average of seven hours of physical activity per week over 24 consecutive weeks was achieved.

Assessor's Name	Position
Assessor's Signature	Date

## **PO 507 SERVE IN A SEA CADET CORPS**

### **Overview**

This PO provides you with information on the opportunities inherent in the Sea Cadet Program and prepares you for Phase Five. You will identify Phase Five mandatory training, identify Phase Five complementary training, review summer training opportunities, review leadership assignment and leadership appointment opportunities at the corps, explain the On-the-Job Practical Requirements (OJPR) and Phase Five Logbook, and develop a personalized schedule.

### **Requirements and Standards**

Attend a period of instruction that focuses on identifying Phase Five mandatory training, identifying Phase Five complementary training, reviewing summer training opportunities, reviewing leadership assignment and leadership appointment opportunities at the corps, explaining the OJPR and Phase Five Logbook, and develop a personalized schedule.

### **Attend**

**M507.01**                      **Develop a Personalized Schedule**                     

After learning about the different aspects of Phase Five training, develop a personalized schedule for the year.

## **PO 509 INSTRUCT CADETS**

### **Overview**

This PO refines your skills in instructing a 30-minute lesson. You will research, prepare and deliver a 30-minute lesson to subordinate cadets.

### **Requirements and Standards**

1. Meet with the training officer to establish a period of instruction for you to instruct.
2. Research the material for the lesson.
3. Prepare for the lesson, by:
  - a. writing a lesson plan;
  - b. preparing training aids; and
  - c. preparing the learning environment.
4. Deliver the lesson, by:
  - a. introducing the lesson;
  - b. presenting the content of the lesson;
  - c. confirming the knowledge / skills learned during the lesson; and
  - d. concluding the lesson.
5. Record your period of instruction in the following blocks. Ensure your supervisor completes each block at the end of each period of instruction. Additional periods of instruction may be recorded in the Record of Service at the back of the Phase Five Logbook.

*Note:* This PO may be assessed for enhanced proficiency.

Lesson Topic	Date
Lesson Title	Lesson Length
Lesson Preparation	
Comments	
Lesson Introduction	
Comments	
Lesson Body	
Comments	
Lesson Conclusion	
Comments	
Assessor's Name	Position
Assessor's Signature	Date

Lesson Topic	Date
Lesson Title	Lesson Length
Lesson Preparation	
Comments	
Lesson Introduction	
Comments	
Lesson Body	
Comments	
Lesson Conclusion	
Comments	
Assessor's Name	Position
Assessor's Signature	Date



Lesson Topic	Date
Lesson Title	Lesson Length
Lesson Preparation	
Comments	
Lesson Introduction	
Comments	
Lesson Body	
Comments	
Lesson Conclusion	
Comments	
Assessor's Name	Position
Assessor's Signature	Date

Lesson Topic	Date
Lesson Title	Lesson Length
Lesson Preparation	
Comments	
Lesson Introduction	
Comments	
Lesson Body	
Comments	
Lesson Conclusion	
Comments	
Assessor's Name	Position
Assessor's Signature	Date

**Assessor's Feedback:**

Overall Assessment						
Check One	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard		
<b>Overall Performance</b>	An "incomplete" on more than one of the criteria listed on the assessment checklist was achieved.	An "incomplete" on not more than one of the criteria and a minimum of "completed with difficulty" on all other criteria was achieved.	A minimum of "completed with difficulty" on all criteria and "completed without difficulty" on 10 or more of the criteria was achieved.	A minimum of "completed without difficulty" on all criteria and "exceeded standard" on seven or more of the criteria was achieved.		

Assessor's Name	Position
Assessor's Signature	Date

## **PO 513 ATTEND A WORKSHOP**

### **Overview**

This PO provides you with professional development to enhance common training skills. Workshops are intended to 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.

### **Requirements and Standards**

Attend four of the approved workshops.

### **Attended**

#### **Topic 1** **Time Management**

This workshop provides you with tools to better manage your busy schedule. Topics for discussion include managing stress, honouring commitments, meeting deadlines, limiting procrastination, identifying and dealing with scheduling changes, keeping an agenda and multi-tasking.

#### **Topic 2** **Supervision**

This workshop explores what it means to be a good supervisor and, more specifically, what to look for as a supervisor. Through various discussions and activities, this workshop provides the opportunity to recognize the importance of effective supervision. You will take a closer look at your supervisory responsibilities with regard to enforcing the rules and factors that affect supervisors and subordinates alike (eg, peer pressure). Additionally, you will take a look at some of the reasons why cadets leave the program, how these reasons may relate to supervision, and how you can help retain cadets in the program.

**Topic 3**                      **Ethics: Making Tough Choices**                     

This workshop will provide opportunities to discuss ethics with your peers as it relates to your role as a cadet. It has been designed to include a discussion on what ethics is and how it is present in all aspects of life. You will work through case studies to examine your own perceptions of ethics and how ethical decision-making often requires making tough choices.

**Topic 4**                      **Corrective Action and Positive Reinforcement**                     

This workshop challenges your perception of discipline within the Cadet Program. Corrective action and positive reinforcement should be seen as two sides of the same coin and applied equally to all subordinates. Topics such as appropriate corrective action, why we correct and the importance of positive reinforcement will be discussed along with your own personal experiences, both good and bad. Topics from *Positive Social Relations for Youth* will be discussed and you will participate in practical conflict management scenarios.

**Topic 5**                      **Dynamic Instruction**                     

This workshop is designed to provide you with additional tools to deliver exciting and dynamic instruction. Activities focus on developing creative lesson plans and training aids, leading fun and exciting in-class activities and knowledgeably preparing for lessons.

**Topic 6**                      **Learning Environments and Classroom Management**                     

This workshop focuses on developing your ability to foster a positive atmosphere within a learning environment. It will provide you with skills in dealing with disruptive cadets as well as instructing in differing environments and conditions. Methods to limit disruptions to the physical and emotional needs of cadets undergoing training will be discussed. This workshop will also provide strategies for forming appropriate groups when conducting group activities during a lesson.

**Topic 7**                      **Personality and Group Dynamics**                     

This workshop explores the ways an individual's personality affects their learning and interaction with others. Discussions will include personality traits and types, how personality affects relationships and interactions, personality and why recognizing your own personality type allows for self-development. Activities will focus on simple tests and quizzes that can be used to self-identify personality.

**Topic 8**                      **Digital Responsibility**                     

This workshop focuses on amplifying your sense of digital responsibility. The advent of social networking and communications advances has changed the risks youth face. Topics for discussion include cyber bullying, appropriate online communications, appropriate cellular communications and how to minimize one's digital footprint. Discussions about the legal ramifications of some topics will also occur.

**Topic 9**                      **Team Building**                     

This workshop provides you with a toolkit to conduct team building activities. You will take part in a discussion based on why team building activities are valuable in maintaining morale. You will then work through activities that focus on different aspects of team building and will learn when to use them. The toolkit will allow you to lead the same team building activities at your corps.

**Topic 10**                      **Healthy Relationships**                     

This workshop deals with the various relationships that senior cadets must make and maintain. Discussions on the difference between professional and personal relationships, as well as the need to establish relationships with subordinates, superiors and peers will be combined with activities dealing with transitional relationships and the impact of inappropriate relationships. The idea of a relationship between the cadet corps and the community will also be explored.

**Topic 11**                      **Communication Tools**                      □

This workshop provides you with the tools to enhance your communication skills. Activities covering active listening, summarizing tools and tips on paraphrasing are combined with discussions on effective questioning techniques as well as non-verbal communication (eg, body language).

**Topic 12**                      **Cadet Program Outline: The Big Picture**                      □

This workshop will provide you with a better understanding of the theories and methodologies upon which the Cadet Program is based. You will participate in discussions that describe the cadet program developmental periods and how they influenced training design. The Leadership Team Model for the Cadet Program and linkages between the elemental programs will be discussed. You will participate in activities that will allow you to see the “big picture” of cadet training.

Date	Workshop Title
Main Areas Covered	
Strengths	
Areas to Improve	
Plan to Improve	
Notes	
Facilitator's Name	Facilitator's Signature



Date	Workshop Title
Main Areas Covered	
Strengths	
Areas to Improve	
Plan to Improve	
Notes	
Facilitator's Name	Facilitator's Signature

Date	Workshop Title
Main Areas Covered	
Strengths	
Areas to Improve	
Plan to Improve	
Notes	
Facilitator's Name	Facilitator's Signature

Date	Workshop Title
Main Areas Covered	
Strengths	
Areas to Improve	
Plan to Improve	
Notes	
Facilitator's Name	Facilitator's Signature

**Additional Workshop Notes:**

**Additional Workshop Notes:**

**Additional Workshop Notes:**

**Assessor's Feedback:**

Overall Assessment				
Check One	Incomplete		Complete	
<b>Overall Performance</b>	Four regionally facilitated workshops were not attended.		Four regionally facilitated workshops were attended.	

Assessor's Name	Position
Assessor's Signature	Date

## **PO 514 PURSUE INDIVIDUAL LEARNING**

### **Overview**

This PO provides you with an opportunity to pursue a 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 your area of interest. The ILP is developed by you, in consultation with the Course Officer and Squadron Training Officer, and is approved by the Commanding Officer (CO). The provision of a goal setting opportunity allows you to pursue an area of personal interest related to the CP.

### **Requirements and Standard**

1. Identify a topic area for your ILP. The topic area will come from the topic areas of the CP.
2. Complete the Individual Learning Plan form.
3. Identify a learning need. This is the objective of the ILP; what do you wish to learn in the topic area you identified? The learning need should be measurable and obtainable within the training time of Phase Five.
4. Identify a series of learning activities that will help you to reach your learning need. The activities should include activities within the CP as well as any activities that you can take part in at school, in the community, or on your own.
5. Identify any resources you will need in order to achieve your learning need. This does not have to be exhaustive but should include any items that may be required to achieve the learning need.
6. Identify a measure of success. This will indicate when the learning need is met. This may be a level or proficiency, a score, etc. The measure of success should be quantifiable and easily identifiable.



7. Identify how you will present the results of your ILP. The presentation can take many forms, such as:
  - a report
  - a PowerPoint presentation
  - a blog
  - a video
  - a photo journal
  - a radio broadcast
  - a lecture
  - a webpage
  - a music composition
  - a visit or tour
8. For each learning activity on the ILP, complete the Individual Learning Plan Learning Activity form.
9. Refer to the Aim of the Cadet Program page of the logbook and identify which portion of the aim of the cadet program your learning activity supports.
10. Refer to the Participant Outcomes of the Cadet Program page of the logbook and identify which participant outcomes of the cadet program your learning activity supports. List only the actions on the form.
11. Indicate the start date, end date, and total time of your learning activity. The time may be represented in hours, days, weeks, or months depending on the learning activity. For example, attending as drill competition might be one or two days whereas participating in a sports team may be several months in duration.
12. Identify any resources required for your learning activity. This is list should include any items required for the learning activity.
13. Create an action plan for the learning activity. What are the steps to make the activity happen? Are they things you can do yourself? Do you need to register or pay any fees? Try and make an action plan that maps the activity from planning to completion.

14. List any contacts for your activity. This could be people you need to contact or who may be in charge of the activity. If you need additional space for contacts, use the contact section at the end of the Phase Five Logbook.
15. Meet with the course officer / training officer and have them review your ILP. Make any changes they suggest. Ensure that the course officer / training officer completes all required sections of the logbook.
16. Have the course officer / training officer submit your ILP to the CO for approval.
17. Once the CO has approved your ILP, commence the learning activities.
18. Review the progress of your ILP during the time period of the ILP. Schedule two or three meetings with the course officer / training officer. As your ILP progresses, it may be necessary to make adjustments. Ensure that you meet with your course officer / training officer to review any adjustments to ensure you are still meeting the required outcome of the ILP.
19. Once you have completed the learning need identified in the ILP, prepare the final report of your ILP.
20. Present your ILP.

AIM OF THE CADET PROGRAM	
CITIZENSHIP AND LEADERSHIP	<p>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 community strength and vibrancy.</p>
	<p>In this peer-led 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.</p>
	<p>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 behaviours that build resiliency within cadets and enable them to meet challenges.</p>
	<p>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 the Sea, Army and Air Cadet Organizations, distinguishing each from the other, and the Cadet Program as a whole from other youth development programs.</p>

PARTICIPANT OUTCOMES OF THE CADET PROGRAM	
Outcome	Description
EMOTIONAL AND PHYSICAL WELL-BEING	display positive self-esteem and personal qualities
	meet physical challenges by living a healthy and active lifestyle
SOCIAL COMPETENCE	contribute as an effective team member
	accept personal accountability for actions and choices
	exercise sound judgement
	demonstrate effective interpersonal communication skills
COGNITIVE COMPETENCE	solve problems
	think creatively and critically
	display a positive attitude toward learning
PROACTIVE CITIZENSHIP	exemplify positive values
	participate actively as a valued member of a community
UNDERSTANDING THE CANADIAN FORCES	commitment to community
	knowledge of the history of the Canadian Forces
	knowledge of the Canadian Forces' contributions as a national institution

INDIVIDUAL LEARNING PLAN	
NAME	TOPIC AREA
LEARNING NEED	
LEARNING ACTIVITIES	
TARGET DATES	
LEARNING RESOURCES	
MEASURES OF SUCCESS	
FINAL REPORT	
REVIEWED BY	DATE
APPROVED BY	DATE

INDIVIDUAL LEARNING PLAN LEARNING ACTIVITY		
NAME		TOPIC AREA
ACTIVITY		
AIMS MET		
PARTICIPANT OUTCOMES MET		
START DATE	END DATE	TOTAL TIME
RESOURCE REQUIREMENTS		
ACTION PLAN		
CONTACTS		
NAME		NAME
PHONE NUMBER		PHONE NUMBER
EMAIL		EMAIL
CONTACT LOCATION		CONTACT LOCATION

INDIVIDUAL LEARNING PLAN LEARNING ACTIVITY		
NAME		TOPIC AREA
ACTIVITY		
AIMS MET		
PARTICIPANT OUTCOMES MET		
START DATE	END DATE	TOTAL TIME
RESOURCE REQUIREMENTS		
ACTION PLAN		
CONTACTS		
NAME		NAME
PHONE NUMBER		PHONE NUMBER
EMAIL		EMAIL
CONTACT LOCATION		CONTACT LOCATION

INDIVIDUAL LEARNING PLAN LEARNING ACTIVITY		
NAME		TOPIC AREA
ACTIVITY		
AIMS MET		
PARTICIPANT OUTCOMES MET		
START DATE	END DATE	TOTAL TIME
RESOURCE REQUIREMENTS		
ACTION PLAN		
CONTACTS		
NAME		NAME
PHONE NUMBER		PHONE NUMBER
EMAIL		EMAIL
CONTACT LOCATION		CONTACT LOCATION



INDIVIDUAL LEARNING PLAN LEARNING ACTIVITY		
NAME		TOPIC AREA
ACTIVITY		
AIMS MET		
PARTICIPANT OUTCOMES MET		
START DATE	END DATE	TOTAL TIME
RESOURCE REQUIREMENTS		
ACTION PLAN		
CONTACTS		
NAME		NAME
PHONE NUMBER		PHONE NUMBER
EMAIL		EMAIL
CONTACT LOCATION		CONTACT LOCATION

INDIVIDUAL LEARNING PLAN LEARNING ACTIVITY		
NAME		TOPIC AREA
ACTIVITY		
AIMS MET		
PARTICIPANT OUTCOMES MET		
START DATE	END DATE	TOTAL TIME
RESOURCE REQUIREMENTS		
ACTION PLAN		
CONTACTS		
NAME		NAME
PHONE NUMBER		PHONE NUMBER
EMAIL		EMAIL
CONTACT LOCATION		CONTACT LOCATION

INITIAL MEETING		
Comments:		
ILP Complete	Yes	Signature
	No	Date
FOLLOW UP MEETING #1		
Comments		
ILP Adjusted	Yes	Signature
	No	Date
FOLLOW UP MEETING #2		
Comments		
ILP Adjusted	Yes	Signature
	No	Date
FOLLOW UP MEETING #3		
Comments		
ILP Adjusted	Yes	Signature
	No	Date

**Assessor's Feedback:**

Overall Assessment			
Check One	Incomplete		Complete
<b>Overall Performance</b>	The requirements as outlined in the assessment activity instructions were not completed.		The requirements as outlined in the assessment activity instructions were completed.

Assessor's Name	Position
Assessor's Signature	Date

<b>INDIVIDUAL LEARNING PLAN</b>	
NAME	TOPIC AREA
R. Molitor	Music
<b>LEARNING NEEDS</b>	Learn Music Proficiency Level Five technique; Learn Music Proficiency Level Five theory; Create a full and professional trombone sound; Increase confidence playing as a soloist; and Learn Music Proficiency Level Five pieces.
<b>LEARNING ACTIVITIES</b>	Take private music lessons to learn Music Proficiency Level Five technique; Take theory seminars offered by the Conservatory of Music; Obtain and listen to recordings of professional trombone players; Play a trombone solo with the school Jazz band at the winter concert; and Attend the Music Concentration Weekend in October.
<b>TARGET DATES</b>	Music Concentration Weekend - October 10, 2013; School Band Concert - December 10, 2013; Music Theory Seminar - May 10, 2014; and Annual Ceremonial Review - June 10, 2014.
<b>LEARNING RESOURCES</b>	Trombone, Music Proficiency Level Five Music, Music Proficiency Level Five Theory, Band Officer, School Music Teacher, School Music Program, Private Music Teacher, Audio Recordings,
<b>MEASURES OF SUCCESS</b>	Completing the Music Proficiency Level Five level test during the music level testing weekend.
<b>FINAL REPORT</b>	I will create a display for the Annual Ceremonial Review which details how the Cadet Music Program is structured and details my experience in obtaining my Music Proficiency Level Five.
<b>REVIEWED BY</b> Training Officer	<b>DATE</b> 08 Sept 13
<b>APPROVED BY</b> Commanding Officer	<b>DATE</b> 15 Sept 13

INDIVIDUAL LEARNING PLAN ACTIVITY		
NAME R. Molitor	TOPIC AREA Music	
ACTIVITY	Private music lessons.	
AIMS MET	<p>Citizenship - by taking private music lessons, I will be exposed to a wider variety of music. Much of the music I will be exposed to have cultural and historical significance. More exposure to a varied culture and broader history will help me be a better member of society.</p> <p>Leadership - by being a follower in the music lesson, I will be exposed to different approaches to music instruction. This will enable me to be a better leader and instructor to cadets to whom I may have to teach music in the future.</p>	
PARTICIPANT OUTCOMES MET	Display positive self-esteem and personal qualities, contribute as an effective team member, accept personal accountability for actions and choices, demonstrate effective interpersonal communication skills, solve problems, think creatively and critically, display a positive attitude toward learning.	
START DATE September 11, 2013	END DATE May 25, 2014	TOTAL TIME 8 months
RESOURCE REQUIREMENTS	Trombone, Music Proficiency Level Five technique, instrument maintenance supplies, lesson location, private music teacher.	
ACTION PLAN	I will contact the local music store to see if they have anyone who teaches trombone lessons. I will set up a time to meet with the music teacher. I will take one hour music lessons from the teacher from September 11, 2013 until May 25, 2014.	
CONTACTS		
NAME Tommy Dorsey	NAME	
PHONE NUMBER (123)455-7890	PHONE NUMBER	
EMAIL right.notes@bflat.com	EMAIL	
CONTACT LOCATION B Flat Music Store	CONTACT LOCATION	

INDIVIDUAL LEARNING PLAN ACTIVITY			
NAME R. Molitor		TOPIC AREA Music	
ACTIVITY	Music Theory Seminar.		
AIMS MET	Leadership - by being a follower in the music theory seminar, I will be exposed to different approaches to music theory instruction. This will enable me to be a better leader and music theory instructor to cadets to whom I may have to teach music theory in the future.		
PARTICIPANT OUTCOMES MET	Solve problems, think creatively and critically, display a positive attitude towards learning.		
START DATE May 10, 2014		END DATE May 11, 2014	TOTAL TIME One Day
RESOURCE REQUIREMENTS	Conservatory of Music Theory Registration form, registration fee, music theory books, Conservatory of Music Theory Seminar, Conservatory of Music theory instructor, pencil, manuscript paper.		
ACTION PLAN	Contact the Conservatory of Music to register for seminar; pay registration fee; pick up theory books at the music store; pre-read the music theory books; attend the music theory seminar; take the Conservatory of Music's Rudiment II practice test.		
CONTACTS			
NAME Mrs. P. A. Cadence		NAME	
PHONE NUMBER 135-135-8531		PHONE NUMBER	
EMAIL tritone@perfectpitch.com		EMAIL	
CONTACT LOCATION Conservatory of Music		CONTACT LOCATION	

INDIVIDUAL LEARNING PLAN ACTIVITY			
NAME R. Molitor		TOPIC AREA Music	
ACTIVITY	Obtain and listen to recordings of professional trombone players.		
AIMS MET	Citizenship - By listening to professional musicians I can become more aware of historical context of music. In addition, I will become more aware of the positive impact that music can have of the development of a nation and the people of that nation. Stimulate an interest of the activities of the Canadian Forces - the Naden Band has been around for a long time and is an active community member. They perform for the community on a regular basis in support of cultural and social events.		
PARTICIPANT OUTCOMES MET	Exercise sound judgment; demonstrate effective interpersonal communication skills; knowledge of the history of the Canadian Forces; knowledge of the Canadian Forces' contributions as a national institution.		
START DATE May 1, 2014	END DATE May 1, 2014	TOTAL TIME 1 Day	
RESOURCE REQUIREMENTS	Email, phone, list of artists and recordings, CDs.		
ACTION PLAN	Email the CPO of the Naden Band; ask them for any recordings that features the trombone section or a trombone soloist; ask them if they can recommend any professional trombone players who have recordings; contact LG Music and CDs and order the recommended CDs.		
CONTACTS			
NAME CPO of the Naden Band		NAME Linus Goddard	
PHONE NUMBER 250-363-4299		PHONE NUMBER 564-5896-5211	
EMAIL nadenband@shaw.ca		EMAIL pitchfork@tuneme.ca	
CONTACT LOCATION Naden Band of Maritime Forces Pacific		CONTACT LOCATION LG Music and CDs	



INDIVIDUAL LEARNING PLAN ACTIVITY		
NAME R. Molitor	TOPIC AREA Music	
ACTIVITY	Play a solo with the school Jazz Band.	
AIMS MET	<p>Citizenship - by learning jazz music, I will be exposed to a wider variety of music. Much of the music I will be exposed to have cultural and historical significance. More exposure to a varied culture and broader history will help me be a better member of society.</p> <p>Leadership - by performing as a soloist, I will be putting myself in front of my peers. This will create confidence in me to do so when other leadership opportunities arise.</p>	
PARTICIPANT OUTCOMES MET	Display positive self-esteem and personal qualities, contribute as an effective team member, accept personal accountability for actions and choices, exercise sound judgment, think creatively and critically, display a positive attitude towards learning, participate actively as a valued member of a community.	
START DATE September 10, 2013	END DATE December 10, 2013	TOTAL TIME 3 months
RESOURCE REQUIREMENTS	School Jazz Band, trombone, solo piece, rehearsal time.	
ACTION PLAN	Practice the solo feature music, attend all Jazz Band rehearsals, audition for feature solo, perform at the winter concert.	
CONTACTS		
NAME Mrs. Maestro	NAME	
PHONE NUMBER 159-236-BAND	PHONE NUMBER	
EMAIL music@highschool.org	EMAIL	
CONTACT LOCATION My High School	CONTACT LOCATION	

INDIVIDUAL LEARNING PLAN ACTIVITY		
NAME R. Molitor	TOPIC AREA Music	
ACTIVITY	Attend the Music Concentration Weekend.	
AIMS MET	<p>Citizenship - by attending the Music Concentration weekend, I will be exposed to a wider variety of music. Much of the music I will be exposed to have cultural and historical significance. More exposure to a varied culture and broader history will help me be a better member of society.</p> <p>Leadership - by being a follower at the music concentration weekend, I will be exposed to different approaches to music instruction. This will make me a better leader and instructor in the future.</p>	
PARTICIPANT OUTCOMES MET	Display positive self-esteem and personal qualities, contribute as an effective team member, accept personal accountability for actions and choices, exercise sound judgment, think creatively and critically, display a positive attitude towards learning, participate actively as a valued member of a community.	
START DATE TBD	END DATE TBD	TOTAL TIME 1 Day
RESOURCE REQUIREMENTS	Trombone, Proficiency Level Five Music, instrument maintenance materials.	
ACTION PLAN	Register for the Music Concentration Weekend through the Band Officer / Training Officer, attend the Music Concentration Weekend.	
CONTACTS		
NAME RCMA	NAME	
PHONE NUMBER NA	PHONE NUMBER	
EMAIL NA	EMAIL	
CONTACT LOCATION Regionally Directed Activity	CONTACT LOCATION	

## **COMPLEMENTARY PACKAGES**

## COMPLEMENTARY PACKAGES

### Overview

Complementary packages are self study packages. They are designed to be completed during three 30-minute periods. The self study packages allow you to further develop yourself in specific areas. They provide you with flexibility to direct your training in areas that interest you or that you wish to develop further. Complementary packages are broken down into two categories: common and elemental. Although you are only required to complete three complementary packages, you are encouraged to complete as many complementary packages that interest you.

### Requirements and Standard

1. Complete two common complementary packages.
2. Complete one elemental complementary package.

### Completed

#### Common Packages

**C501.01            Reflect Upon Individual Global Citizenship**

Examine how globalization is an inescapable part of daily living. Identify how individual attitudes and actions are influenced by globalization. Reflect upon ways to become better global citizens.

**C501.02                            Analyze a Global Issue**

Deal with controversial issues in books and periodicals. Deal with controversial issues in Internet sources. Evaluate websites.

**C503.01                            Examine Meeting Procedures**

Identify types of meetings. Examine how to organize meetings. Examine how to facilitate meetings.

**C504.01            Examine the Use of Technology in Physical Fitness Activities**           

Compare physical fitness equipment including exercise equipment, personal workout equipment, and multi-sensor activity tracking devices. Review online and software-based fitness tools. Compare video games that promote physical fitness.

**C507.01            Identify Service Opportunities for Cadet Instructors Cadre (CIC) Officer**           

Examine the enrolment standards for the CIC. Examine corps / squadron employment opportunities. Examine employment opportunities at technical training establishments such as Regional Cadet Sailing Schools, Regional Army Cadet Expedition Centres, and Regional Cadet Air Operations. Examine regional and national employment opportunities.

**C507.02            Identify Volunteer Opportunities With the Navy League of Canada (NLC)**           

Review the roles and responsibility of the NLC and the local NLC Branch. Examine examples of support the NLC provides to Sea Cadets. Attend a meeting with a member of the NLC.

**C507.03            Reflect Upon the Cadet Experience**           

Conduct a self-assessment of the cadet experience. Analyze the relationship between the cadet experience and preparation for adulthood. Develop an action plan.

**C509.01            Monitor Instruction**           

Identify the purpose and process of instruction monitoring. Monitor instruction.

## Elemental Packages

**C520.01**                    **Examine Canadian Naval and Maritime Educational and Career Opportunities**                   

Examine maritime educational opportunities such as the Canadian Forces, Canadian Coast Guard, and civilian educational opportunities. Examine maritime career opportunities such as government, military, Canadian Coast Guard, and Fisheries and Oceans Canada (Department of Fisheries). Examine private sector career opportunities.

**C521.01**                    **Complete a Ropework Project**                   

Tie a star know or make a prolong mat.

**C523.01**                    **Examine Naval Customs and Traditions**                   

Examine the origins and history of naval officer ranks. Identify superstitions and traditions of navy personnel. Examine the historical laws of the Royal Navy.

**C523.02A**                    **Plot a Fix**                   

Plot a position using a three-bearing fix and plot a position using a horizontal angle fix. This package may be completed by cadets who have not completed complementary navigation EOs during Phase Four training.

**C523.02B**                    **Complete a Fixing Paper**                   

Complete a fixing paper. This package may only be completed by cadets who have completed all complementary navigation Eos during Phase Four training.

## **QUALIFICATION RECORD**

## Phase Five Qualification Record

**Assessor's Feedback:**

		PO Assessment	
PO	PO Statement	Incomplete	Complete
501	Explain Global Citizenship		
507	Serve in a Sea Cadet Corps		
513	Attend Workshops		
514	Pursue Individual Learning		
Complementary Packages (Three packages complete with one being an elemental package)			

		PO Assessment			
PO	PO Statement	Incomplete	Completed With Difficulty	Completed Without Difficulty	Exceeded Standard
502	Perform Community Service				
503	Lead Cadet Activities				
504	Adopt an Active Lifestyle				
509	Instruct Cadets				

Qualification Achieved	Yes	No	Training Officer's Signature	Date:
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## **RECORD OF SERVICE**

1. The aim of the Record of Service section is to provide a permanent record for Sea Cadet training, experience and employment (paid and unpaid).
2. The Record of Service is to be completed for each period of training and employment (paid and unpaid) which includes, but is not limited to, a senior cadet at a Cadet Summer Training Centre (CSTC), regional activities or at the corps.
3. Cadets are to record their primary duties and responsibilities in addition to any secondary duties or responsibilities that were completed during the same employment period. Also included are supervisory responsibilities of other cadets, as well as any training that was required in support of the employment.
4. This Record of Service is to be kept in the personal possession of the cadet. It is to be presented to the Officer-in-Charge (OIC) for review and to be returned completed upon the completion of training or employment. Entries in the logbook are to be made only by the OIC, their delegates, or other approved authorities.

Unit and Location	Training and Employment			Training Completed During This Period
	From	To	Type of Position	

<b>Supervisory Duties</b>	<b>Comments and Recommendations</b>	<b>Signature and Rank of Supervisory Officer</b>

Unit and Location	Training and Employment			Training Completed During This Period
	From	To	Type of Position	

<b>Supervisory Duties</b>	<b>Comments and Recommendations</b>	<b>Signature and Rank of Supervisory Officer</b>

Unit and Location	Training and Employment			Training Completed During This Period
	From	To	Type of Position	

<b>Supervisory Duties</b>	<b>Comments and Recommendations</b>	<b>Signature and Rank of Supervisory Officer</b>





## MONTHLY PLANNER























# AGENDA

Month:

Sun	Mon	Tue	Wed	Thu	Fri	Sat

# AGENDA

Month:

Sun	Mon	Tue	Wed	Thu	Fri	Sat



















**AGENDA**

**Month:**

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